



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Agenda
May 4, 2018
2:30 - 4:30 p.m.
Lew Haines Conference Room (LIB 307)
Audio: 786-6755 | ID: 284572
[Link to Live Skype Meeting](#)

I. Call to Order

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

2017-2018 Officers

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

2017-2018 Senators

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

III. Agenda Approval (pg. 1-6)

IV. Meeting Summary Approval (pg. 7-16)

V. Officer's Reports

- A. President's Report (pg. 17)
 - i. Distinguished Service Awards
- B. First Vice President's Report
- C. Second Vice President's Report (pg. 18)
- D. Past President's Report (pg. 19)

i. Faculty Alliance Report (pg. 20-21)

VI. Unfinished Business

VII. Consent Agenda

A. Undergraduate Curriculum

i. Courses

- Add [AKNS A102H: Elementary Ahtna Language II](#)
- Chg [CE A403: Arctic Engineering](#)
- Chg [EDEC A403: Mathematics and Science in Early Childhood](#)
- Add [EDSE A320Y: Assessment in Early Childhood Special Education](#)
- Chg [EDSE A422Y: Strategies: Infants Toddler Special Education](#)
- Add [EDSE A423Y: Strategies: Preschool Special Education](#)
- Chg [EE A203: Fundamentals of Electrical Engineering I](#)
- Chg [EE A314: Electromagnetics](#)
- Chg [EE A324: Electromagnetics II](#)
- Chg [EE A333: Electronic Devices](#)
- Add [EE A447: Power Electronics](#)
- Chg [ET A246: Electronic Industrial Instrumentation](#)
- Chg [GEO A246: Geomatics Computations II](#)
- Chg [GIS A467: Image Analysis](#)
- Chg [HIST A121: East Asian Civilization I](#)
- Chg [HIST A122: East Asian Civilization II](#)
- Chg [HIST A131: History of the United States I](#)
- Chg [HIST A132: History of the United States II](#)
- Chg [HIST A431: America: Colonies and Revolution](#)
- Add [HIST A454: United States History in the New Gilded Age, 1980s to the Present](#)
- Chg [MATH A314: Linear Algebra](#)
- Chg [MATH A420: Historical Mathematics](#)
- Chg [MBIO A468: Geomicrobiology](#)
- Chg [ME A306: Dynamics of Systems](#)
- Chg [ME A308: Instrumentation and Measurement](#)
- Chg [ME A456: Renewable Energy Systems Engineering](#)
- Chg [PHYS A211: General Physics I](#)
- Chg [PHYS A212: General Physics II](#)
- Add [PHYS A214: Waves, Thermodynamics, and Electricity](#)
- Add [PHYS A214L: Waves, Thermodynamics, and Electricity Laboratory](#)
- Add [PM A423: Stakeholder Engagement and Collaboration](#)
- Add [PM A424: Advanced Project Risk Management](#)
- Chg [PM A430: Systems Engineering Fundamentals](#)
- Add [PM A432: Advanced Project Controls](#)
- Add [PM A450: Advanced Information Technology Project Management](#)
- Chg [PS A353: American Political Development](#)
- Chg [PSCI-BA: Bachelor of Arts in Political Science](#)

- Chg [PSY A111: Introduction to Psychology](#)
- Chg [STAT A200: Elementary Statistics](#)

ii. Programs

- Chg [AWEL-OECERT: Occupational Endorsement Certificate in Advanced Welding](#)
- Chg [BIOS-BA: Bachelor of Arts in Biological Sciences](#)
- Chg [CHEM-BS: Bachelor of Science in Chemistry](#)
- Chg [ECSE-MINOR: Minor in Early Childhood Special Education](#)
- Chg [IPIN-AAS: Associate of Applied Science in Industrial Process Instrumentation](#)
- Chg [PETR-UGCERT: Undergraduate Certificate in Petroleum Technology](#)
- Chg [PSYC-BA: Bachelor of Arts in Psychology](#)
- Chg [PSYC-BS: Bachelor of Science in Psychology](#)
- Chg [PTEC-AAS: Associate of Applied Science in Process Technology](#)
- Chg [WLD-OECERT: Occupational Endorsement Certificate in Welding](#)
- Chg [WTNT-AAS: Associate of Applied Science in Welding and Nondestructive Testing Technology](#)

B. Graduate Curriculum

i. Courses

- Chg [CHEM A611: Advanced Biophysical Chemistry](#)
- Add [CHEM A618: Experiential Learning: Advanced Chemical Instrumentation and Methods](#)
- Chg [CHEM A641: Advanced Biochemistry I](#)
- Chg [CHEM A642: Advanced Biochemistry II](#)
- Chg [CHEM A680: Advanced Molecular Spectroscopy and Structure](#)
- Add [EDSE A607: Foundations for Infant and Toddler Social Emotional Health and Development](#)
- Chg [EDSE A610Y: Assessment of Infants Toddlers in Early Childhood Special Education](#)
- Add [EDSE A611Y: Assessment in Preschool Special Education](#)
- Chg [EDSE A622: Curriculum and Strategies II: High Incidence](#)
- Chg [EDSE A622Y: Strategies Interventions: Infant Toddler Special Education](#)
- Add [EDSE A623Y: Strategies and Interventions: Preschool Special Education](#)
- Add [EDSE A692Y: Internship Seminar in Early Childhood Special Education Teaching](#)
- Chg [EDSE A695Y: Advanced Internship: Early Childhood Special Education](#)
- Chg [ENGL A635: Advanced Critical Theory](#)
- Chg [ENGL-MA: Master of Arts in English](#)
- Chg [PM A601: Project Management Fundamentals](#)
- Chg [PM A602: Application of Project Management Processes](#)
- Chg [PM A612: Advanced Project Time Management](#)

ii. Programs

- Chg [CIVL-MS: Master of Science in Civil Engineering \(MSCE\)](#)
- Chg [ECSE-MED: Master of Education in Early Childhood Special Education](#)
- Chg [SPED-GRCERT: Graduate Certificate in Special Education](#)
- Chg [SPED-MED: Master of Education in Special Education](#)

- C. Curriculum Handbook, Section 5 – Policy Additions and Changes (pg. 22-23)
- D. Modification of Graduate Catalog - Project Review Policy (pg. 24)
- E. Modification of Graduate Catalog - Reinstatement Policy (pg. 25-26)
- F. Modification of Graduate Catalog - Thesis Review Policy (pg. 27-28)
- G. DSST Credit Award Changes – Business Ethics (pg. 29)
- H. DSST Credit Award Changes – Corporate Finance (pg. 30)

VIII. Boards and Committees Reports

- A. Graduate Academic Board
- B. Undergraduate Academic Board (pg. 31-32)
- C. General Education Review Committee
- D. University-wide Faculty Evaluation Committee (pg. 33)
- E. Academic Assessment Committee (pg. 34-35)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 36-38)
- G. Budget, Planning, and Facilities Advisory Committee
- H. Diversity Committee (pg. 39-42)
- I. Faculty Grants and Leaves Committee (pg. 43)
- 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
- N. Academic Honesty and Integrity Committee
- O. Research and Creative Activity Committee (pg. 47-49)
- 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 (pg. 50-53)

U. Joint Ad Hoc Committee on Education Abroad

IX. New Business

A. Welcome New Senators

2018-2019 Officers

Williams, Maria – President	Chase, Yvonne - Chair, UAB ex-officio
Downing, Scott - 1 st Vice President	TBD - Chair, GAB
Brock, Jennifer - 2nd Vice President	Chamard, Sharon - Past President

2018-2019 Senators

Allen, Mary Dallas	Ha, Songho	Ohle, Kathryn
Ampong, David	Harrod, Ryan	Orley, Soren
Bridges, Anne	Harville, Barbara	Ossiander-Gobeille, Megan
Brown, Barbara	Hicks, Erin	Pace, Kimberly
Coulter, Cathy	Hicks, Nathaniel	Paris, Anthony
Deal, Kitty	Hinterberger, Tim	Pence, Sandra
Din, Herminia	Karahan, Gokhan	Protasel, Greg
Dunscorn, Paul	Kelly, Terrence	Shamburger, Carri
Fitzgerald, Dave	King, Carrie	Smith, Kelly
Flanders-Crosby, Jill	Kuden, Jodee	Sterling, Lorelei
Folias, Stefanos	Leu Burke, Grace	Thiru, Kanapathi 'Sam'
Fortson, Ryan	Long, Toby	Toscano, Sharyl
Foster, Larry	Metzger, Colleen	Van Dommelen, Dorn
Grabarek, Lukasz	Meyers, Jeff	Venema, Rieken
Graham, Rachel	Nabors, Forrest	Wang, Caixia

B. Endorsement of the Ad Hoc Committee on Internationalization's ESL Report

The Faculty Senate endorses the report from the Ad Hoc Committee on Internationalization regarding ESL at UAA and urges the Chancellor and Provost to allow CTC to revise and offer those ESL academic credit courses as soon as possible.

C. Motion to Endorse FSDC Multicultural Postdoctoral Fellowship Program Post-Report (pg. 54-57)

D. Faculty Handbook, Ch. IV Faculty Development Funds (pg. 58-69)

E. Faculty Handbook, Ch. V Sabbatical (pg. 70-74)

X. Administrative Reports

- A. Interim Chancellor, Sam Gingerich
- B. Interim Provost, Duane Hrnecir
- C. Interim Vice Chancellor of Administrative Services, Pat Shier
- D. Vice Chancellor of Advancement, Megan Olson (pg. 75-78)
- E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 79-82)
- F. Vice Provost of Academic Affairs, Susan Kalina (pg. 83-85)
 - i. Accreditation Update
- G. CIO, Adam Paulick
- H. Union Representatives
 - i. UAFT
 - ii. United Academics, Nelta Edwards
- I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 86-91)
- J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 92-93)
- V. Interim Vice Provost for Student Success, Claudia Lampman
- K. UAA Process Improvement Team

XI. Informational Items & Adjournment

- A. Cross-listed courses: SWK A626 & HS A628 reactivated
- B. Non-Credit COH - AHEC Scholars Program
- C. Non-Credit COH - Cancer (Multiple Seminar Titles)
- D. Non-Credit COH - Interprofessional Education Grand Rounds
- E. Non-Credit COH - Rural Immersion Institute of the North
- F. Non-Credit COH - Substance Abuse (Multiple Seminar Titles)
- G. Program Licensure and Certification Published in Catalog (pg. 94-97)
- H. 2018-2019 Faculty Senate Membership & Meeting Schedule (pg. 98-99)



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

III. Agenda Approval (pg. 1-10)

Approved

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

Approved

V. Officer's Reports

A. President's Report (pg. 19)

B. First Vice President's Report

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

C. Second Vice President's Report

D. Past President's Report

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

VI. Unfinished Business

VII. Consent Agenda

A. Undergraduate Curriculum

i. Courses

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

Del	<u>ANTH A427: Ethnohistory of Alaska Natives</u>
Chg	<u>ANTH A430: Research Methods in Cultural Anthropology</u>
Chg	<u>ANTH A431: Field Methods in Archaeology and Bioanthropology</u>
Del	<u>ANTH A434: Peoples and Cultures of Northeast Asia</u>
Del	<u>ANTH A436: Aleut Adaptations</u>
Del	<u>ANTH A437: Eskimo Adaptations</u>
Del	<u>ANTH A438: Tlingit and Haida Adaptations</u>
Del	<u>ANTH A439: Athabascan Adaptations</u>
Del	<u>ANTH A445: Evolution of Humans and Disease</u>
Chg	<u>ANTH A452: Culture and Human Biodiversity</u>
Chg	<u>ANTH A454: Culture and Ecology</u>
Chg	<u>ANTH A455: Culture and Health</u>
Del	<u>ANTH A457: Food and Nutrition: An Anthropological Perspective</u>
Add	<u>ANTH A458: Applying Ethics in Anthropology</u>
Del	<u>ANTH A460: Peace, War, and Violence: An Anthropological Perspective</u>
Chg	<u>ANTH A464: Culture and Globalization</u>
Del	<u>ANTH A470: Landscape Archaeology</u>
Del	<u>ANTH A475: Archaeological Surveying and Illustration</u>
Del	<u>ANTH A476: Ethical Issues in Archaeology</u>
Chg	<u>ANTH A480: Analytical Techniques in Archaeology and Bioanthropology</u>
Del	<u>ANTH A481: Museum Studies in Anthropology</u>
Del	<u>ANTH A482: Historical Archaeology</u>
Add	<u>ANTH A487: Field Methods in Cultural Anthropology</u>
Chg	<u>ANTH A490: Selected Topics in Anthropology</u>
Add	<u>ANTH A490A: Health, Ritual, and Science</u>
Add	<u>ANTH A490B: Historical Engagements</u>
Chg	<u>ANTH A490C: Belief and Identity</u>
Add	<u>ANTH A490D: Topics in the Contemporary North</u>
Add	<u>ANTH A490E: Culture, Environment, Place</u>
Chg	<u>ANTH A495: Practicum in Anthropology</u>
Chg	<u>ANTH A499: Senior Thesis in Anthropology</u>
Chg	<u>ART A224: Beginning Photography</u>
Chg	<u>ART A252: Beginning Graphic Design</u>
Chg	<u>ART A257: Computer Art</u>
Chg	<u>ART A323: Color Photography</u>
Chg	<u>ART A324: Intermediate Photography</u>
Chg	<u>ART A331: Experimental Photography</u>
Chg	<u>ART A424: Advanced Photography</u>
Add	<u>CHEM A054: Chemistry Skills and Problem Solving</u>
Chg	<u>CHEM A103: Introduction to General Chemistry</u>
Chg	<u>CHEM A103L: Introduction to General Chemistry Laboratory</u>
Chg	<u>CHEM A104: Introduction to Organic and Biochemistry</u>
Chg	<u>CHEM A104L: Introduction to Organic and Biochemistry Laboratory</u>

Chg	<u>CHEM A105: General Chemistry I</u>
Chg	<u>CHEM A105L: General Chemistry I Laboratory</u>
Add	<u>CHEM A105R: General Chemistry I Recitation</u>
Chg	<u>CHEM A106: General Chemistry II</u>
Chg	<u>CHEM A106L: General Chemistry II Laboratory</u>
Add	<u>CHEM A106R: General Chemistry II Recitation</u>
Add	<u>CHEM A208: Principles of Bioinorganic Chemistry</u>
Add	<u>CHEM A218: Experiential Learning: Quantitative Chemical Analysis</u>
Chg	<u>CHEM A253: Principles of Inorganic Chemistry</u>
Chg	<u>CHEM A321: Organic Chemistry I</u>
Add	<u>CHEM A321R: Organic Chemistry I Recitation</u>
Chg	<u>CHEM A322: Organic Chemistry II</u>
Add	<u>CHEM A322R: Organic Chemistry II Recitation</u>
Chg	<u>CHEM A323L: Organic Chemistry Laboratory</u>
Chg	<u>CHEM A411: Biophysical Chemistry</u>
Add	<u>CHEM A418: Experiential Learning: Chemical Instrumentation and Methods</u>
Chg	<u>CHEM A441: Principles of Biochemistry I</u>
Chg	<u>CHEM A442: Principles of Biochemistry II</u>
Chg	<u>CHEM A443: Biochemistry Laboratory</u>
Chg	<u>CHEM A480: Molecular Spectroscopy and Structure</u>
Add	<u>CHEM A481: Experiential Learning: Undergraduate Seminar I</u>
Add	<u>CHEM A482: Experiential Learning: Undergraduate Seminar II</u>
Chg	<u>CHEM A498: Individual Research</u>
Add	COH Non-Credit PDT Geriatric Healthcare Series
Add	<u>DH A200: Basic Instrumentation for Dental Hygienists</u>
Del	<u>DH A202: Basic Techniques for Dental Hygienists</u>
Add	<u>DH A203: Assessment Procedures in Dental Hygiene</u>
Add	<u>DH A220: Introduction to Preventive Dentistry</u>
Chg	<u>DH A292D: Clinical Seminar I</u>
Add	<u>DH A292E: Preclinical Seminar</u>
Chg	<u>DH A392C: Clinical Seminar II</u>
Chg	<u>EDSE A422: Curriculum and Strategies II: High Incidence</u>
Chg	<u>ENGL A435: Critical Theory</u>
Chg	<u>GEOL A463: Environmental Geochemistry</u>
Chg	<u>HIST A423: Medieval Russian History</u>
Add	<u>HUMS A125: Intervention Prevention of High Risk Behaviors in Adolescents</u>
Add	<u>HUMS A190: Holistic Approaches to Behavioral Health and Wellness: Selected Topics</u>
Add	<u>MATH A104: Technical Mathematics</u>
Chg	<u>MATH A105: Intermediate Algebra</u>
Chg	<u>MATH A121: College Algebra for Managerial and Social Sciences</u>
Chg	<u>MATH A221: Applied Calculus for Managerial and Social Sciences</u>
Chg	<u>MATH A251: Calculus I</u>
Chg	<u>MATH A430: Concepts of Topology</u>

Chg	<u>MATH A495A: Mathematics Practicum</u>
Add	<u>MATH A495B: Mathematics or Statistics Internship</u>
Add	<u>MATH A496: Advanced Readings in Mathematics</u>
Chg	<u>ME A280: Solid Modeling for Engineers</u>
Chg	<u>ME A334: Materials Science</u>
Chg	<u>ME A334L: Materials Science Laboratory</u>
Chg	<u>ME A403: Machine Design</u>
Chg	<u>ME A408: Mechanical Vibrations</u>
Chg	<u>ME A414: Thermal System Design</u>
Chg	<u>ME A414L: Thermal System Design Lab</u>
Chg	<u>ME A438: Design of Mechanical Engineering Systems</u>
Chg	<u>ME A441: Heat and Mass Transfer</u>
Chg	<u>ME A441L: Heat and Mass Transfer Lab</u>
Chg	<u>ME A442: Advanced Fluid Mechanics</u>
Chg	<u>ME A451: Aerodynamics</u>
Chg	<u>NURS A180: Basic Nursing Pharmacology</u>
Add	<u>PM A401: Project Management Fundamentals</u>
Add	<u>PM A402: Application of Project Management Processes</u>
Add	<u>PM A412: Advanced Project Time Management</u>
Add	PWSC Non-Credit PDT Excel I
Add	PWSC Non-Credit PDT OSHA 10
Add	PWSC Non-Credit PDT Wilderness First Aid
Add	PWSC Non-Credit PDT Word I
Chg	<u>STAT A253: Applied Statistics for the Sciences</u>
Chg	<u>STAT A307: Probability and Statistics</u>
Add	<u>UNIV A190: Selected Topics in University Studies</u>

ii. Programs

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

Chg	<u>MATH-BA: Bachelor of Arts in Mathematics</u>
Chg	<u>MATH-BS: Bachelor of Science in Mathematics</u>
Chg	<u>NURN-AAS: Associate of Applied Science in Nursing</u>
Chg	<u>NURS-BS: Bachelor of Science in Nursing Science</u>
Chg	<u>PHIL-BA: Bachelor of Arts in Philosophy</u>
Chg	<u>SOCI-BA: Bachelor of Arts in Sociology</u>
Chg	<u>SOCI-BS: Bachelor of Science in Sociology</u>

B. Graduate Curriculum

i. Courses

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

Del	<u>HUMS A650: Leadership and Organizational Development in Human Services</u>
Del	<u>HUMS A670: Professional Ethics in Human Services</u>
Del	<u>HUMS A682: Advanced Topics in Human Development: Adulthood and Aging</u>
Chg	<u>ND A618: Advanced Nursing Roles and Leadership</u>
Chg	<u>ND A619: Health Policy and Economics</u>
Chg	<u>NSG A601: Advanced Pathophysiology</u>
Chg	<u>NSG A601A: Genetics and Genomics in Advanced Pathophysiology</u>
Chg	<u>NSG A610: Pharmacology for Primary Care</u>
Chg	<u>NSG A610A: Pharmacology for Primary Care: Special Topics</u>
Chg	<u>NSG A614: Advanced Practice Ethics and Law</u>
Chg	<u>NSG A615: Health Services Organization and Finance</u>
Chg	<u>NSG A618: Role Development in Advanced Nursing</u>
Chg	<u>NSG A619: Nursing Health Policy</u>
Chg	<u>NSG A619A: Health Economics</u>
Chg	<u>NSG A623: Transcultural Nursing</u>
Chg	<u>NSG A628: Practice Inquiry II: Design and Methods</u>
Chg	<u>NSG A629: Practice Inquiry III: Proposal Development</u>
Chg	<u>NSG A634: Epidemiology for Advanced Practice</u>
Chg	<u>NSG A637: Data Analysis: Qualitative</u>
Chg	<u>NSG A638: Data Analysis: Quantitative</u>
Chg	<u>NSG A640: Teaching and Learning in the Professional Context</u>
Chg	<u>NSG A641: Developing Curriculum for Nursing and Other Professions</u>
Chg	<u>NSG A643: Course and Curriculum Evaluation for Professionals</u>
Chg	<u>NSG A644: Technology for Learning and Collaboration</u>
Chg	<u>NSG A647: Evidence-Based Practicum for Nursing</u>
Chg	<u>NSG A659: Integrative Health: Complementary/Alternative Methods of Healing</u>
Chg	<u>NSG A662: Family Nurse Practitioner III</u>
Chg	<u>NSG A663: Family Nurse Practitioner IV</u>
Chg	<u>NSG A670: Advanced Practice Psychiatric Mental Health Nursing I</u>
Chg	<u>NSG A671: Advanced Practice Psychiatric Mental Health Nursing II</u>
Chg	<u>NSG A672: Advanced Practice Psychiatric Mental Health Nursing III</u>
Chg	<u>NSG A673: Advanced Practice Psychiatric Mental Health Nursing IV</u>
Chg	<u>NSG A683: Clinical Immersion</u>
Chg	<u>NSG A684: Clinical Concentration</u>
Chg	<u>NSG A696A: Practice Inquiry IV A: Capstone Project</u>
Chg	<u>NSG A696B: Practice Inquiry IV B: Capstone Project</u>
Chg	<u>NSG A696C: Practice Inquiry IV C: Capstone Project</u>

ii. Programs

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

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

- D. Proposed changes to catalog copy describing the Interdisciplinary Studies Degree - Master of Arts/Master of Science, GAB (pg. 41-44)
- E. ACE Credit Recommendation DSST 498, UAB (pg. 45-46)
- F. Alaska Native Languages Credit for Prerequisite Not Taken (pg. 47)
- G. Alaska Native Themed GER Requirement, UAB (pg. 48)
- H. Associate of Arts (AAS) General Course Requirement, UAB (pg. 49-52)
- I. Communication GER Prerequisite, UAB (pg. 53)
- J. General Policy Prerequisite Not Taken, UAB (pg. 54)
- K. Language Credit for Prerequisite Not Taken (pg. 55)
- L. Quantitative Skills Credit for GER, UAB (pg. 56)
- M. Writing Credit for Prerequisite Not Taken (pg. 57)

Consent Agenda Approved

VIII. Boards and Committees Reports

- A. Graduate Academic Board
- B. Undergraduate Academic Board
- C. General Education Review Committee
- D. University-wide Faculty Evaluation Committee
- E. Academic Assessment Committee (pg. 58)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 59-60)
- G. Budget, Planning, and Facilities Advisory Committee
- H. Diversity Committee (pg. 61-64)
- I. Faculty Grants and Leaves Committee
- J. Institutional and Unit Leadership Review Committee (pg. 65)
- K. Library Advisory Committee
- L. Student Academic Support and Success Committee (pg. 66-67)
- M. Community Campus Committee

- N. Academic Honesty and Integrity Committee
- O. Research and Creative Activity Committee (pg. 68)
- P. Joint Ad Hoc Committee on Mentoring Institute Proposal
- Q. Joint Ad Hoc Committee on UFEC Criteria for Administrative Faculty
- R. Joint Ad Hoc Committee on Student Evaluation
- S. Joint Ad Hoc Committee on Term Faculty Promotion
- T. Joint Ad Hoc Committee on Internationalization
- U. Joint Ad Hoc Committee on Education Abroad (pg. 69-71)

IX. New Business

- A. Resolution 040318-1 concerning support for a UAA Staff Recognition Policy (pg. 72)
 - i. Attachments: Staff Council Resolution FY18-04; UAF Employee Recognition Policy (pg. 73-78)
Motion to approve
40 Approve, 1 Oppose, 2 Abstain
Motion passes
- B. Motion to Endorse the UA Faculty Alliance Request to Amend University Regulation R10.04.040 (pg. 79)
 - i. Attachment: Faculty Alliance letter regarding revisions to UA Regulation R.10.04.040 (pg. 80-86)
Motion to approve
39 Approve, 1 Oppose, 5 Abstain
Motion passes

X. Administrative Reports

- A. Interim Chancellor, Sam Gingerich
- B. Interim Provost, Duane Hrncir
- C. Interim Vice Chancellor of Administrative Services, Pat Shier
- D. Vice Chancellor of Advancement, Megan Olson (pg.87-91)

- E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 92-96)
- F. Vice Provost of Academic Affairs, Susan Kalina (pg. 97-99)
- G. CIO, Adam Paulick
- H. Union Representatives
 - i. UAFT
 - ii. United Academics, Nelta Edwards
- I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 100-105)
- J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 106-107)
- V. Interim Vice Provost for Student Success, Claudia Lampman (pg. 108)
- K. UAA Process Improvement Team

XI. Informational Items & Adjournment



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

President's Report

May 2018

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

- Met with Interim Provost Duane Hrnir (x2)
- Met with Interim Vice Chancellor of Administrative Services Pat Shier (x2)
- Met with Interim Chancellor Sam Gingerich (x1)
- Faculty Senate Executive Board meetings (x3)
- Faculty Alliance bi-weekly meetings (x4)
- Faculty Development Awards luncheon
- PBAC meeting
- Online Learning Advisory Council meeting

UAA Chancellor Search

Four candidates will be visiting the Anchorage campus during the weeks of April 30 and May 7. For more information about them and opportunities to attend Faculty Forums, see <https://www.uaa.alaska.edu/about/administration/office-of-the-chancellor/chancellorsearch.cshtml>.

Faculty Senate Executive Board

The E-Board meets for the last time this academic year on May 7th from 1:00-3:00 pm in the IT Services conference room (SSB 120). This is an open meeting.

Faculty Alliance

The Faculty Alliance, comprising the Faculty Senate President, Immediate Past President, and President-Elect (First Vice President) from UAA, UAF, and UAS, meets on the 2nd and 4th Fridays of each month from 2:30-4:30 pm. Its last meeting this academic year will be on May 11. These Google Hangouts meetings can be accessed at <https://www.alaska.edu/governance/faculty-alliance/>. The current chair of the Faculty Alliance is Lisa Hoferkamp from UAS. The incoming chair is Chris Fallen from UAF.

Board of Regents

Upcoming meetings for the UA Board of Regents include:

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

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

2018-2019 Faculty Governance Election Results

Faculty Senate Officers

President	Maria Williams, CAS
1 st VP	Scott Downing, KPC
2 nd VP	Jennifer Brock, CoEng

Faculty Senators 2018-2020

At-large	Larry Foster
	Barbara Harville
	Erin Hicks
	Sandy Pence

CAS

Fine Arts

Humanities

Humanities

Math/Nat Sciences

Social Sciences

Social Sciences

Social Sciences

Colleen Metzger

Songho Ha

Paul Dunscomb

Nathaniel Hicks

Ryan Harrod

Forrest Nabors

Kimberly Pace

CBPP

Gokhan Karahan

Dave Fitzgerald

CoEd

Kathryn Ohle

COH

Carrie King

Grace Leu Burke

Ryan Fortson

Tim Hinterberger

KPC

Jeff Meyers

Mat-Su

Rachel Graham

VACANT

PWSC

VACANT

Student Affairs

Barbara Brown

Academic Assessment Committee 2018-2020

Scott Downing, KPC
Annette Hornung, Mat-Su

Faculty Grants & Leaves Committee 2018-2021

Kathleen Stephenson, COH

VACANT, COH

VACANT, CoEng

GAB 2018-2020

Sam Thiru, CAS

Yoshito Kanamori, CBPP

GERC 2018-2020

Toby Widdicombe, Written Communication

VACANT, CBPP

UAB 2018-2020

Brian Cook, CAS

Catherine Hample, COH

James Oleksyn, CTC

Utpal Dutta, CoEng

Jared Griffin, KOD

Lia Calhoun, KPC

VACANT, PWSC

Christina Stuive, Student Affairs

UFEC – Tripartite 2018-2021

Toby Widdicombe

UFEC – Bipartite 2018-2021

Kathrynn Hollis-Buchanan

University Assembly

Sam Cook, At-large

Mark Schreiter, Community Campus



Date: May 4, 2018

To: UAA Faculty Senate,

From: Dave Fitzgerald

Faculty Alliance members are:

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

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

Topics for April 2018 included:

- GER Alignment - ongoing
- Faculty Regent – Our primary sponsor, Justin Parish, is not running for reelection
- Faculty Representatives on Statewide IT Council – one from each university
- Banner upgrade – scheduled for this fall
- Outsourcing of academic programs – ongoing discussion; FA opposes
- CITO job description – application reviews anticipated to begin the first week of June
- Proposed UA portal
- Course blocks – ongoing discussion
- Morale survey – in progress
- FA April report attached.

Faculty Alliance agendas and minutes can be found at the Faculty Alliance site at

<http://www.alaska.edu/governance/faculty-alliance/>

FA Chair Report to the Faculty Alliance

April 27, 2018

The Academic Council met on 4/20/18. Despite FA efforts to remind administration that scheduling issues among shared programs (existing or potential) are either non-existent or have been addressed by faculty, VPASA Layer has been bringing up common course blocks again. In the past, he has indicated that, if faculty were not willing to implement common course blocks, he would like faculty to present strategies for offering university-specific programs to a wider audience. I suggest the FA continue to remind the administration that this is a solution without a problem.

The review of FIF proposals will begin on Monday 4/30/18 and continue through May 11 with awards made no later than June 8. The review process was discussed with two procedures forwarded for consideration: 1) Ad hoc reviewers (FA identifies current UnAc members to serve as reviewers) using a 5-point scale as an initial filter followed by panel review of high quality proposals on a comparative scale, 2) Large group review followed by AC decisions on awardees. The FA must submit their preference by Monday, 4/30/18.

UA staff (Shiva Hullavarad is lead) are working to ensure that UA complies with general data protection regulations (European Union regulations).

A proposal for revisions to Regulation R04.04.070 Emeritus Status and R04.07.095 Emeritus Status, Staff. The issue is that no regulation that distinguishes staff emeritus from faculty emeritus. The FA is asked to provide feedback.

The FA-initiated revision to regulation R10.040.03 C (dual purpose GERs) was reviewed by the AC and met with no objection. The requested revision will be forwarded to President Johnsen.

There was a brief reference to an administrative policy regarding high value non-credit workforce credentials. There is concern as to whether UA is doing a good job capturing these outcomes. This includes courses, certificates, endorsements, and non-credit continuing education.

The IT Council met on 4/24/18. The CITO position announcement will be presented to President Johnsen by 4/27/18. A transition team has been organized and is meeting every 2-3 weeks. I believe recruitment will begin June 1.

The CIO Management Team has placed a high priority on development of an over-arching strategy for access management lifecycle and terminated employee access. The administrative sentiment is that departure of an employee in a confidential role requires recall/acquisition of all relevant emails/materials from business and personal accounts and restricted access subsequent to leaving UA. Implementation will require CIO MT scoping effort and internal review of existing key systems with the ultimate goal of incorporating management controls into all new systems and institutionalizing continual review of practices.

Statewide HR provided an update on their recent efforts & activities. Among other items, that document contains a link for information on the Banner9 upgrade as well as reference to a needs assessment led by SWHR to provide recommendations on developing a UA leadership and succession plan.

In light of pending changes to federal Title IX policy, I have suggested at several meetings a FA effort to drive Title IX policy adjustments across the UA system. After some discussions with key stakeholders, it was made apparent to me that faculty at each university generally prefer to lead Title IX policy development and/or revision through their university Title IX coordinators and that at most, the FA should serve as a communication conduit for these efforts. Toward that end, it is my intention to write a letter to existing university Title IX coordinators requesting that they keep their faculty senates informed of their policy revision intentions with the understanding that faculty senate presidents would then inform the FA. Communication between universities regarding Title IX policy may be facilitated by FA but to assume a lead role in directing conversations is not a FA role that I would support. Please share your thoughts on any additional actions you would like me to pursue as I prepare to turn over the role of FA Chair to Chris Fallen.

I would like to recommend the following changes be made to the FIF-RFP when this document is revised for its AY18/19 release:

- The language regarding page restrictions should clarify that references are not counted
- The requirement for Grants & Contract Office approval should be reassessed
- The GoogleForms should be modified to send a confirmation of receipt

Current Version

Section 5 - Policy Additions and Changes

New or revised academic policies are proposed to UAB and/or GAB according to the level of student impacted. If approved they will be forwarded by the Governance Office to the UAA Faculty Senate, then to OAA, and finally to the Chancellor's Office.

UAA Academic Policy Proposals are presented to UAB/GAB in the form of a memo which should include:

1. Proposed policy language (include catalog copy in Word using the track changes function if policy is revised). <https://catalog.uaa.alaska.edu/academicpoliciesprocesses/>
2. List of documents in which proposed language will be inserted (catalog, curriculum handbook, etc.).
3. Proposed implementation date.

Upon recommendation of the Provost, the Chancellor reviews and acts on academic policies.

Proposed Version

Section 5 - Policy Additions and Changes

New policies or revisions to existing policies that affect the method of approval, content, or delivery of university courses or programs (including the catalog academic policies and processes, curriculum handbook, and online course information management system functions CIM, fields, help bubbles, and balloon instructions, etc.) are proposed to the UAB/GAB. When approved or disapproved, the Governance Office forwards them to the UAA Faculty Senate, then to the OAA, and finally to the Provost's and/or Chancellor's Office as appropriate. Initiators of policy additions and changes are required to consult and coordinate with stakeholders, e.g., impacted program faculty and students, appropriate offices, e.g., OAA, early in the development and review process and prior to submission at UAB/GAB. New and revisions to policy proposals to be reviewed by the UAB/GAB require a cover letter and the proposed policy language.

1. In the cover letter, address the following as applicable:
 - a. Need and/or issue that the proposed policy addresses
 - b. Rationale for the proposed policy
 - i. Other solutions considered
 - ii. Practices by peer and aspirational institutions
 - iii. Related studies published in the literature
 - iv. Coordination with stakeholders and administration, feedback, and related changes made to the proposed policy

- c. Governing policies (e.g. NWCCU Policy, BOR Policy, and UAA Policy)
 - i. Conflicts with governing policies and plan to address the conflict
 - ii. Redundancy with any current policies
- d. Current and foreseeable impacted practices
- e. Plan to implement the policy
 - i. Communication
 - ii. Training
 - iii. If new, where the policy will appear
 - iv. Body or office responsible for administering the policy
 - v. Anticipated exceptions to the policy and the plan for granting exceptions
- f. Resources required (personnel, space, etc.)
- g. Implementation date
- h. Other considerations
- 2. Proposed new or changes to policy language
 - a. Use language consistent with existing, especially governing, policies
 - b. For changes to existing policy, include the policy language changes in a copy of the Word document using the Track Changes function
 - c. For new policy, include the document(s) or links to documents in which the proposed language will be inserted (catalog, curriculum handbook, course information management system CIM, etc.)

New and changes to policy proposals, including the cover letter and policy language, must be sent to the Governance Office at least 5 working days before being considered by UAB/GAB. All new and changes to policy proposals typically require a first and second reading by the UAB/GAB.

A coordination email must be sent to the Faculty Listserv (uaa-faculty@lists.uaa.alaska.edu) at least 10 working days before being presented at UAB/GAB and in the same academic year as the presentation to the UAB/GAB. The coordination email must contain the following information:

- 1. Proposed new or change to policy title:
- 2. Policy language (If a change to current policy, a Word document using the Track Changes function):
- 3. Where the policy currently appears or will appear:
- 4. Implementation date:
- 5. Board(s) to review the policy: UAB/GAB
- 6. Initiator to whom feedback and questions should be directed:
- 7. Optional suggested other considerations (Rationale, identified stakeholders, impact, etc.):



Subject: Modification of Graduate Catalog – Project Review Policy

WHEREAS, the University of Alaska Anchorage (UAA) Graduate Council acts as a council of advisors to the Dean of the Graduate School providing recommendations to be considered for adoption.

WHEREAS, the UAA Graduate Catalog of section of concern currently states has no existing content on the proposed policy

WHEREAS, changes are required to the existing catalog describe project review in a similar manner to thesis review.

NOW, THEREFORE, THE GRADUATE COUNCIL RESOLVES:

The Graduate Catalog section shall be revised to:

Project Review

Before final acceptance, all members of a student's project committee, department/program chair/director, and college dean must approve a project as required by the student's graduate program. Changes or corrections to the project may be required at any of these levels. The project committee is primarily responsible for project evaluation, grammar, punctuation, and usage, but the department chair/director and college dean will conduct reviews to monitor the quality of projects and check for any overlooked errors. Students should check with their programs for required formatting. Ideally, formatting checks should be made before the defense of the project. In addition, the college dean will review projects and will not give final approval until all required corrections are made. Project credits will be given a deferred grade (DF) until all requirements are met.

Passed and approved by the University of Alaska Anchorage Graduate Council on this 21st day of December 2017.

Amanda Walch
Chair, UAA Graduate Council

CC: Graduate Council Website



Subject: Modification of Graduate Catalog – Reinstatement Policy

WHEREAS, the University of Alaska Anchorage (UAA) Graduate Council acts as a council of advisors to the Dean of the Graduate School providing recommendations to be considered for adoption.

WHEREAS, the UAA Graduate Catalog of section of concern currently states:

Reinstatement to Degree-Seeking Status

Students who have been removed from graduate degree-seeking status for failure to undertake continuous registration or failure to make continuous progress toward a graduate degree as indicated by the Annual Report of Student Progress must re-apply for graduate study and pay the appropriate fee after one calendar year from the semester in which they were removed. When re-applying for graduate studies, it is the student's responsibility to demonstrate ability to succeed in the graduate program. Readmission may be conditional on maintaining minimum academic standards within the first semester of study

WHEREAS, changes are required to the existing catalog due to current language being confusing.

NOW, THEREFORE, THE GRADUATE COUNCIL RESOLVES:

The Graduate Catalog section shall be revised to:

Reinstatement to Degree-Seeking Status

A graduate student who fails to register for at least one graduate or 400-level credit per semester as listed on their official Graduate Studies Plan (GSP) for two consecutive semesters; voluntarily withdraws from the program; or fails to obtain an approved Leave of Absence will have to apply for Reinstatement before resuming graduate studies. Students seeking re-enrollment in multiple degree programs must file a reinstatement application for each program. Eligibility for Reinstatement is only valid up to 6 semesters, inclusive of summer semesters, beyond the last semester of attendance. If beyond 6 semesters, the student must apply for graduate studies with a new Graduate School application to the program.

To be considered for reinstatement, a student must be in good standing (with a cumulative GPA of 3.0 or higher) during their last semester of attendance and pay the fee for reinstatement.

The decision to approve or deny reinstatement into the original degree program is made by the student's home department. Departments are not obliged to approve reinstatements of students. Decisions may be based on the applicant's academic status when last enrolled; activities while away from campus; the length of the absence; the perceived

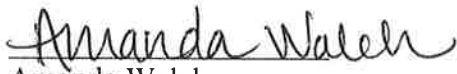


1 potential for successful completion of the program; the ability of the department to
2 support the student both academically and financially; as well as, any other factors or
3 considerations regarded as relevant by the department or program.
4

5 International students should contact UAA International Student Services regarding
6 information about F-1 and J-1 federal regulations. Students should allow approximately
7 6 weeks for processing before requesting reinstatement to their program.
8

9 Reinstatement does not negate the policy which requires that all credits counted toward a
10 master's degree, including transfer credits, be earned within a consecutive seven-year
11 period prior to graduation, and for all credits counted toward a doctoral degree, including
12 transfer credits, be earned within a consecutive 10-year period prior to graduation.
13

14 Passed and approved by the University of Alaska Anchorage Graduate Council on this 16th day
15 of February 2018.
16
17

18
19 

20 Amanda Walch

21 Chair, UAA Graduate Council
22

23 CC: Graduate Council Website
24



Subject: Modification of Graduate Catalog – Thesis Review Policy

WHEREAS, the University of Alaska Anchorage (UAA) Graduate Council acts as a council of advisors to the Dean of the Graduate School providing recommendations to be considered for adoption.

WHEREAS, the UAA Graduate Catalog of section of concern currently states:

Thesis 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 as required by the student's graduate program. Changes or corrections to the thesis may be required at any of these levels. The graduate committee is primarily responsible for thesis evaluation, grammar, punctuation, and usage, but the department chair and college dean may also conduct reviews to monitor the quality of theses 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 thesis or dissertation. 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 in detail and does not given final approval until all required corrections are made.

WHEREAS, changes are required to the existing catalog to update to reflect current practice that does not require signature pages.

NOW, THEREFORE, THE GRADUATE COUNCIL RESOLVES:

The Graduate Catalog section shall be revised to:

Thesis Review

Before final acceptance, all members of a student's graduate committee, department/program chair/director, college dean, and the Graduate School dean must approve a thesis as required by the student's graduate program. Changes or corrections to the thesis may be required at any of these levels. The graduate committee is primarily responsible for thesis evaluation, grammar, punctuation, and usage, but the department chair/director, and college dean will also conduct reviews to monitor the quality of theses 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 thesis or dissertation. In addition, the Graduate School dean will review theses and will not give final approval until all required corrections are made. Thesis credits will be given a deferred grade (DF) until all requirements are met.

Passed and approved by the University of Alaska Anchorage Graduate Council on this 21st day of December 2017.

Amanda Walch

Chair, UAA Graduate Council

CC: Graduate Council Website

Thesis 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 as required by the student's graduate program. Changes or corrections to the thesis may be required at any of these levels. The graduate committee is primarily responsible for thesis evaluation, grammar, punctuation, and usage, but the department chair and college dean may also conduct reviews to monitor the quality of theses 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 thesis or dissertation. Thesis signature pages must be approved by the Graduate School prior to the thesis defense. In addition, the Graduate School dean ~~may will~~ review ~~selected~~ theses ~~in detail~~ and ~~does will~~ not give a final approval until all required corrections are made. Thesis credits will be given a deferred grade (DF) until all requirements are met.

[fac] DSST Credit Award Change - Business Ethics

1 message

Stephanie Bauer <slbauer@alaska.edu>

Mon, Apr 23, 2018 at 3:25 PM

To: uaa_faculty_dl@lists.uaa.alaska.edu

Dear colleagues,

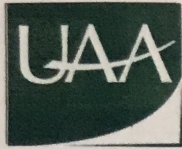
Following the revised American Council on Education (ACE) recommendation, the Philosophy Department supports a change in the credit granted for DSST 475 (Business Ethics) from upper-division to "PHIL 200-level elective" (3 credits).

Please feel free to contact me at slbauer@alaska.edu with any questions about this change.

Best wishes,
Stephanie

Stephanie Bauer, Ph.D.
Associate Professor and Chair
Department of Philosophy
University of Alaska Anchorage
(907)786-4677

UAA_Faculty_DL mailing listUAA_Faculty_DL@lists.uaa.alaska.eduhttps://lists.uaa.alaska.edu/mailman/listinfo/uaa_faculty_dl



April 6, 2018

To: UAB Chair (Carrie King)

Bogdan Hoanca, Interim Dean, CBPP

BA

From: John Nofsinger, Ph.D., Chair, CBPP Program Curriculum Committee

[Signature]

The new American Council on Education (ACE) recommendations for DSST examination credit states that credit should be given for lower division finance courses. Therefore, the existing policy for granting DSST examination credit for the upper division BA A325 Corporate Finance course may be inappropriate.

Thus, the CBPP will no longer allow students to get credit for BA A325 from the DSST examination. There is no longer an UAA process for getting credit by examination for BA A325. Students passing the DSST exam for finance will receive credit for a lower division finance elective. *BA A1. BA*

This policy has been approved by the finance faculty and the CBPP Program Curriculum Committee.

AY 2017-2018, Undergraduate Academic Board final report:

Over the AY 2017-2018, UAB held 20 meetings. In those, we reviewed curriculum documents, primarily through the Curriculum Inventory Management (CIM) system for 436 courses (plus the purge list) and 95 programs plus various academic procedures.

UAB AY 2017-18 Goals:

Goal 1: Improve the efficiency and maintain the quality of curriculum review by adopting new procedures and promoting the use of technologies.

Goal 2: Work with the Office of Academic Affairs and the Office of the Registrar on academic policies and procedures.

Goal 3: Participate in the UAA institutional self-study process as requested.

Goal 4: Coordinate processes for updating curriculum (i.e., the purge process) with the Vice Provost for Academic Affairs, the chairs of the Graduate Academic Board and the Academic Assessment Committee.

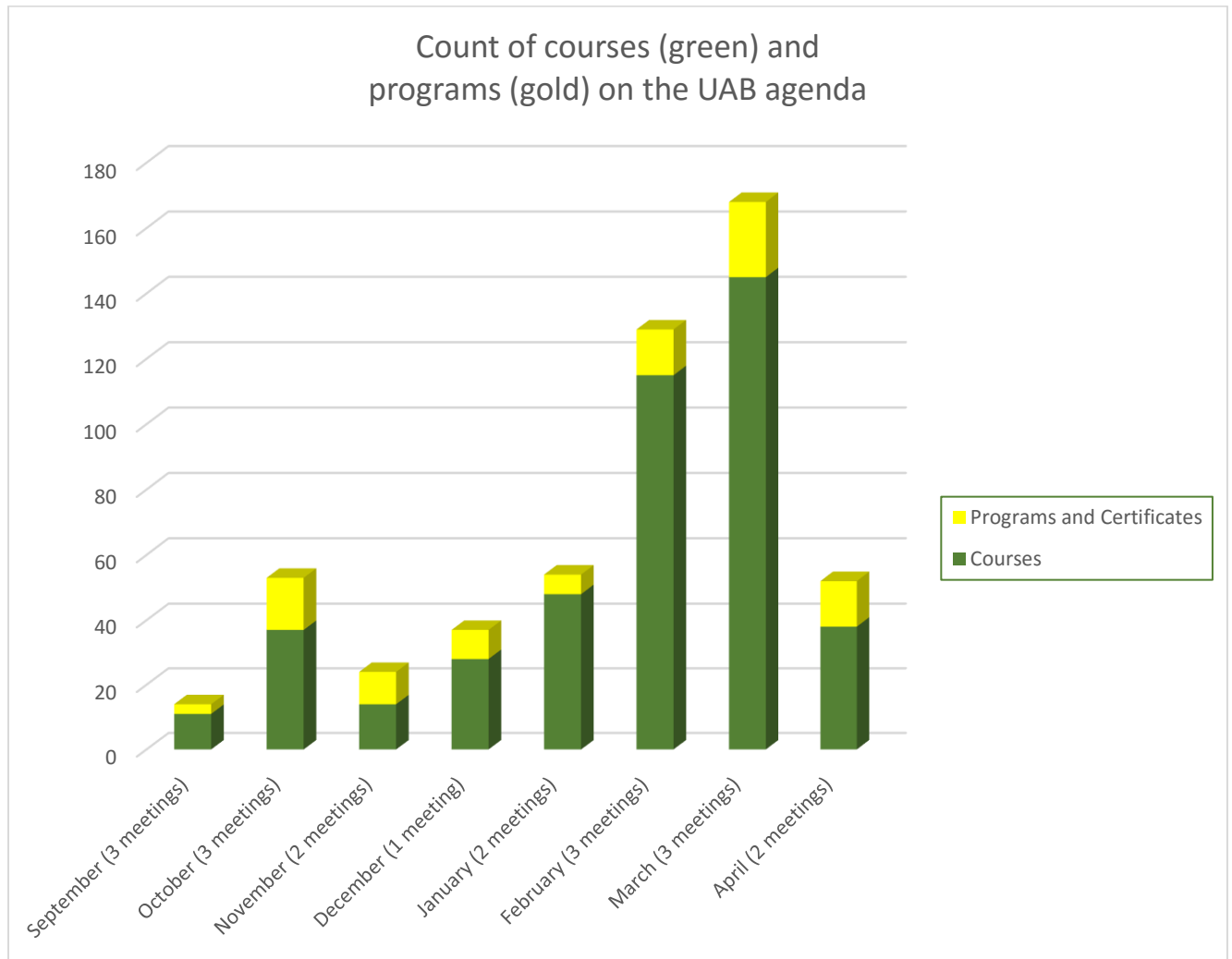
Goal 5: Continue the coordination of curricular affairs with college committee chairs, department chairs, and faculty initiators.

Goal 6: Approve and maintain the Curriculum Handbook.

Regarding our annual goals:

1. Reviewed curriculum in an efficient manner using the CIM system.
2. Various academic policies and procedures were reviewed through UAB.
3. Participated in the UAA institutional self-study process as invited.
- 4/5. Curriculum updates were coordinated throughout the year with the Office of Academic Affairs, Office of the Registrar, Graduate Academic Board, college/school committee chairs, department chairs and faculty initiators.
6. Updates to the Curriculum Handbook were completed.

2017-18 UAB workload by month:



Date: April 30, 2018

To: Sharon Chamard, President of Faculty Senate

From: Elizabeth J. Dennison and Patricia Jenkins, Co-chairs of University-wide Faculty Evaluation Committee (UFEC)

CC: Monique Marron, Governance Coordinator

Re: AY18 Year End Report for University-wide Faculty Evaluation Committee (UFEC)

The University-wide Faculty Evaluation Committee reviewed a total of 61 files this year; 32 used the ePortfolio platform. Additionally, we reviewed six emeritus files. There were some model ePortfolio files, but further workshops are recommended for training on effective organization of electronic files. The UFEC believes that UAA faculty should transition to electronic files and recommend that a Faculty Senate Committee be established to address this transition and the various challenges that it poses. For example, a Faculty Senate Committee should consider some of the issues of the workflow process of the ePortfolio and the lack of an audit trail. A faculty-secured file is essential and the ePortfolio format may not be the best choice for this security. Other options such as a faculty-scanned file may serve this purpose better. The majority of UFEC members voted to recommend that UAA move to electronic files. Electronic submission has many advantages over physical files, especially in regard to accommodating and serving UAA's community campuses. The Committee believes that it is definitely time to finally make the transition, but there are important details, especially in terms of workflow and security, to consider before finalizing the format.

Following the completion of reviewing faculty and emeritus files, UFEC reviewed all submitted revisions of college/department evaluations guidelines (FEGs) per the October 13, 2017 memo from Interim Provost Hrnclir. This memo requested that all units review, revise, and resubmit guidelines to remove any language that duplicated the CBA and UAA FEPP processes and procedures; establish language for an emeritus criteria; provide a clear terminal degree list; and include pertinent information unique to the college or unit. A "Criteria for Acceptable Unit Guidelines" was created by UFEC and used to determine whether the committee approved the revised FEGS. An addendum of edits for each college and departments has been provided to Marian Bruce in Faculty Services in the Office of Academic Affairs. Below is a summary of our recommendations by unit.

Approved with Minor Edits: College of Arts and Sciences, College of Business and Public Policy, Consortium Library, Department of Human Services, Institute for Circumpolar Health Studies, WWAMI School of Medical Education, Justice Center, and School of Allied Health

Not Approved: College of Engineering

No Revisions Submitted: College of Education, College of Health, School of Nursing, School of Social Work, Department of Health Sciences, and Community and Technical College (delayed, will be submitted next year as requested by the CTC Dean)

In conclusion, UFEC wishes to acknowledge the lengthy service and leadership of Professor Jane Ellen McKay (Architectural & Engineering Technology), who retires at the end of this academic year. She served on UFEC for twenty years and chaired it for ten years. Her expertise and guidance is legendary. It has taken two co-chairs to replace her, and she graciously mentored us during this transition.



May 2018 AAC Report to Faculty Senate Assessment Plans List

Plans Reviewed 4/6

1. Anthropology BA/BS
2. Anthropology MA
3. Health Sciences BS

4/6 Informational Review

1. Biological Sciences BA/BS
2. Dental Hygiene BS
3. Early Childhood Education BA & Early Childhood PBCT
4. Education MAT
5. Marketing BBA
6. Mathematics BA/BS
7. Nursing Practice DNP
8. Nursing Science BS
9. Sociology BA/BS
10. Special Education MEd/GC

Plans Reviewed 4/20

1. Air Traffic Control AAS
2. Art BA/BFA
3. Automotive Technology AAS/UC
4. Aviation Technology BS
5. Civil Engineering BS
6. Computer Science BA/BS
7. Computer Systems Engineering BS
8. Millwright OEC

4/20 Informational Review

1. Accounting AAS
2. Aviation Administration AAS
3. English MA
4. Geomatics AAS
5. Geomatics BS
6. Journalism & Public Communications BA
7. Nursing Science MS, Family Nurse Practitioner GC, Nursing Education GC, Psychiatric-Mental Health Nurse Practitioner GC
8. Philosophy BA
9. Psychology BA/BS
10. Veterinary Assisting OEC

5/4 Informational Review

1. Chemistry BS
2. Civil Engineering MS



Academic Affairs

UNIVERSITY of ALASKA ANCHORAGE

3211 Providence Drive
Anchorage, AK 99508-4614
T 907.786.1050, F 907.786.1426

www.uaa.alaska.edu/academics/office-of-academic-affairs/

3. Computer Networking Technology AAS & CISCO Certified Network Associate OEC
4. Diesel Power Technology AAS/UC
5. Early Childhood Special Education MEd
6. Fire and Emergency Services Technology AAS
7. Geological Sciences BS – outcomes only
8. Human Services BHS/AAS and Conflict Resolution OEC
9. Industrial Process Instrumentation AAS
10. Justice BA
11. Nursing AAS
12. Petroleum Technology UC
13. Physical Education BS
14. Political Science BA
15. Process Technology UC
16. Special Education MEd/GC
17. Welding and Nondestructive Testing AAS, Welding OEC, Advanced Welding OEC, and Nondestructive Testing OEC

Previously Approved and Missing from FS Reports

1. Diagnostic Medical Sonography AAS

ACDLITe Report to the Faculty Senate
April 13, 2018 Meeting of ACDLITe

Present: Barbara Harville, Veronica Howard, Dave Fitzgerald, Dave Dannenberg, Lynn Paterna, Dennis Drinka, Toby Long, Pat Shier, Jenny Brock

Survey Data Distribution Letter: The committee approved of the Survey Data Distribution Letter to Faculty. Barbara Harville will send it to the faculty list serve.

Banner Prerequisites Veronica

Veronica described a problem with the changes from ENG 111 to WRTG 111. Banner is not recognizing ENG 111 as prerequisites for students to enroll in classes. The Prerequisite is now WRTG 111 and the students who took ENG 111 are not recognized as the prerequisite. Banner needs to be fixed, so that students have an easier way to register in a course. There should be a solution to this problem. Adam will investigate it and work on it this summer. Barbara will arrange a meeting with Veronica, Dennis, Adam, Carrie King (Chair of UAB) and Lindsey Chadwell (Registrar) in May.

Elect Chair for Fall 2018 Barbara and Lynn

Veronica Howard was elected chair of ACDLITe Committee.

UTC and OLAC Updates Dave and Adam

Next meeting of OLAC is next week no report

UTC report Innovative project funds awarded. The committed money will awarded next fall. Some ideas for the awards theatre lighting, and updated technology in classrooms. Video Conference RFI proposals from venders have been received. There will be a meeting with faculty to review what was learned and what the faculty needs. OIT listening session is April 19 and 20. Adam will send out a link ,and it will be in

the Green and Gold. Electronic Book option with Bookstore discussed, and there are concerns with understanding of what it will the five year term with Pearson entail.

Adam said SPSS (which IBM owns) maybe offered free next year to the students. There is a bulk purchase of computers and processors with great discounts. There is a memo from President Johnson that IT will be broken up into two groups - OIT and UAF. There will be recruiting for the CIO and the UAF CIO soon.

Embedded IT work is being finalized.

Inclusive Access Task Force Update Pat Shier

Pat's role is to manage the Pearson contract, not to make the decision to use it. There was a discussion about student success. It was reported that 40% of Students in Tier 1 do not have access to textbooks because of high cost or other reasons. Pearson is changing their portfolio from textbook model to digital content and data analysis. Students can opt to have a print on demand or order a book. The contract that was signed is for phase one. Faculty can choose Pearson digital content or not. Student get better pricing that is better than a printed textbook. Students billed when they pay their tuition. Pearson will link material into the Blackboard. Pearson will have faculty check to see what they want. Then Pearson will give a code.

Pearson Contract is for:

1. Better pricing for students for textbooks.
2. Applying the non-cognitive data will be available to help faculty see if some student was struggling. They will see how many times students read and open the textbooks. UA Has not signed the second part of the contract for the non-cognitive data. They are still in negotiations with Pearson on this. Blackboard will send alerts to faculty. No names of students or their private information will go to Pearson. Adam is facilitating a meeting with Dan Kline to discuss issues.

AE&I Update: Dave Dannenberg reported that AE&I moving to UC 130.

UAA Accreditation Jenny Brock gave a talk on UAA Accreditation information.

Next ACDLITE Meeting will be May 11 from 10am -12pm

To be discussed:

Banner Prerequisite Issue

Inclusive Access and Opt-out course material

Pat Shier appreciation



UNIVERSITY of ALASKA ANCHORAGE

Faculty Senate Diversity Committee
3211 Providence Drive, Anchorage Alaska 99508
Drs. Colleen M. Kelley & Erin K. S. Hicks, Co-Chairs

Friday, April 20, 2018
3:00 – 4:30pm
ADM 102

Minutes

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



April Meeting Minutes & AY 2017-2018 Summary

I. Roll call and welcome

Meeting was called to order at 3pm. Certificates of Appreciation were handed out to committee members. A quorum was established.

II. Approval of agenda

Agenda was approved.

III. Approval of March meeting minutes

March minutes approved.

IV. Summary of meeting with Chancellor and Cabinet (all who attended)

The committee had the opportunity to highlight our accomplishments for the year and discuss goals for next year with Chancellor Gingerich and Cabinet. We discussed the FSDC statement on diversity and inclusion at UAA that was published in the Northern Lights paper, the Diversity GER, and the Multicultural Postdoctoral Fellowship Program. In all cases the Chancellor and Cabinet expressed support of FSDC's efforts. Support for FSDC's goals for next year was also expressed. These include continued efforts to implement the recommendations of the Diversity & Inclusion Action Plan (Diversity GER and Multicultural Postdoctoral Fellowship Program), collaboration with the newly restructured Diversity Action Council, continued support of the Faculty Senate subcommittees on faculty mentoring and on internationalization of the UAA, increased visibility via FSDC website, and a continuation of our Diversity Dialogues series.

V. Diversity GER update (Erin & Colleen)

Dr. Dan Kline gave a brief presentation to FSDC outlining the steps necessary for approval of a Diversity GER at UAA. He also updated the committee on the status of the implementation of the Alaska Native Themed GER. The implementation of the Diversity GER will mirror that of the Alaska Native Themed GER in many ways and will therefore



benefit from this previous institutional experience. FSDC will continue to work with Dan over the summer to finalize the SLOs and prepare to move the Diversity GER through the approval process next year. A discussion of the proposed Diversity GER is planned for the Faculty Senate retreat scheduled for August 2018.

As of April 20th, FSDC had completed 40% of the catalogue inventory of GER classes. At least 30 courses were identified by FSDC to satisfy the draft student learning outcomes (SLOs) and another 20 courses have been identified to potentially satisfy these SLOs.

UPDATE: *As of May 1st, FSDC has completed the catalogue inventory of all GER classes. At least 56 courses are identified by FSDC to satisfy the draft student learning outcomes (SLOs) and another 72 courses have been identified to potentially satisfy these SLOs. This inventory will be reevaluated once the SLOs are finalized in collaboration with Dan Kline in Fall 2018.*

VI. Multicultural Postdoc Fellowship post-report (Erin & Colleen)

Recommendations for strengthening the program were discussed and will be included in a separate report appended to this meeting report.

UPDATE: *FSDC decided on April 30th to present a motion to the Faculty Senate to endorse this Multicultural Postdoc Fellowship post-report.*

VII. Internationalization update (Songho)

Songho Ha and Natasha Masanovic will be meeting with Susan Kalina to discuss a proposal for a UAA international office. FSDC will continue to support the internationalization of UAA initiative next year.

VIII. Update on FSDC Website (Emily)

Emily Madsen was not in attendance, but has been working on the website and has received bios from many FSDC members. It is anticipated that a new website will go live in mid-May.



IX. Updates from Vice Chancellor Breinig

Vice Chancellor Breinig was unable to attend.

X. Vote on co-chairs for 2018-2019

Erin Hicks & Thomas Chung were voted in to be FSDC's 2018-2019 co-chairs.

XI. Announcements

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

XII. Next Meeting: FSDC Retreat August 2018 - have a great summer!

It was decided that the August retreat would be held August 21st 10am-3pm. The location will be announced once secured.

Date: April 12, 2018

To: UAA Faculty Senate

From: Stasia Straley, Associate Professor, Accounting
Rebeca Maseda Garcia, Associate Professor, Languages
Co-Chairs, Faculty Grants and Leaves Committee

Re: Faculty Grants and Leaves Committee Report

The Faculty Grants and Leaves Committee met on Friday April 6^h to discuss the applications for the FY19 Round I Faculty Development Grants and Research Travel Grants. There were eight Development Grant applications, two Category 2 Travel Grant, and 11 Category 1 Travel Grant applications reviewed by the committee:

Name(s)	College	Application type
Slaunwhite Amanda	COH	FDG
Emmerichs Sharon	CAS	FDG
Gerken Sarah	CAS	FDG
Donovan Shannon	CAS	FDG
Machado Mychal	CAS	FDG
Anthony Raymond	CAS	FDG
Van Dommelen Dorn	CAS	FDG
Rangarajan Sudarsan	CAS	FDG
Donker, Han	CBPP	Category 2 Travel Grant
James, Alexander	CBPP	Category 2 Travel Grant

Rankings and recommendations were conveyed to the Provost by the committee chairs.

Please feel free to contact us if you have any questions.



**Institutional and Unit Leadership
Review Committee (IULRC) Report
April 29, 2018**

The Committee's tasks for this academic year include:

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

The Committee surveys the faculty of three colleges this academic year, these being, the College of Engineering, the College of Arts & Sciences, and Kodiak College. At present the Committee has launched surveys of faculty from all three colleges, with the surveys to end on May 4th. The survey response rates will be noted in the Committee's first report of AY 2018 – 2019. The Committee will next meet immediately following the Faculty Senate's May 4th meeting.

Student Academic Support and Success (SASS)

Friday, April 20, 2018
ADM 101A, 2:30-4:00 PM

Present

	Barbara Brown (Kodiak College)	x	Patricia Jenkins (CAS)
	Tracey Burke (COH)	x	Kamal Narang (CAS)
x	Connie Fuess (Mat-su)	x	Irasema Ortega (COE, Co-chair)
x	Gregory Hartley (CTC)		Christina Stuive (KPC, Co-chair)

Minutes

I. Old Business

A. Approval of Minutes from 3/23/18

- Minutes approved (1st Connie; 2nd Irasema)

B. Fees for Rural Students

- Limited internet access creates complications for meeting deadlines for rural
- “Leveling the Playing Field” white paper: problems & solutions
- Paper shared with committee: suggestions and examples of problems and solutions regarding struggles rural AK students have had.

C. Registrar’s Recruitment Changes for Rural AK

- Request meeting with registrar’s assistant to suggests changes in recruitment
- Potential suggestions:
 - Additional training and orientation for rural students.
 - Perhaps let first semester be an entire orientation term for university onboarding and cultural acclimatization.
 - Initiative to have more faculty visit rural villages to gain experiential knowledge.
 - Pair faculty with rural experience with incomings native students.
 - Training week(s) to send faculty and/or advisors to rural schools to prepare/recruit potential students.

- Adopt more flexible policies and deadlines that accommodate native values and culture
- More follow-through.
- Communicate through text messages rather than exclusively email.

II. New Business

- a. Membership composition changes
 - Co-chair needed from faculty senate
 - Send notice of vacancy to Senate President Sharon Chamard
 - Candidate should be passionate about the needs of students
 - FYI: [Senate roster](#)
- b. Committee membership for the 2018-2019 Academic Year
- c. Spring Student Forum



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

Research and Creative Activity Committee

May 2018 Report to the Faculty Senate

The Research and Creative Activity Committee met on 4/13/18. Present were committee members: Ray Ball (co-chair), Robert Boeckmann, Brian Cook, Jill Flanders-Crosby, Travis Hedwig, Nate Hicks (co-chair), and Caixia Wang. This was the last meeting of the committee for AY 2017-18, and the committee took stock of progress toward the goals enumerated below and assessed next steps and future work:

1. *Act as the voice of the faculty around Research and Creative Activity policy.*
2. *Collect, analyze, and disseminate data on UAA's scholarly productivity.*
3. *Make UAA Research and Creative Activity visible throughout the University community.*
4. *Strengthen the infrastructure supporting Research and Creative Activity at the University.*

The committee decided early in AY 17-18 that its principal focus, in the interest of making significant progress toward *all* of the above-stated goals, should be assessing, and prospectively facilitating, the adoption of electronic annual activity reporting (eAAR) at UAA. Such an effort would build on momentum generated by the committee in its R&CA productivity survey activity of the previous year, which was well-received in shedding light on the general state of UAA's scholarly output. That instrument was, however, necessarily limited in terms of response rate and detailed quantitative conclusions; it showed itself to be a useful precursor to a comprehensive, uniform, recurring data collection tool such as would be embodied by UAA-wide use of eAAR.

During the committee's activity this year in assessing eAAR, it also conducted a follow-up R&CA productivity survey to develop a broader continuous data set and to further set the stage for eAAR in the near future. The results of this survey are attached in a summary that follows this report.

eAAR was initially assessed previous to this year by a UAA Task Force, which identified possible eAAR platforms and made a positive recommendation about eAAR to administration. Our committee followed on this effort by choosing a single eAAR candidate platform, Digital Measures (DM) Activity Insight, to scrutinize for a possible recommendation to Faculty Senate. Each committee member conducted a trial activity with DM to consider its potential suitability across colleges and campuses of UAA. In general, only minor issues or limitations were identified, and these can be resolved during the foreseen customization process of the DM interface for individual UAA units.

As an addition to the R&CA survey, the committee also conducted a survey of general faculty sentiment toward adopting eAAR across UAA. The survey results were overwhelmingly positive (and included very helpful thoughts and ideas about eAAR implementation). With

strong support from faculty, administration, and faculty services, along with the committee's positive experience with DM, the committee introduced a resolution to Faculty Senate to recommend a UAA-wide voluntary trial of eAAR using DM in Fall 2018. The timeline was chosen as "aggressive but realistic", befitting the strong support to adopt eAAR as soon as possible, and it was chosen in consultation with DM personnel and with relevant UAA personnel. For a number of reasons, however, the target trial launch date has been revised to March, 2019. The reasons include: the timeframe of hiring a key staff member to oversee technical details of the DM launch needs to lead to this position overlapping as entirely as possible the DM roll-out; early adopters need to not have their "up to speed" time constrained; UAA stakeholders need to have plenty of time to contribute to the customization process.

A basic revised timeline is, then, as follows: UAA Procurement, Faculty Services, and representatives of the committee are currently working with DM to complete the initial service agreement; DM will work with us on initial setup during the summer (i.e. as soon as the technical staff person is hired and available); eAAR working group will specify particular customizations in Fall 2018; platform will become available to all UAA users in Spring 2019; the voluntary UAA-wide trial of eAAR will occur in Fall 2019.

The committee will continue to keep faculty apprised of developments in the eAAR process, and facilitating a smooth and effective eAAR launch (along with the other benefits and services that the platform can provide) is envisioned to remain the committee's chief goal in 2018-19. The committee also anticipates an effort to make UAA R&CA more visible in other ways as well, such as working with Advancement and the Vice Provost for Research & Graduate Studies to disseminate a higher volume of R&CA accomplishments and products throughout the UAA community.

Summary of UAA 2016-17 Research & Creative Activity Productivity Survey:

Introduction

In December 2017 through February 2018, the UAA Faculty Senate Research and Creative Activity Committee fielded a survey of UAA faculty, research staff and post-doctoral fellows to capture a snapshot of research and creative activity productivity at UAA. Building on last year's effort, this year's survey asked respondents to provide information on publications, presentations, performances and other scholarly activities for the period covered in the 2016-17 Annual Activity Report, roughly August 2016-July 2017. It also included more questions about creative works and questions about research mentoring.

Survey Participants

131 faculty members completed the survey. Of these, 92 were in tenure track positions, and 15 were in term jobs. 12 of the term faculty who responded are bi-partite with no research in their workloads, while 11 of the tenure track faculty are bi-partite or have administrative assignments without research in their workload.

The vast majority of faculty respondents (119) were from the UAA main campus. In addition, 7 faculty from Kenai Peninsula College, 3 from Prince William Sound College, 1 from the Mat-Su College, and 1 from Chugiak-Eagle River campus participated. Faculty from all of the colleges responded: 63 Arts & Sciences, 25 from Business & Public Policy, 8 from the College of Education, 7 from the College of Engineering, 17 from the College of Health, 7 from the Community and Technical College, and 3 from the Consortium Library.

Approximately 60 fewer faculty participated in this year's survey than in last year's. We speculate that this is because there was no immediate narrative about institutional merit driving faculty response, and possibly many faculty were experiencing survey fatigue. There is also uncertainty as to how representative our respondents are in terms of overall faculty productivity in scholarly research and creative activity.

Survey Results

Although there are many demands on faculty time and although research tends to make up a smaller percentage of faculty workloads (nearly 60% of respondents reported only 20% or less of their workload dedicated to research/creative activity), UAA faculty have made numerous scholarly and creative contributions.

They have done this by publishing books (12), book chapters (26), peer reviewed articles (59), poems (4), short stories and essays (6), and technical/client reports (26). The majority of faculty at UAA who have published in the past year have done so as sole or first authors. Faculty have disseminated research by giving presentations and invited talks at international venues (39), national and regional venues (30) contributing to talks and posters (69) and giving local presentations (46). They have produced and performed creative works internationally, nationally, and locally in dance, art, music, and theater. Survey respondents report international grant funding (7), nationally competitive funding (27), local/state grants (13), and internal awards (35), as well as other types of funding (18).

Many UAA faculty are scholar-teachers and mentor graduate and undergraduate students in the creation of scholarly and creative works. They have supervised many senior and honors theses (33) and funded projects (29) as well as graduate theses by chairing (17) or serving on committees (27). This mentorship is not only a high impact practice that contributes to student achievement but it is also a significant investment of faculty time and energies that should be recognized as a marker of excellence at UAA.

Summary Thoughts

These data represents a snapshot of some faculty research and creative activity. It continues to highlight the need for better metrics to capture faculty efforts and excellence in these components of workloads. The development of an electronic Annual Activity Report database (forthcoming with Digital Measures) will facilitate mining faculty AARs to collect more comprehensive information on faculty research and creative activity productivity. In the meantime, this survey provides evidence for significant contributions.

This committee recognizes that research and creative activity can be a long process and that these data only capture the finished products. Therefore, it is not a full picture of the active agendas of many faculty who are at early stages of inquiry in various projects. Greater financial support of faculty and resources for the pursuit of research projects and creative works at UAA would certainly help faculty reach their potential output. In spite of many barriers (including lack of funding, percentage of workloads, etc.), faculty have made strides in contributing to institutional excellence through their research and creative activities.

Final Report Faculty Senate Ad Hoc Committee on Internationalization

The Faculty Senate Ad Hoc Committee on Internationalization was formed in 2016. In 2017, ESL courses were discontinued at UAA, which became a key concern for both the Committee on Internationalization and Faculty Senate. During the 2017-18 academic year, the Committee on Internationalization focused explicitly on the ESL issue.

This report, which is the result of that committee's work, has seven subsections: Section 1 examines the benefits of ESL for recruiting international students and serving local communities, Section 2 identifies gaps that were created by eliminating ESL at UAA, Section 3 examines Boise State University's ESL Institute as a potential model, Section 4 evaluates the efficacy of switching from a credit model to a non-credit model, Section 5 suggests several institutional homes for ESL, Section 6 proposes a budget for funding ESL, and Section 7 concludes.

1. Benefits of ESL for International Students and Local Communities

As you know, there are tremendous benefits of having international students on our campuses. In addition to direct economic benefits, there are intangible benefits, as well. American students who actively engage with international students are more likely to appreciate and reevaluate other worldviews and other ethnicities. There are surveys out there that show that interacting with international students allows native students to develop different skills ranging from desiring to learn new languages to formulating creative ideas to understanding and appreciating the role of science and technology. Supporting ESL students and building a strong international student community at UAA aligns with many current initiatives, including the Diversity and Inclusion Action Plan, the High Impact Practice of Diversity and Global Learning, and the UA 2020 goal of Student Success.

The economic benefits of international students to universities are clear. As referenced in the DIAP,

In 2015/2016, a total of 1,043,839 international students brought benefits of \$32,000,000,000 to American economy. In the course of ten years, the economic benefits to American economy increased by 137%. On the other hand, the economic benefits from international students to the economy of the state of Alaska increased from \$8,800,000 to \$12,600,000, representing an increase of a mere 43% while the number of international students increased by 64, from 424 to 488, during the same time period. With stronger internationalization efforts, UAA can benefit from the untapped potential of the economic benefits from international students."

International students bring lasting benefits to local communities, too. Almost half of the international graduates stay in the very region where they have studied (Ruiz, 2014). The implication is that without a well-rounded ESL program, it is unlikely that UAA will have a solid international student base. This, in turn, implies that we will forego the potential benefits from a highly educated and diverse workforce.

The lack of ESL courses at UAA also hinders our ability to serve the needs of local populations. In Anchorage, According to Phil Farson, the Anchorage School District's English Language Learners (ELL) program director,

"Getting students proficient in English is a big priority in a district where one in five students comes from a household where English is not a first language....We have about 6,000 students in the program...There's another 4,000 who no longer require our services. All told, that's 10,000 kids -- or over 20 percent of the Anchorage School District population - has either been in the ELL program or is currently in it."
<https://www.adn.com/education/article/anchorage-melting-pot-diversity/2015/05/24/>

Since UAA draws a large proportion of its students from the local school district, not offering ESL courses is antithetical to our stated values related to diversity and inclusion.

2. Gaps Created by the Elimination of ESL Courses at UAA

- 1) In response to the elimination of ESL courses, UAA raised TOEFL and IELTS admission scores last spring. As a result, we can no longer accept as many international students as we could when we offered those courses.
- 2) UAA's international student visas require students to be registered for a minimum of 12 academic credits per semester. Raising our admission scores did not eliminate the need for students able to take academic credit ESL courses.
- 3) We now have a lack of English speaking/listening courses of any kind. The Learning Commons (formerly LRC) had a conversation group for a couple of years before the ESL classes were canceled, and they still continue that service. However, the group is once a week, not instructional, and does not count towards the 12 credits required for international student visas. It's a wonderful program that many oral fluency students used to attend for extra practice--but it is not a replacement for actual courses in speaking and listening.
- 4) ESL is not the same as developmental English. Each has different goals, curricula, pedagogies, and training for instructors. Our current configuration does not account for this disciplinary difference.
- 5) It is unfair to pay two adjuncts the same rate to deliver the same PRPE or WRTG course, but expect the one with a TESOL credential to teach ESL and the established course content in the same course.
- 6) Currently, UAA has reduced the opportunity for students to get individualized or targeted instruction and increased the teaching expectations of faculty hired for developmental English courses.
- 7) Due to lack of needed and or necessary, as well as cohesive support, it is clear from IR data that there has been a considerable drop of enrollment for International students at UAA. This drop is close to 45%. It is advised that the University address those falling student numbers. As international students do pay additional tuition and bring much needed revenue, which is exceedingly relevant especially during times of budget duress. Specifically, Alaska residents pay \$6,892 in tuition, and fees while non-resident students pay \$22,150. It would be a substantial economic benefit to support current International

students and perhaps try to increase their numbers. According to the Internationalization subcommittee, the national data on economic benefits to U.S. Universities is substantial, yet UAA is not actively engaged in recruiting or supporting International students, even though this could result in a substantial economic benefit. (UAA D&IAP 2017:38)

- 8) There has been almost a 45% drop in International student enrollments since 2012, meaning a drop in potential revenue.

3. Boise State University's ESL Institute

The Prioritization Committee for ESL recommended Boise State as a model ESL program as an aspirational peer and nationally recognized program. Our conversations with Boise State University revealed that their operations are much larger with bigger budgets (over \$1 million). They have a full-time director and eight staff members. When our average enrollment figures (until about AY2015) were mentioned to the director, she was pleasantly surprised to hear how high our numbers were. She also revealed that their enrollments went down by 60% in very recent years. Even though this decline seems to be high, overall it is consistent with national trends. The Institute used to be located "off campus;" however, the declines in student numbers necessitated moving the program back to the university campus.

4. Credit vs. Non-credit Models

The general down trend in international enrollments in the US right now makes it an especially bad time to move to a non-credit model. This is more expensive for UAA, a market we are not currently in, and requires an application to the Department of Homeland Security be approved before we could accept these students. Simply offering revised versions of the ESL courses we already have on the books would allow us to accept more students and meet the needs of our established MOU relationships (Japan, for instance). We need fewer students to break even in this model, and students are more likely to come to get degrees from us than just to study English and leave, which is more common in non-credit models.

The ESL courses we had at UAA were an English for Academic Purposes, but served both the university and community college mission. We were innovative in this regard and in that the courses were offered for academic credit--the lack of which is a major controversy in the field. Best practices published by TESOL would give students academic credit and language learning requirement credit for ESL courses.

5. Institutional Placement of ESL

We held informal discussions with several administrators about potential institutional homes for the ESL program.

We think potential locations for ESL include:

1. Keep it in CTC as a separate department from Writing
2. Move it to CAS; the most logical departments would be English or Languages

3. Locate it between Engineering and Business, which are the most likely to recruit students needing ESL services
4. Create a center on campus to serve the entire UAA community

6. Funding ESL

Based on our estimates, we calculate ESL instructional costs to be roughly between \$164,000 and \$209,000 (assuming 80% tuition recovery using AY18 rates, a one FTE and a number of adjuncts). These figures result in a break-even enrollment of somewhere between 24 and 31 full-time non-resident students or between 85 and 101 full-time resident students, depending on whether students take some additional high demand courses. Please Note: The details on these figures are available [here](#).

One needs to be cautious, however. From an economic impact perspective, the two types of students may not be equivalent at all. As long as “resident” students stay in Alaska, there is a chance that they will spend these amounts somewhere doing something else. However, for non-resident students, the economic impact is much larger. If we can think of the instructional cost as tuition or direct cash infusion from “out of the system” then based on the multipliers ranging from 1.34 to 2.54 reported by Siegfried et al. (2008), we can make the claim that the lower bound of the economic impact to the local economy using the cost figures above ranges between \$220,000 and \$280,000 with the upper bound of \$417,000 to \$531,000.

The above estimates grossly understate the impact coming from non-residents inasmuch as they spend money on other things other than tuition. In fact, given that those that study ESL tend to stay in their own institution, there is the extra impact coming from the continuing students as well. Likewise, each international student brings the potential for future networking effects.

7. Conclusion

The commitment to diversity is a deep prerequisite to becoming more inclusive in terms of cultures, belief systems, languages, race, gender, etc. However, this by itself is not sufficient. This commitment calls for bringing these diverse populations to our state. The ESL program is possibly one of the least costly options to do so. From a purely impact perspective, the tangible and intangible benefits are overwhelmingly higher than costs.

To not have an ESL program creates a signaling problem for UAA and undermines our commitment to diversity and inclusion.

Committee Members

Hiroko Harada, Director, The Montgomery Dickson Center for Japanese Language and Culture

Tara Smith, Professor, ESL

Jennifer Stone, Associate Professor, English

Gökhan Karahan, Associate Professor, Accounting & Finance



Faculty Senate Diversity Committee Motion

Motion to Endorse FSDC Multicultural Postdoctoral Fellowship Program Post-Report

The Faculty Senate endorses the FSDC recommendations as detailed in the FSDC Multicultural Postdoctoral Fellowship Program Post-Report.

Rationale

Recognizing the significance of the implementation of the UAA Multicultural Postdoctoral Fellowship, as recommended in the UAA Diversity & Inclusion Action Plan, the FSDC seeks to support this program's success. FSDC has therefore evaluated the program as implemented in AY 2017-2018 and has compiled a list of recommendations to strengthen the program prior to the AY 2018-2019 submission of department proposals to host a Multicultural Postdoctoral Fellow. The "FSDC Multicultural Postdoctoral Fellowship Program Post-Report" is attached.



Multicultural Postdoctoral Fellowship Program, Post-Report

Faculty Senate Diversity Committee

May 2018

The Faculty Senate Diversity Committee fully supports the implementation of the new Multicultural Postdoctoral Fellowship Program by Interim Provost Hrnccir in Academic Year 2017-2018. The Faculty Senate Diversity Committee looks forward to engaging with the first cohort of Postdoctoral Fellows in Fall 2018 and to the hiring of a second cohort of Postdoctoral Fellows to arrive Fall 2019.

In an effort to strengthen the program in preparation for the hiring of a second cohort, the Faculty Senate Diversity Committee provides the following recommendations.

- Announce the opportunity for departments to apply to the program to all deans, department chairs, and program directors, as well as *all faculty* via the faculty listserv.
- The Dean should endorse each proposal, indicated by a signature on the attached cover sheet, to acknowledge its submission, but no review or elimination of proposals should be conducted at that stage. This step represents an endorsement that the dean will support the addition of the postdoctoral fellow to the department should one be granted.
- Include a cover sheet on which the submitting department chair will sign that should they be granted the Postdoctoral Fellow that (1) proposed recruitment and mentoring plans will be carried out, (2) that the Fellow will be supporting in participating in the required and recommended professional development activities, and (3) performance evaluation of the Fellow will be conducted each year. See "*Submission Cover Sheet*" below.
- Include the evaluation criteria (see "*Review Committee Evaluation Criteria/Rubric*" below) in solicitation for department proposals.
- Include description of professional development opportunities outlined below ("*Professional Development Activities*") in solicitation for department proposals.
- Review committee composed of at least four faculty with no more than one member from a given academic department and representation from at least two colleges.
- Provide meaningful feedback in response to all submitted proposals, including ranking based on the evaluation criteria.
- Require that Postdoctoral Fellows participate in professional development activities relevant to incoming instructors. In addition, recommend additional activities providing opportunities to engage in existing UAA postdoctoral communities and involvement in diversity initiatives. See "*Professional Development Activities*" below.
- Notify all departments of the outcome of the review process and proceed with hiring search by November of each year. See proposed "*Program Timeline*" below.



Submission Cover Sheet

We suggest the following details be included on a cover sheet to be submitted along with each department's proposal, including the signature of the relevant dean endorsing the submission.

- 1) College
- 2) Department
- 3) A statement of commitment that the proposed recruitment and mentoring plans will be carried out, the Postdoctoral Fellow will be supported in participating in the required professional development activities, and a performance evaluation of the Fellow will be conducted each year.
- 4) Signature of the department chair submitting the proposal attesting to (3).
- 5) Signature of the college dean endorsing the proposal's submission.

Professional Development Activities

We suggest that the program *requires* that all incoming UAA Multicultural Postdoctoral Fellows participate in the following professional development activities offered by the [Center for Advancing Faculty Excellence](#) (CAFE). *Numbers (1) and (2) above are recommended for Year 1 of the fellowship, and numbers (3) and (4) are recommended for Years 1-3 of the fellowship.*

- 1) New Faculty Orientation held in August.
- 2) Advice to New Faculty, a 3 session Faculty Learning Community based on a book by the same name.
- 3) One or more Faculty Networking Mixer.
- 4) One or more of the following: Teaching Academy events, Faculty Development Intensive, and/or Open Classroom Week.

In addition we suggest that the program *recommended* that the Fellows consider the following opportunities:

Existing UAA Postdoc Community:

CAFE will facilitate an event specifically for the Multicultural Postdoctoral Fellows to connect with the existing UAA postdoc community. The session will include a discussion highlighting "lessons learned" by current UAA postdocs.

Involvement in Faculty Senate Diversity Committee (FSDC):

The FSDC invites all incoming Postdoctoral Fellows to join our monthly meetings. All Postdoctoral Fellows can anticipate an invitation to attend the FSDC August retreat, which is the first meeting of the year. FSDC members are also available to serve as mentors to interested Postdoctoral Fellows.



Review Committee Evaluation Criteria/Rubric

- 1) [1x weighting] Department presents evidence for how MCPD will enrich diversity and multiculturalism in department in context of current faculty
- 2) [2x weighting] Explains how the MCPD will enhance the educational experience of students via multicultural perspectives in curriculum / pedagogy
- 3) [1.5 weighting] Potential Impact on University (student population, community, Alaska)
- 4) [1x weighting] Quality of Recruitment Plan
- 5) [1.5 weighting] Quality of Mentoring Plan

Program Timeline

The expectation is that each postdoctoral fellow will arrive by the start of the fall faculty contracts for the academic year immediately following the year the position is awarded to each department.

Any date that falls on a weekend will be shifted to the following Monday.

- | | |
|------------|--|
| Mid-August | - Announcement program to all deans, department chairs, and program directors
- Announcement out to all faculty via the faculty listserv |
| Sept. 1st | - Repeat announcement of program to all parties listed above |
| Oct. 15th | - Application deadline for departments to submit application to Provost's office |
| Nov. 15th | - Announcement of selected applications to departments and respective deans |
| Nov. 22th | - All selected departments formally accept hosting a postdoc
- Announcement of selected applications to all participating programs, deans, department chairs, and program directors
- Feedback provided by review committee communicated to all submitting departments |
| Variable | - Selected programs set timeline for candidate search. This flexibility allows for consistency with the typical hiring timelines of each subfield. |

CHAPTER IV: FACULTY DEVELOPMENT FUNDS

FACULTY DEVELOPMENT GRANTS

Faculty Development Fund Guidelines

The Faculty Development Fund exists to aid the growth and development of individual faculty members at this institution. Project proposals may involve creative activity, research, writing, training and study, and program development. Projects are ranked and funded on the basis of their merit.

Historically, the Awards Committee has given low scores to applicants for equipment or supplies not directly related to the specific development project. The Faculty Development Fund is not designed to recognize or compensate teaching activities.

In addition to the institutionally-sponsored Faculty Development Fund and Faculty Research Travel Grants, there may be faculty funding through the Center for Advancing Faculty Excellence (CAFÉ) (www.uaa.alaska.edu/cafe), and there are opportunities for research and development support external to the university. The Vice Provost for Research (www.uaa.alaska.edu/research) has information regarding these possibilities, as does the Consortium Library (consortiumlibrary.org).

Eligibility and Fund Limitations

- A. All proposals must be submitted by a full-time faculty member(s). Term faculty are eligible to apply but must have a contract for the period of the grant. Administrative faculty, adjunct faculty and staff are not eligible to apply.
- B. The total amount awarded for any one faculty member may not exceed \$3,000 per fiscal year.

Account Codes

1000	Personal Services (salary/benefits)
2000	Travel (direct transportation only)
3000	Contractual Services (e.g., printing, mailing, conference registration)
4000	Commodities (e.g., supplies)

Using the above account codes, please indicate on the application form how funding is to be distributed.

Funding Notes:

1. Travel expenses are limited to direct transportation expenses. **Per diem expenses for food and lodging are not allowed.**
 2. There should be no exclusive equipment purchases (limited to the use of the individual) in the proposals. Candidates should indicate how equipment could be of further use to the institution after project completion.
 3. Salaries must include benefits. This means that if the award in the personal services category is \$3,000, a portion of it must be deducted to cover benefits. To compute benefits, use the current faculty/staff benefit rates. Please confirm benefit rate with the Human Resources office when calculating benefits for faculty and students receiving salary support from this grant fund.
 4. When a project proposal is contingent on the candidate's acceptance into an institute or seminar, a letter of support from the sponsoring organization is required before funds will be released.
- C. A faculty member may apply for more than one award in a fiscal year as long as the \$3,000 limit is not exceeded.
 - D. Joint proposals of up to three faculty may be submitted. Proposals should clearly indicate the role of each faculty member in the project.
 - E. Faculty members may apply for funding in both the research travel and faculty development categories but can be funded for the same purpose from only one funding source. Anyone receiving travel money under this program may not receive travel money from the Research Travel Fund to meet the goals of the same proposal.
 - F. Faculty are not eligible to personally receive salary money from the Faculty Development Fund during the time they are on sabbatical leave. However, a faculty member may receive funds from account code 1000, for example, to hire research assistants.

Evaluation Committee

- A. The Faculty Grants and Leave Committee will serve as the evaluation committee.

- B. The evaluation committee is seated from September 1 through August 31, with the expectation that members would serve for one full year, but never less than six (6) months. Committee members who refuse to serve for at least six months should be considered ineligible for an award for at least one full year.
- C. No evaluator may serve on a committee deciding the granting of funds during the funding period in which the evaluator or a member of the evaluator's immediate family has a funding proposal under consideration. No evaluator may serve on a committee deciding the granting of funds during the funding period a proposal is submitted by a faculty member with whom the evaluator is doing collaborative work directly related to the said proposal. Prior to the first meeting of each academic year, a representative pool of past FGLC members will be compiled by the Office of Academic Affairs. The pool will be used to select appropriate substitutes to replace FGLC members who are unable to attend scheduled meetings due to a conflict of interest or for other reasons. The committee chair will select representative substitute(s) from the pool.

Process for Committee Considerations of Faculty Development Fund Proposals.

- A. Proposals for Faculty Development Fund grants will stand on their own merit. Questions will not be addressed to applicants nor will applicants be invited to make presentations.
- B. Faculty Development proposals will be considered at a public meeting specifically called for that purpose. A quorum for the meeting(s) shall consist of two-thirds of the members of the whole committee.
- C. All committee members will review the proposals prior to the meeting(s).
- D. Each member will fill out the rating sheet and then rank the proposals from the highest raw score to the lowest.
- E. The initial member rankings will be submitted to Faculty Services in the Office of Academic Affairs two days prior to the meeting. The individual member's rankings will be combined to produce the initial committee ranking.
- F. The committee members will examine the ranked list of Faculty Development proposals at the public meeting called for that purpose.

- G. The committee, by a two-thirds vote of members present, may identify a proposal as unacceptable and, therefore, to be withdrawn from further consideration. In this case, the reasons for this view will be conveyed to the author of the rejected proposal.
- H. The committee, by a two-thirds vote of members present, may decide to accept the initial ranking as final. If this occurs, steps I to J will be omitted. Failing by a two-thirds vote, the committee will proceed to step I.
- I. The committee will discuss each proposal, and discussion will be limited to ten minutes each.
- J. Rankings will be modified based on committee discussion.
- K. Upon the completion of the ranking, the committee chairperson will transmit the committee ranking and a list of unacceptable proposals to the Provost for final award of funds. A list of reviewed proposals shall be transmitted to the Faculty Senate as part of the record of committee action.
- L. The committee shall maintain a record of its proceedings and shall keep all records of rankings.

Application and Funding Process

- A. Applications should be submitted to the Office of Academic Affairs by the deadlines below.
- B. Two grant rounds shall be established in each fiscal year, from July 1 through December 31 (Round I), and from January 1 through June 30 (Round II). Not more than fifty percent of the available funds shall be awarded during the first granting round.

NOTE: For Round I funds, all expenditures must be complete and processed during the July 1 – December 31 funding period, including travel. Any Round I funds remaining on December 31 will be redistributed with the Round II funds. Round II funds must be encumbered and travel completed by June 30, or funds will lapse.

- C. Application deadlines are set to allow for timely consideration of proposals and are as follows:
 - Round I: Funding July 1 – December 31
Application deadline is March 15
 - Round II: Funding January 1 – June 30
Application deadline is October 15
 Award announcements are made no later than one month after the submission deadline.

D. Grant recipients are required to submit a report on the results of work within three months of the completion of this work. Final reports should include not only the results of the work undertaken and expenditure of funds, but also the impact of the results on the conduct of courses or organized research in the school, college or department, and any showings, performance or publications which resulted by the time of the report.

E. Applications must include the following information:

1. Cover sheet
2. Vitae of all project members
3. Proposals should be submitted following the template *[see the end of this chapter]*, reflecting the categories and evaluation criteria as indicated. Proposals should be no more than five (5) pages in length in a 12 point font, excluding the cover sheet, vitae, and supplementary attachments. Proposals should be written in "lay language" so that they are easily understood by colleagues from a wide variety of disciplines. Applicants will prepare an abstract of no more than 100 words. The abstract will conform to an exact format provided with the cover sheet. Its purpose is twofold: it assists the reviewers by providing a synopsis of the proposed project, and is copied into a file of "Faculty Development Grants Recently Funded." This file will be made available by the Office of Academic Affairs to any interested faculty.
4. Not including items 1-3 will make the proposal invalid.

Successful applicants' grants will be administered by the Office of Academic Affairs/Faculty Services. Grantees should forward requests for expenditures and budget approval to the Faculty Services Office. Project reports should also be forwarded to Faculty Services in Academic Affairs upon completion of each grant.

COVER SHEET FOR FACULTY DEVELOPMENT GRANT PROPOSAL

Application Round: Round I--July 1 – December 31 [] Round II--January 1 – June 30 []

Please submit completed form as top page of grant proposal through your Dean/Director to the Office of Academic Affairs. If you have any questions, call 786-1462.

Name(s) _____ Department _____

Telephone _____

Rank _____ School/College _____

E-mail _____ Bipartite/Tripartite: _____

Title of Project _____

Objectives to be accomplished during this grant request round _____

Duration of Project ____/____/____ - ____/____/____ Duration of Salary Support ____/____/____ - ____/____/____

Continuation of previous grant activity? Yes [] No []

If yes, please describe project name and portion/stage of work already completed _____

Identify other financial support for this activity from your school, department, or other sources _____

List the titles of past UAA proposals and the amount funded by Research Travel Grants, Faculty Development, and/or sabbatical leave _____

Were ~~as a~~ reports submitted to Academic Affairs for all prior funding requests? Yes [] No [] ~~Vita Attached? Yes [] No []~~

If "No", the report for previous funding must be submitted to Academic Affairs before one is eligible for additional funding.

Briefly describe the achieved outcomes and deliverables of other funding received if relevant

Revised ~~s~~Spring 2018~~7~~

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Vita Attached? Yes [] No []

Funding Level Required	Faculty Member No. 1	Faculty Member No. 2	Faculty Member No. 3
Salary – (1605)			
Benefits – (1970)			
Total Personal Services – (1000)			
Travel – (2000)			
Contractual – (3000)			
Commodities – (4000)			
TOTAL (max \$3,000 per fiscal year)			

Dean/Extended College Director Signature

Date

ABSTRACT (no more than 100 words, minimum 10 pt font)

Please provide an abstract and other information as indicated in the space below. This abstract will become public information, disseminated by the Office of Academic Affairs, if the proposal is funded. Do not type outside the boxed space. [Note: an ideal abstract or summary will contain about one sentence each: overall rationale, specific purpose, method, anticipated outcome, implications.]

Project Title:

Funding period: / / to / / ; Amount: \$

Principal investigator:

Location:

Phone:

Fax:

Collaborators:

Summary:

Re

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OUTLINE AND RATING SHEET FOR FACULTY DEVELOPMENT FUND PROPOSALS

In order to provide for the fair and equitable selection of the most meritorious professional development grants for support, the University of Alaska Anchorage has established criteria for their review and evaluation. These criteria are intended to be applied to all proposals in a balanced and judicious manner, in accordance with the objectives and content of each proposal.

Minimum Requirements:

- Cover sheet with abstract of no more than 100 words
- Vitae for all project members
- Proposal body of no more than five (5) pages not counting supplemental material

1. Intrinsic Merit of the Proposal (40 possible points)

- a. (15 pts.) **Proposal Presentation and Description.** The proposal follows correct format; information is complete (each item in the outline is addressed); appropriate length; includes documentation, cover sheet, and vitae; uses correct grammar and spelling. The description of the project is clear and understandable in “lay” language and clearly identifies the goal(s). (0-15) _____
- b. (10 pts.) **Significance of the project.** The proposal makes a compelling case for the importance of the project. (0-10) _____
- c. (5 pts.) **Knowledge of similar projects.** Applicant shows knowledge of similar projects in the field and demonstrates the distinct contribution this project will make. (0-5) _____
- d. (10 pts.) **Impact.** Project demonstrates likelihood that it will have a substantial benefit for the faculty member’s professional development. (0-10) _____

2. Viability of the Proposal (25 possible points)

- a. (10 pts.) **Methodology/Plan/Objectives.** Applicant sets out a realistic approach and reasonable plan for timely accomplishment of the stated goals. Objectives that are likely to meet the identified goals are set out. (0-10) _____
- b. (10 pts.) **Budget.** Detailed budget is presented with justification for expenses including salary requests. The budget details an appropriate use of funds. Identifies all other sources of funding in support of this project. (0-10) _____
- c. (5 pts.) **Performance Competence.** Applicant demonstrates capability and likelihood of accomplishing stated goals. Briefly describe results of other funding received if relevant. (0-5) _____

3. Other (10 possible points)

- (10 pts.) **“Seed” Money.** For newly appointed faculty in their first five years at UAA (Indicate month and year of initial faculty appointment). May also be awarded for a new direction in the research of an established faculty member. Proposal should explicitly state if this is the case. (0-10) _____

Total Score (0-75) _____

RESEARCH TRAVEL GRANTS

Research Travel Grants

The Faculty Research Travel Grants exist to provide funding to faculty to pay a portion of travel costs related to the presentation of research and/or creative activities (Category 1) or the acquisition or processing of data or developing proposals for research and/or creative activities (Category 2). Category 1 proposals are awarded to all faculty who meet the criteria to receive funds in a given round, while Category 2 proposals are reviewed and ranked by the Grants and Leaves Committee. Faculty Research Travel Grants can only be used to pay for travel expenses, not for per diem or lodging.

Eligibility and Fund Limitations

- A. All research travel proposals must be submitted by a full-time faculty member, although a faculty member may request funds for travel of a student or research assistant. All student research travel must be shown to clearly support the research effort of the faculty member submitting the proposal. Term faculty are eligible to apply but must have a contract for the period of the grant. Administrative faculty, adjunct faculty and staff are not eligible to apply.
- B. Research Travel funds have been divided into two distinct categories for disbursement.
 1. **Category 1** -- Funds for travel to meetings for the purpose of presenting papers or actively participating in workshops, etc., for the **PRESENTATION** of research and/or creative activities.
The Office of Academic Affairs will review all Category 1 applications and compile separate lists of those which do and do not meet established Research Travel guidelines and may submit those lists to the committee.
 2. **Category 2** -- Funds for travel for the **ACQUISITION OR PROCESSING** of quantitative or qualitative data or samples (e.g., college samples, computer facilities, electron microscope, collection of socio-cultural information), and funds for travel for the purpose of developing proposals for creative activities and/or research.

Category 2 applications are reviewed and voted on by the Faculty Grants and Leaves Committee.

- C. Funds will be disbursed from the available pool of funds on a pro rata basis, up to a **maximum of \$750** per travel grant.
Applications for more than the maximum are reduced to the maximum \$750 before the pro rata share is calculated. This disbursement will be handled by the Office of Academic Affairs/Faculty Services.
- D. No applicant may receive funds more than one time from any one category each fiscal year.
- E.
 1. Travel funds are for reimbursement of transportation expenses only. Such transportation expenses may include (when fully justified) the cost of rental cars. Submissions for airline travel should reflect super-saver fares whenever possible, but coach will be used when that is the only fare available. The maximum airfare that will be reimbursed will be coach class airfare. The Faculty Services Office will be responsible for reviewing airfares for reasonableness prior to assigning pro rata shares. Expenses for lodging, conference registration fees, meals, purchases of papers, telephone calls, and similar travel-related expenses are specifically excluded.
 2. Travel funds will be disbursed in advance of the travel only for the purchase of transportation tickets. Otherwise, the funds will be distributed on a travel reimbursement basis at the conclusion of the planned travel. Reimbursement requests for travel funds are to include receipts verifying the actual expenses.
 3. Travelers must submit a Travel Authorization in advance of travel for pre-approval by Faculty Services, and a Travel Expense Report after travel.
- F. Faculty members may apply for funding in both the research travel and faculty development categories but can be funded for the same purpose from only one funding source. Anyone receiving travel money

under this program may *not* receive travel money from Faculty Development Funds to meet the goals of the same proposal.

Evaluation Committee

- A. The Faculty Grants and Leave Committee shall be the evaluation committee for Research Travel Grants.
- B. No evaluator may serve on a committee deciding the granting of funds during the funding period in which the evaluator or a member of the evaluator's immediate family has a funding proposal under consideration. No evaluator may serve on the committee deciding the granting of funds during the funding period a proposal is submitted by a faculty member with whom the evaluator is doing collaborative work directly related to said proposal.
- C. Prior to the first meeting of each academic year, a representative pool of past FGLC members will be compiled by the Office of Academic Affairs. The pool will be used to select appropriate substitutes to replace FGLC members who are unable to attend scheduled meetings due to a conflict of interest or for other reasons. The committee chair will select representative substitute(s) from the pool.

Application and Funding Process

- A. Applications should be submitted to the Office of Academic Affairs.
- B. 1. The research travel funds for each category are to be distributed in two time intervals as shown below.

Round I: July 1-December 31.

Deadline dates for submission of proposals will be **March 15**.
Announcements will be made by April 15.

Round II: January 1-June 30.

Deadline dates for submission of proposals will be **October 15**.
Announcements will be made by November 15.

2. Funds not awarded during Round I shall carry over to Round II. Funds not awarded by April 15 may be transferred

to other faculty development accounts by the Provost.

3. If by a three-fourths majority the Awards Committee feels that the split between categories or rounds should be changed, it shall have the authority to do so without further review by the Faculty Senate. Such a change requires an affirmative vote of three-fourths of the committee, not three-fourths of those present at a meeting.
- C. Retroactive Category 1 Funding
 1. Faculty members who did not apply for Category 1 travel funding during either Round may apply for retroactive funding. Any funds available at the end of Round II (June) may be used to fund these retroactive applications.
 2. Faculty may apply for retroactive travel funds provided the travel occurred during the fiscal year in which application is made AND provided the intention to apply retroactively for funding is conveyed to the Faculty Services office in writing.
 3. Applications for retroactive travel funds must be submitted to the Office of Academic Affairs no later than June 1st for determination of whether there is retroactive funding available. Applicants will be notified after June 15th about the status of retroactive funds. Applications should include receipts for airfare and ground transportation.
- D. Successful applicants are required to submit a report on the results of their travel within three months of the end of the round in which travel was funded. For those presenting a paper, the report shall include a copy of the paper presented and an estimate of the audience size.
- E. If an applicant's Category 1 Research Travel is funded and the applicant does not present the paper or the paper is not accepted, the funds may not be used.
- F. Application Formats
 1. Category 1 (use cover sheet)
 - a. Name, rank, department, and school or college.
 - b. Identification of the meeting which is to be attended (or which was attended), including date and location.

-
-
- c. Confirmation that the applicant did or will present a paper at or actively participate in workshops, symposia, colloquia, etc., for the presentation of research and/or creative activities. A program from the meeting or a letter from the meeting organizers may be considered adequate confirmation.
 - d. Detailed cost estimate of the transportation (i.e., airfare, ground transportation) expenses involved for the meeting.
2. Category 2 (use cover sheet):
- a. Name, rank, department, and school or college.
 - b. Identification of the research and/or creative activity to be conducted, proposal to be prepared or funds to be solicited.
 - c. If applicable, confirmation from colleagues with whom the research and/or creative activity is to be conducted.
 - d. Duration of the proposed research and/or creative activity.
 - e. Detailed cost estimate of the transportation expenses involved for the meeting.
 - f. Identification as to whether the research is for continuation of existing research programs.
 - g. Identification of financial support for the research from the applicant's school or department and/or from other sources.
 - h. Description of the results of past proposals funded by UAA in the areas of summer research, research travel, and/or sabbatical.

COVER SHEET FOR RESEARCH TRAVEL GRANT

Application Round I--July 1 – December 31 [] II--January 1 – June 30 []
Please submit completed form through your dean/director to the Office of Academic Affairs.
If you have any questions, call 786-1462.

Name(s) _____ Department _____
Rank _____ School/College _____
E-mail _____ Telephone _____
Bipartite/Tripartite _____ Previous Research Travel Grant? Yes [] No []

Please indicate Research Travel category for which you are applying:

- _____ **Category 1** Funds for travel for the purpose of presenting papers or actively participating in workshops, symposia, etc.
- _____ **Category 2** Funds for travel for the acquisition of and/or processing of quantitative or qualitative data or samples and funds for travel for the purpose of developing proposals for creative activities and/or research.

Check if Retroactive Funding Request: []

CATEGORY 1 APPLICANTS

Meeting to be attended (title, date, location) _____

Title of paper or presentation _____

Confirmation of meeting (please attach) _____

Detailed cost estimates of direct transportation expenses _____

CATEGORY 2 APPLICANTS

Research/activity conducted, proposal prepared, or funds solicited _____

Colleagues participating in research/activity _____

Duration of research/activity _____ Does this research continue existing programs? Yes [] No []

If yes, please describe _____

Detailed cost estimates of direct transportation expenses _____

ALL APPLICANTS

Identify any other financial support for the research for this project from your school, department, or other sources _____

Briefly describe the results of past UAA proposals funded by research travel grants, faculty development grants, and/or sabbatical leaves _____

Was a report submitted to Academic Affairs? Yes [] No []

If “No”, a report must be submitted to Academic Affairs before one is eligible for additional funding.

Dean/Extended College Director Signature _____

Date _____

CHAPTER V: SABBATICAL LEAVE GUIDELINES

SABBATICAL LEAVE GUIDELINES

Basic Purpose of Sabbatical Leave

According to the University of Alaska Board of Regents, sabbatical leaves for professional development may be made available to faculty with academic rank who meet the requirements set forth below. The objective of such leave is to increase the faculty member's value to the university and thereby improve and enrich its programs. Sabbatical activities may involve formal or informal study, research or creative activity, or other activities that increase the faculty member's ability to serve the university and the general public through teaching, research and creative activity, and public service. In order to fulfill this basic purpose of professional development, faculty are encouraged to make use of the opportunities presented by sabbatical leave for travel to or residence at a center of scholarly or creative activity, or for collaboration or study with recognized experts in the field. Sabbatical activities may include acquisition of new skills, investigation of new areas of interest, or formal study leading to completion of terminal degrees.

Eligibility for Sabbatical Leave

Faculty members with academic rank may apply for and be granted sabbatical leaves in accordance with the Board of Regents' Policy 04.04.06 and the UAA Sabbatical Guidelines.

Academic rank faculty members who have completed at least four (4) years of service in academic rank positions within the university system may apply for consideration during their fifth (5th) or subsequent year of service for a sabbatical leave to be taken in their sixth (6th) or subsequent year. For faculty members who have taken a sabbatical leave, eligibility for application will be determined in the manner noted above and will be calculated from the date of return from any previous sabbatical leave. Sabbatical leave applications will be considered annually based on a review schedule to be published annually by the Office of Academic Affairs.

Format for Sabbatical Leave Proposals

Sabbatical leave proposals shall be prepared in writing according to the following format: See Sabbatical Application on the [Faculty Services](#) website. Applicants should use the Sabbatical Leave Application Form provided.

A. Name of candidate.

- B. Eligibility (include length of service, dates and subject of previous sabbatical leaves).
Term of leave requested.
- C. Title and description of proposed study, investigation, or other effort (**Limit to no more than five pages exclusive of 3 and 4 below**):
1. Description and justification.
 2. Goals and/or objectives.
 3. Schedule (timetable) of activities.
 4. Funding information (include specific information on all applications for non-university funds and all other income related to or derived from activities carried out while on leave).
- D. Contributions and/or benefits. (Please discuss each of the following in sufficient detail):
1. What new skills, learning or accomplishments are likely to result from successful completion of the sabbatical?
 2. How important are these skills to the professional development of the faculty member?
 3. What benefits accrue to the university and to the broader community from application of these skills or accomplishments in future teaching, research or creative activity, and public service?
- E. Necessity of the sabbatical for the proposed activities. (Please discuss in sufficient detail.)
- F. Ability to accomplish objectives of proposal:
1. Current vita (**required**)
 2. Letters indicating support from collaborating institutions, investigators or individuals (**required where applicable**. If documents are not yet available but will be forthcoming, please note this.)
 3. Other supporting documentation.
- G. Optional: Supplementary material (regardless of form...written or otherwise).

Approvals

Signatures from the Department Chair and Campus Director or Dean are **required** for the Sabbatical Application to be considered.

Criteria for Evaluating Sabbatical Leave Proposals

- A. Likelihood of applicant to accomplish objectives of planned study or investigation. Is the description of activities logical and complete?
 - 1. Is the requested term of leave sufficient or appropriate for the scope of proposed activities?
 - 2. Ability to accomplish plans as reflected in vita.
 - 3. If the proposal assumes cooperation from other institutions or investigators, are letters included indicating their support?
 - 4. Is the time schedule of proposed activities to increase professional development of the applicant appropriate?
- B. Funding information. The applicant for sabbatical leave must demonstrate that the resources, both internal and external, are adequate to fulfill the objectives of the proposal.
- C. Capability of proposed activities to increase professional development of the applicant.
 - 1. What new skills, learning, or accomplishments in the areas of faculty development, teaching, research and/or creative activity are likely to result from successful completion of the sabbatical?
 - 2. What benefits are likely to accrue to the university and to the broader community?
 - 3. How important are these skills to the professional development of the faculty member?
 - 4. Is a sabbatical leave necessary in order to undertake the proposed activities?

Process for Committee Consideration of Sabbatical Leave

- A. Proposals for sabbatical leave will stand on their own merit. Questions will not be addressed to applicants, nor will applicants be invited to make presentations.
- B. Sabbatical leave proposals will be considered at a public meeting specifically called for that purpose. A quorum for the meeting(s) shall consist of two-thirds of the members of the whole committee.
- C. All committee members will review the proposals prior to the meeting(s).

- D. Each committee member will fill out the rating sheet and then rank the proposals from the highest raw score to the lowest.
- E. The initial member rankings will be submitted to the Faculty Services Coordinator two days prior to the meeting. The individual members' rankings will be combined to produce the initial committee ranking.
- F. The committee members will examine the ranked list of sabbatical leave proposals at the public meeting called for that purpose.
- G. The committee, by a majority vote of members present, may identify a proposal as unacceptable and, therefore, withdraw from further consideration. In this case, the reasons for this view will be conveyed to the Chancellor or designee.
- H. The committee, by two-thirds vote of members present, may decide to accept the initial ranking as final. If this occurs, steps I and J will be omitted. Failing two-thirds vote, the committee will proceed to step I.
- I. The committee will discuss each proposal. Discussion of each proposal will be limited to ten minutes.
- J. Rankings will be modified based on committee discussion. The committee also may choose to group the proposals into categories such as "Very Strong," "Strong," "Acceptable" and "Unacceptable" if they wish.
- K. Upon the completion of the rankings, the committee chairperson will transmit the committee ranking and a list of unacceptable proposals to the Chancellor or designee through the Office of the Provost for Academic Affairs.
- L. The Chancellor or designee will then make his/her own ranking. If the rank order of the committee differs from that of the Chancellor or designee, the committee and the Chancellor or designee shall meet and attempt to reconcile their differences. The committee and the Chancellor or designee may agree to disagree on any application.
- M. The committee shall maintain a record of its proceedings and shall keep all records of rankings.

Terms of Sabbatical Leaves

Sabbatical leaves for all faculty shall include one or both academic semesters. A maximum of six months' salary will be paid for a two-semester

leave and a maximum of 4.5 months' salary will be paid for a one-semester leave.

Human Research Subjects

Sabbatical leave proposals involving research with human subjects should conform to Principles and Procedures of Human Research Subjects approved by the Institutional Review Board. *[See Chapter VI in this Handbook]*

RATING SHEET FOR SABBATICAL LEAVE PROPOSALS

In order to provide for the full and equitable selection of the most meritorious sabbatical leave proposals, the faculty has established criteria for their review and evaluation. These criteria are intended to be applied to all proposals in a balanced and judicious manner, in accordance with the objectives and content of each proposal. Applications must include:

- ___ Application Form
- ___ CV
- ___ Letters/Documentation of Support (if applicable)
- ___ Approval Signatures

“Items” are from “Sabbatical Leave Evaluation Criteria” on page 2

1. Proposal Description (0-15)

- a. Is the description of activities ~~logical and~~ complete, logical, clear, and understandable in “lay” language?
Does it clearly identify the goal? (*Item A*) (0-5)
- b. Is the project timetable realistic, clear, and necessary? (*Items A1, A4*) (0-5)
- c. Is the requested term of leave sufficient or appropriate for the scope of proposed activities? (*Item A1, C4*) (0-5)

2. Feasibility (0-20)

- a. What is the ability of the applicant to accomplish plans, as reflected in the vita? (*Item A2*) (0-10).
- b. Is funding information complete? (*Item B*) (0-5).
- c. If these activities are collaborative, is all appropriate documentation included? (*Item A3*). (0-5; *automatic 5 points if project is not collaborative*).

3. Faculty Development (0-20)

- a. What new skills, learning, or accomplishments in the areas of faculty development, teaching, research, and/or creative activity are likely to result from successful completion of the sabbatical? (*Item C1*) (0-10)
- b. How important are these skills to the professional development of the faculty member? (*Items C1 and C3*) (0-10))

4. What benefits are likely to accrue to the university and the broader community? (*Item C2*). (0-10)

5. Is a sabbatical leave necessary in order to undertake the proposed activities? (*Item C4*). (0-10)

Total Score (0-75)



FACULTY SENATE REPORT May 2018

University Advancement Office

Vice Chancellor Megan Olson

VICE CHANCELLOR'S OFFICE

Recruitments

- Director of Marketing & Communications - Advancement has hired David Webb who started April 16. David brings a wealth of Marketing, Communications and Public Relations experience from the private sector which will be invaluable as we move forward.
- Director of Alumni Engagement (finalists on campus April 30th, May 2nd and May 7th)
- Director of Philanthropy (Summer 2018)

ALUMNI RELATIONS NEWS/UPDATES

Alumni Relations relocating to the Administrative/Humanities Building for summer 2018

During the [renovation of the UAA/APU Consortium Library](#), the Office of Alumni Relations will move to its temporary summer home across the parking lot. Starting May 14, office staff can be contacted in person in the Office of University Advancement, located on the second floor of the Administrative/Humanities Building.

Economics and Honors College Alumni Reception | April 19

UAA welcomed back Dr. Kelcie Ralph '09 for the 2018 Undergraduate Research and Discovery Symposium. Ralph, an assistant professor of transportation planning at Rutgers University, led a keynote discussion in the Student Union Den. Fellow graduates of the Honors College and Department of Economics were invited to a celebratory reception before the event.

Psychology Alumni Night | April 19

The Department of Psychology and Alumni Relations again hosted an alumni reception to kick off the Behavioral Sciences Conference of the North (BSCN) 2018. This year's keynote speaker was psychology alumna Erin Johnson, B.A. '05, M.S. '10, Ph.D '12, who presented "Lessons Learned: Practicing Psychology in Rural Alaska." The event began with a reception for psychology alumni in the UAA/APU Consortium Library.

College of Engineering Hall of Fame Induction ceremony | May 4

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

Chicago Area Alumni Meeting | June 22.

The Chicago Area chapter will host its annual meet and greet in Evanston, Illinois on Wednesday, June 22. If you know any graduates near Chicago, encourage them to attend by emailing seawolf.forever@alaska.edu for more details.

DEVELOPMENT NEWS/UPDATES

CORPORATE GIFTS

ExxonMobil Corporation donated \$175,000.00 to the Alaska Native Science & Engineering Program. **ConocoPhillips Company** donated \$88,500.00 to the College of Engineering for the Lab Actuator & Equipment, the Alaska Native Science & Engineering Program and the Machetanz Art Festival.

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

Chugach Alaska Corporation donated \$40,000.00 to the Excellence in Alaska Native Business and Public Policy.

Atwood Foundation donated \$23,300.00 to the College of Arts & Sciences Theatre & Dance AY19 Performance Season, the Kachemak Bay Writer's Conference and the Elaine Atwood Scholarship.

Alaska Regional Hospital donated \$15,000.00 to the UAA Surgical Technologist Program.

NEW FUNDS

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

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

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

PWSC Health and Fitness Center - To provide support for the Health and Fitness Center at the Prince William Sound College.

PHONATHON

"Ruffalo Noel Levitz (RNL) began working with UA in September to implement a system-wide Phonathon program, housed at UAA's calling center. The program has raised \$146,560 in pledges and cash gifts for UAA and \$107,345 in pledges and cash gifts for UAF totaling \$253,905 for both MAU's. The donor count for UAA is 1730, UAF is 971, with a total of 2701 for both MAU's."

UNIVERSITY RELATIONS NEWS/UPDATES

MEDIA

UAA appeared in more than 1,000 articles in April. Coverage highlights include:

- UAA focus on Financial Literacy Month the first week of April resulted in coverage by KTVA, KTUU and ABC/Fox
- The Adrian Project, simulated exercise with IRS special agents and UAA's accounting department, was covered by KTVA, KTUU and ABC/Fox
- UAA commencement speaker to be featured on Alaska Public Media's "49 Voices"
- UAA alum Kevin Stalder's new business, Alaska Industrial Paint, filling unmet need in Alaska, featured in Alaska Journal of Commerce; story has been syndicated in papers nationwide
- Play "Rain and Zoe Save the World," produced by UAA Department of Theatre, featured in the Anchorage Press, KTVA's Daybreak and Alaska Public Media's "Stage Talk."
- Anchorage and voters are 1st in US to defeat 'bathroom bill' article authored by Associated Press reporter picked up by papers worldwide; mentions UAA student Lillian Lennon.
- Seawolf Debate featured on KTVA and ABC/Fox.

April Social Media

Facebook: 18,419 (+0.5%)
Twitter: 6,414 (+0.6%)
Instagram: 3,581 (+0.8%)
YouTube: 411 subscribers (+2%)
LinkedIn: 40,127 (+0.6%)
Community total: 68,952 (+1%)

Facebook – Top Posts

1. CAMPUS EVENT: UAA Seawolf debate team versus Cornell (17.2K impressions, 654 engagements)
2. TEACHER STORY: Teachers with drones (7.2K impressions, 69 engagements)
3. ALUMNA STORY: Erin Johnson (3.1K impressions, 150 engagements)
4. STUDENT STORY: Whiskey business/Ylli Ferati (3K impressions, 172 engagements)
5. STUDENT STORY: Civil engineering/Euan-Angus MacLeod (2.8K impressions, 117 engagements)

Twitter – Top Tweets

1. CAMPUS: Campus closed (42.2K impressions, 6 engagements)
2. CAMPUS EVENT: Stand Strong for Star (19.5K impressions, 3 engagements)
3. STUDENT SUCCESS STORY: Student-athlete Victor Samoei (14.4K impressions, 428 engagements)
4. CAMPUS EVENT: How Do You Speak Up? (13.2K Impressions, 2 engagements)
5. CAMPUS: UAA Student Health and Counseling Center (13.1K impressions, 9 engagements)

Instagram – Top Posts

1. CAMPUS/STUDENTS: National High Five Days (166 likes)
2. STUDENTS: Engineering student works off-campus (157 likes)
3. CAMPUS: Biking on campus (153 likes)
4. CAMPUS: Enjoying spring weather (153 likes)
5. STUDENTS: Olympic skier and student (141 likes)

LinkedIn – Top Posts

1. ALUMNI SUCCESS STORY: Over half of the staff at CRW Engineering Group's Anchorage office are UAA graduates (11.4K impressions, 65 interactions)
2. CALL FOR VOLUNTEERS: We need volunteers for the annual Kids2College event (10.7K impressions, 70 interactions)
3. ALUMNI MAKE A DIFFERENCE: The Alumni Scholarship endowment helps current students (8.4K impressions, 46 interactions)
4. ALUMNI SUCCESS STORY: Anne Freitag brings Spike the T-Rex to Loussac Library (7.3K impressions, 86 interactions)
5. CALL FOR VOLUNTEERS: Commencement volunteers (6.4K impressions, 33 interactions)



STUDENT AFFAIRS

REPORT for FACULTY SENATE

MAY 2018

Admissions & Recruitment

UAA just finished a very successful Kids2College with almost 800 5th and 6th graders learning about college life. UAA did a great job of rolling out the Green & Gold carpet. Thank you to all who participated.

Native Youth Olympics will be on campus this week. Admissions and Recruitment will have a booth at the Alaska Airline Center and are providing many campus tours for visitors.

Recruitment participated in the Seawolf Ready program to assist new incoming students with their remaining admission steps as well as helping some students complete their application for admission.

Recruitment is in the height of the college fair season. UAA admissions counselors have returned from Valdez, Dillingham, and Kenai Peninsula schools in addition to Minnesota and Texas fair circuits. While in Minnesota, one of UAA's admissions counselor connected with two UAA alumni teaching in high schools hosting college fairs. Alum Cynthia Cain '99 joined the UAA table to help draw her students from Champlin Park High School over to excite them about the opportunities at UAA. UAA will also be represented in the upcoming California college fair circuit, primarily talking to sophomores and juniors.

Career Exploration and Services (CES)

CES hosted the We're Hiring Career Fair on April 12 in the Student Union from 10:00 am to 2:00 pm. Student participants totaled 1,027 and 23 companies and non-profits were represented as well as 56 recruiters from government agencies, insurance, retail, and the construction industries, car rental agencies, branches of the military, and Alaska fisheries. Students had the opportunity to pose for a complimentary professional headshot; 30 students took advantage of the photo shoot.

CES also hosted the Spring Etiquette Luncheon on April 6. UAA students experienced dining with employers and refining their etiquette. The business partners that participated were Target, Bureau of Land Management, Progressive Insurance,

and Enstar Natural Gas. Dr. Terry Nelson, Graduate Programs Director and Associate Professor for Management and Marketing in the College of Business and Public Policy presented on the value of networking. CES hosted the 2018 Seawolf Etiquette Luncheon for Student Athletes on April 27.

CES also launched five Blackboard modules to 5,707 online students. University students are able to access these training opportunities at a time most convenient for them. The topics are Career Exploration, Networking 101, Resume & Cover Letter Basics, and Interviewing Basics. To date, 1,967 students have engaged with at least one module.

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

The Dean of Students Office partnered with the Office of Equity and Compliance, Student Health & Counseling Center's Health Promotion Team, Athletics, and various other student groups and university departments to put on a fundraising event called Stand Strong for STAR. The event took place on April 6 and featured renowned spoken word artist FreeQuency. The event raised over \$750 for Standing Together Against Rape (STAR).

Alcohol, Drug, and Wellness Educator Brittney Kupec is working to rebrand the sober support gathering group on campus to engage students in recovery on campus.

Student Conduct and Ethical Development Coordinator Megan Wilbur formalized several UAA student conduct processes within the new statewide Maxient system and continued to provide one-on-one faculty consultations regarding the new academic integrity policy. Megan also finalized student conduct reporting for UAA's upcoming accreditation.

The Care Team Coordinator organized a two-hour training of biology tutors on March 9 on the topic of Classroom Disruption. Leading the training were Lisa Terwilliger, Steve Hawkins, and Anyon Turner.

Disability Student Services (DSS)

DSS was awarded \$92,000 for the design, development, and implementation of an Accessible Wayfinding Campus



STUDENT AFFAIRS

REPORT for FACULTY SENATE

MAY 2018

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

Multicultural Center (MCC)

On April 7, the Multicultural Center hosted its 23rd annual Students of Excellence Awards Program. Students Alexandra Ellis and Leslie Pridgen were awarded Student of Excellence Awards for 2018. Students Andres Antuna, Geser Bat Erdene, Nyabony Gat, and Anthony Taylor were awarded the Eleanor Andrews Scholarship for the spring 2018 semester. In addition, the AHAINA Mentors were honored for their exceptional work increasing retention and persistence of UAA AHAINA students.

New Student Orientation (NSO)

Registration for the 2018-2019 Howl Days (orientation for new students) is now open. For more details and the schedule, see: uaa.alaska.edu/students/orientation/howl-days.

Office of the Registrar

The Office of the Registrar hosted CLSS (read "class") training sessions April 11 and 12 to train academic schedulers and schedule approvers on the new academic scheduling software. The sessions were well attended and the software well received. The Office of the Registrar will continue refining

the software in partnership with the colleges as schedulers use it to make spring 2019 schedule changes. Summer and fall 2018 schedule changes should be made using Class Schedule Forms.

Fall 2018 open registration began April 16. This means all students, including UAF and UAS admits and non-degree-seeking students, can register for fall 2018 courses for which they meet prerequisites and registration restrictions.

Final exams are May 1–5. Faculty and students are encouraged to use the final exams search to confirm the day, time and/or location of their final exam(s).

Final spring grades for full semester-length courses are due in UAOnline by 11:59 pm on May 10. Missing grades can delay graduation and/or financial aid disbursement and affect academic standing.

Office of Financial Aid (OFA)

OFA recently sent out award letters for scholarships for fall 2018, two weeks ahead of the normal schedule.

OFA is launching a phone campaign to let new students know they have to do loan entrance counseling and sign a promissory note in order to receive their student loans.

OFA conducted a series of financial literacy events to celebrate April as national Financial Literacy Month. In addition to general financial aid and scholarship sessions and the Savvy Seawolf Series workshops on budgeting, credit, and loans, guest speakers presented on topics such as investment basics, home buying, cybersecurity, and salary negotiating. The headline event, comedian and financial advisor Colin Ryan, drew over 200 people to his student-focused show and about 75 UAA staff to his training on how to talk about money with students. Details on student loan repayment workshops for graduating seniors, and introductory financial aid workshops for incoming fall freshman are forthcoming.

An increase to the 2018/19 Federal Pell Grant was approved in late February and updated federal financial aid award letters will be emailed to impacted students shortly. Federal



STUDENT AFFAIRS

REPORT for FACULTY SENATE

MAY 2018

Pell Grant eligible students interested in summer classes should be reminded of new financial aid rules that allow them to receive their grants in the summer, even if they received full-time payments in the fall and spring. As students register for summer classes, their summer Pell Grants will appear on their financial aid award letters within one week. Students with questions should contact the Office of Financial Aid directly.

Most academic departments with Foundation scholarships were required to select their recipients by April 20. Fall 2018 scholarship award notices are currently being sent to both incoming and current students, with most scheduled to be notified by May 1.

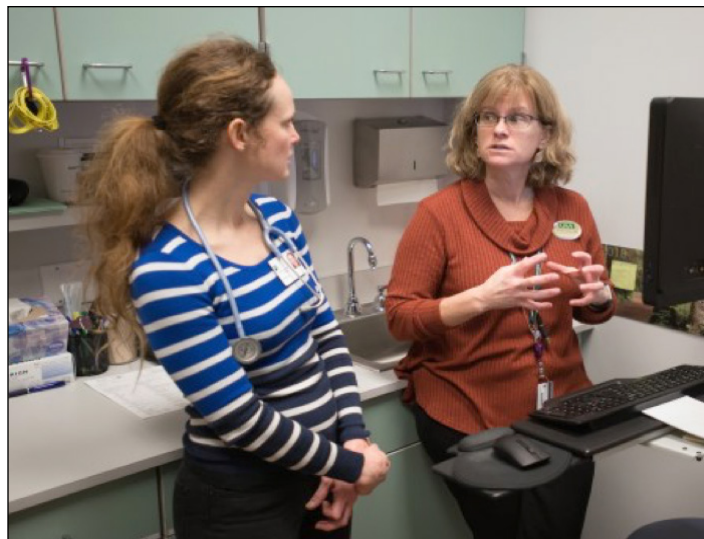
Residence Life

Residence Life's 2018-2019 student staff recruitment has culminated with sending out dozens of placement and decision letters on April 5 and 6. Offers for positions were delivered, in addition to alternate letters, regret letters, and Summer Resident Advisor letters. Candidates had until April 11 to accept the offered leadership opportunity.

A Women's House event was held in the Cama-i Room on April 4. This was a place for women to talk with other women about women's health and healthy relationships with SHCC staff Betty Bang and Hannah Guzzi. A total of ten women attended including a young woman who is transgender, male to female. It was a very engaging event and it worked great with the men gathering and playing board games by the fire just outside the Cama-i Room. There were a lot of men excited about the Men's House event that would take place the following week.

Student Health & Counseling Center (SHCC)

Five SHCC Nurse Practitioners are completing their preceptorship commitment with College of Health, School of Nursing, graduate student interns. Supporting our graduate students through the provision of clinical internships meets the three 2020 UAA Goals of advancing a culture of institutional excellence, assisting students to complete their educational goals, and supporting the graduation rates of students to fill Alaska's needs.



SHCC Nurse Practitioner, Shellie Flores, shares an important teaching point with Cori Keene, Student Family Nurse Practitioner.

The SHCC Health Promotion Team, including student Peer Health Educators, have been engaged in supporting activities for Sexual Assault and Domestic Violence Awareness Month, including Stand Strong for STAR on April 6, Men's House on April 11 in the Cama-i Room, Friendly Feud on April 12 in the Commons Cafeteria, and multiple bystander trainings.

SHCC hosted a Free Soup Lunch on April 25 in the Rasmuson Hall Lobby, to encourage UAA students to finish strong.

Student Life & Leadership (SL&L)

During the past month, Student Life & Leadership invited a season of student celebration and transition.

On April 5-6, Student Life & Leadership held the 34th Annual Student Showcase Academic Conference, featuring twenty student presentations, including one group, from various academic disciplines. Based upon combined scores from faculty reviewers and community panelists, three award winners and three honorable mentions were named at a reception immediately following the conference. This year's Student Showcase Award Winners were: Khafani Abel (Scribbles of a Prince: How Henry VIII Affected Elizabeth I and Her Letter Writing), Ioana Lobontiu (Sanity and Insanity,



STUDENT AFFAIRS REPORT for FACULTY SENATE

MAY 2018

Self and Society in the Theater of the Absurd: A Comparative Study of Dramas by Friedrich Durrenmatt, Eugene Ionesco, and Marin Sorescu), and Stacy Newbern (Evaluation of Neuropathic Pain with Peripheral Vascular Disease: An Integrative Review). Honorable Mentions went to: John Macy (The Intentional Soul), Addison Downing (Ishmael Essay), and Dong Won Yu, Lesley Garcia, Lesly Mislant, Amanda Oslen & Rachel Sanders (But is it really clean? A microscopic perspective of the UAA public bathrooms).

On May 2, SL&L hosted an expanded UAA Leadership Honors & Awards Reception to celebrate Leadership Honors recipients, Seawolf Leadership and Community Service Award recipients, Emerging Leaders Program Graduates, and other leadership honors, awards, and scholarships.

USUAA Elections were facilitated for offices of the President, Vice-President, Senators, Concert Board, Media Board, and Green Fee Board, as well as two constitutional amendments. Alec Burris and Geser Bat-Erdene were re-elected to the offices of President and Vice-President of USUAA, respectively, with Clare Baldwin, Manal Sharife, Nathaniel (Shoya) Watanabe, Alex Jorgensen, Ankhbayar Batkhurel, Teresa Robel, Rose Kruger, Joe Longuevan, Radames Bradley Mercado-Barbosa, and Zachary Christy elected or re-elected as Senators. Cody Herron-Webb and Garrison Theroux were elected to Concert Board; and Sydney Deussenberry, Michael Keller-Miller, and Robert Hockema were elected to Green Fee Board. Both constitutional amendments passed vote.

As the Spring 2018 academic semester comes to an end, the staff of Student Life & Leadership wish all of its students good luck on finals and best wishes for the summer. Students taking classes at UAA and staying in Anchorage this summer should stay tuned for summer student programming!

Student Outreach and Transition (SO&T)

SO&T is launching Seawolf Ready, a pilot program designed to reach out to graduating seniors from local high schools who have selected UAA as their college of choice. The program will support their onboarding to UAA. This collaborative effort is facilitated by Student Transition Advisor in the Multicultural

Center Tamika Dowdy, Admissions Counselor in Enrollment Services Valerie Svancara, Director of TRIO Student Support Services Kelly Foran, and Director of TRIO Upward Bound Kaitlin DeMarcus. The partnership engages colleges, departments, programs and services across the university community.

This early outreach effort assisted high school students from East, West, Bartlett, and Service with completing important processes in preparation for their attendance at UAA. The goal is to encourage students to maintain awareness of their placement test requirements, admission, financial aid, and enrollment statuses; complete required steps prior to leaving high school; and connect with UAA support services for guidance in navigating their transition to college.

Seawolf Ready events were hosted between March 28 and April 10; 182 graduating seniors were served. The leadership team is in the process of evaluating the data to determine the impact of the program.

TRIO Programs

TRIO Student Support Services (SSS) & TRIO Upward Bound (UB)

SSS and UB co-hosted UAA'S TRIO Programs 2018 Graduation and End of Year Celebration on Friday, April 27 in the Student Union from 6:00 pm–8:00 pm.

NWCCU Accreditation

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

Mission:

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

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

CORE THEMES

Teaching and Learning
Research, Scholarship, and Creative Activity
Student Success
UAA Community
Public Square

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

Preparing for the Visit: The report is posted on the [Self-Study website](#), along with the Institutional Assessment Plan, the Reaffirmation of Accreditation PowerPoint, and the Mission Fulfillment Brochure. To request printed copies of the tri-fold brochure or the new mission-fulfillment business cards, [please contact Academic Affairs](#). Check out the monitors across our campuses for Core Theme stories!

What are your Core Theme stories? Think of specific examples that demonstrate how you contribute to UAA's mission and core themes.

- Site Visit October 8-10, 2018 Site Visit

The site visit includes **open forums** for faculty, staff and students. Information will be posted on the Self-Study web site and announced through UAA's various communication venues.

Curriculum

Syllabus Review for Course Learning Outcomes

Course student learning outcomes are required to be published in syllabi, to communicate expectations with students and to meet UAA's accreditation standards. As a follow up to the fall syllabus review, this spring a sampling of syllabi across all colleges was collected and is under review. Deans and campus directors will receive a report of the findings before faculty go off contract.

As faculty update syllabi each semester, please verify the outcomes match the [CIM course approval system](#), or the [course content guide archive](#) (for courses not yet updated in CIM).

Federal Gainful Employment Requirements (Certificate Financial Aid Eligibility)

For undergraduate and graduate certificates to be eligible for financial aid, the U.S. Department of Education requires universities to disclose specific information to students. This information must be updated annually, and whenever there is a change to the program. Academic Affairs, the Registrar's Office, and the Office of Financial Aid have developed a form that programs will use to update their information. It is posted on the [Curriculum Website](#).

Program Licensure Information in the Catalog

Programs which lead to national or state eligibility requirements for licensure or entry into an occupation or profession submitted Catalog language to address accreditation requirements. Those submissions were shared with UAB and GAB. Academic Affairs and the Registrar's Office will ensure these updates are made in the AY19 Catalog.

Course Fees

Course Fee Review

The Provost has requested a comprehensive review of course fees, to be completed this summer by the colleges and campuses.

Program Student Learning Outcomes Assessment

Assessment Retreat

The Academic Assessment Committee Chairs and Academic Affairs will host an Assessment Retreat with deans, campus directors, and designated college and program assessment coordinators on May 15th.

General Education Workshop Series

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

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

Annual Academic Assessment Survey (Deadline June 15, 2018)

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

Annual Academic Assessment Report (Deadline October 15, 2018)

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

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

Cyclical Academic Program Review

2018 Program Review

The Provost's findings on program reviews completed in AY18 are due on August 1, 2018.

Program Accreditation

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

Program Accreditation Actions

- The **College of Education** hosted a site visit in late April and early May.
- The **Clinical-Community Psychology PhD** submitted a self-study in April.

International and Intercultural Affairs

UiT Arctic University of Norway: Rector Anne Husebekk of UiT Arctic University of Norway brought a delegation of administrators, faculty and students to UAA on April 24-25 to deepen strategic partnership opportunities. The delegation met with UAA leadership, faculty and students to discuss possible collaborations, including specific projects with the UAA College of Engineering and the UAA College of Health. UAA and UiT signed a cooperative agreement in 2015, and developed a student exchange under that agreement in 2017.

In July, UAA will host a delegation from the **National University of Mongolia (NUM)** to discuss possible partnership opportunities under the cooperative agreement signed in 2017.



**MAY 2018
INFORMATION UPDATE**

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- We held our 9th annual Community Engagement Forum on Friday, April 27 with 30 posters completed by Community-Engaged Student Assistants (CESAs) documenting their support of faculty-community projects. Dr. Hattie Harvey received the Selkregg Award of \$5,000 to work with Yup'ik Immersion programs at Cook Inlet Native Head Start and Cook Inlet Tribal Council's Early Head Start. Cole Murphy, a double major in International Studies and Languages (Japanese) was awarded the Second Bridge Scholarship, and Canyon Lewis and Claire Lubke won the Alex Hills Engineering & Civic Engagement Award.
- CCEL will participate with CAFÉ and AI&e to deliver two days of a Faculty Intensive on May 10-11. Dr. Patti Clayton, under contract with CCEL, will provide presentations on what makes a high impact practice using service learning/community engagement (SLCE) as an example on May 11 (and will also talk about critical reflection on May 8 for the GER group).
- Tuesday, May 15 Dr. Patti Clayton will co-lead **faculty development on service-learning/community engagement (SLCE)** with Director Owens-Manley. Tuesday continues the deeper exploration of community-engaged teaching as a high-impact practice begun on May 11, as well as how to effectively establish and grow community partnerships as democratic engagement.
- Wednesday, May 16, CCEL is hosting a Resilient Communities Workshop for faculty, community members, and invited students. **Any faculty interested in community-engaged teaching and research are invited**, in addition to new community partners. Four teams of faculty-community partners have been awarded \$4500 each, and additional mini-grants are available for projects to be proposed. While the "awarded teams" are meeting (see below), Drs. Patti Clayton and/or Judy Owens-Manley will meet with other faculty and community partners to develop connections and collaborations moving forward.
- Four faculty teams received awards of \$4500 each for community-based projects in the Resilient Communities Initiative, which will be kicked off at the Resilient Communities Workshop on May 16. Awards went to:
 1. Shannon Donovan, Environment & Society & Sharon Chamard, Justice, working with Anchorage Parks & Recreation to empower teen voices in safe and welcomed use of parks & trails.
 2. Elizabeth Hodges-Snyder, Health Sciences, with Rachael Miller (APU) working with the Alaska Food Policy Council on developing curriculum around food security and food systems.

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

3. Micah Hahn, Environmental Health & Libby Roderick, CAFÉ, working with the MUNI on planning for climate change in Anchorage.
 4. Michael Mueller, Secondary Education, working with school districts around the state on establishing bird-monitoring stations as citizen science.
- In addition to the Faculty Intensive in May, Patti Clayton and Judith Owens-Manley are facilitating a **Writing Retreat** for 12 faculty interested in publishing their community-engaged scholarship from Friday, May 11 dinner through Monday, May 14 noon.
 - Director Owens-Manley co-presented a session with Patti Clayton at the national Campus Compact conference in Indianapolis on March 25 on Deep, Pervasive, & Integrated Practice in Community Engagement.

CENTER FOR ADVANCING FACULTY EXCELLENCE

- CAFE is pleased to announce its **COW (CAFE Oh Wow!) Faculty Development Awards for 2017-18**. The success of UAA's faculty development initiatives and programs are due in large part to the willingness of UAA faculty and staff who share their time and expertise with their colleagues. Two national research studies on unusually effective universities have indicated that investment in faculty development is one of the top ways in which a university can increase its retention rates and student success. COW Award recipients – who receive highly coveted bovine-themed figurines to appreciate “moos” from the audience – have made major contributions to faculty development initiatives across the UAA system. This year's recipients include: the UAA/APU Consortium Library Dean, faculty and staff for ensuring that faculty to get access to the resources and support they need to ensure student success; the Open Educational Resources Early Adopters faculty group for making UAA a more student-ready, affordable college by adopting or creating free and open textbooks; Dr. Kendra Sticka (Dietetics and Nutrition) for her work with the eWolf eportfolio program and willingness to share her expertise with her colleagues; and Debbi Canavan, Kodiak College, for her wide-ranging contributions to professional development in areas related to technology and distance education.
- On April 18, CAFE hosted a workshop entitled **Teaching for Learning: 101 Intentionally Designed Educational Activities to Put Students on the Path to Success!** Led by Stasia Straley, Associate Professor of Accounting and Rebecca Constant-Porter, Accounting Student, faculty learned practical methods to engage students all semester. The reception was so enthusiastic, the workshop will be repeated in the fall.
- CAFE's **“12 Weeks to Your Journal Article”** faculty learning community, led by History Professor Ray Ball, concluded in April. This highly diverse faculty writing group was organized around a workbook of the same name and has a track record for helping faculty get articles written and published in academic journals.

CENTER FOR ADVANCING FACULTY EXCELLENCE (continued)

- CAFE welcomed Vice President in the Office of Diversity, Equity, and Student Success at Association of American Colleges and Universities (AAC&U), **Dr. Tia Brown McNair**, to UAA as the keynote speaker for our annual **Faculty Development Awards Luncheon** on April 6th. Dr. Brown spoke to 50 faculty and administrators about Using High Impact Practices for Student Success, offered a session on Racial Equity in Higher Education attended by 20 faculty, staff and students, met with approximately 20 members of the Topics in Higher Ed Book Group discussing “**Becoming a Student Ready College: A New Culture of Leadership for Student Success**”, attended one of the Student Success open forums, and met with a host of other faculty and staff during her visit.
- Registrations are extremely strong for the **2018 Faculty Development Intensive in Using High Impact Practices to Teach First-Year Students, which will be held May 10-11, 2018**. To date, over 47 faculty have applied to participate in the **intensive**; another 16 applied to receive a **summer mini-grant** to incorporate at least one High Impact Practice into an existing course aimed at first-year students. The cohorts include representatives from several community campuses. The **intensive** is open to any UAA faculty member (at any campus) actively teaching first-year students. Keynote presentations will be open to all faculty. The intensive will include chances to work with national guest presenters with expertise in HIPs, first-year teaching, and student success; reflect on the current experiences of our first year students and how they might be improved; and opportunities to learn from and with colleagues. **Summer mini-grants** will support faculty ready to make a deeper commitment to improving teaching and learning by working in summer 2018 to redesign courses to incorporate at least one HIP into a course for first-year students.
- The UAA/APU **Books of the Year** program continues under CAFE’s leadership. Common intellectual experiences like Books of the Year programs are a recognized, evidence-based High Impact Practice that supports student success. Shannon Donovan (Geography and Environmental Studies) and Ian Hartman (History) will serve as Faculty Associates for the Books of the Year for 2018-19. Workshops will be offered to help faculty teach some or all of the books in their classes. Faculty from UAA and APU have selected six books for AY 2018-20 under the theme of “Building Resilient Communities.” The books offer multiple ways to approach this complex topic, ranging from an academic exploration of systems thinking and the synergies between economics, energy, equity and the environment (*The Community Resilience Reader*) to a call to action on the climate crisis (*This Changes Everything*) and the best climate solutions (*Drawdown*) to impassioned essays on community survival by a major Indigenous leader (*The Winona LaDuke Chronicles*) to creative works highlighting the resilience of individuals and communities impacted by poverty, racism, and extreme weather events (*Threadbare* and *Salvage the Bones*). Three books will be highlighted each year, with special events, guest speakers, faculty showcases, and more! For more information and teaching resources: **Books of the Year** (www.uaa.alaska.edu/books-of-the-year)

CENTER FOR ADVANCING FACULTY EXCELLENCE (continued)

- UAA's Difficult Dialogues Director (and CAFE Associate Director) Libby Roderick has been working with faculty throughout Alaska, including with Seagrant faculty and faculty at UAS. In June, she will lead multiple sections of a two-day Leadership Institute at UAF supported by EPSCor entitled Mindful Leadership: Creating a Diverse and Inclusive UA. The workshop occurs June 14 and 15 at UAF and is designed for faculty who have had little or no leadership training. It will:
 - Help build leaders with the skills to effectively lead across scales in areas like research, project management and support, and collaborative work;
 - Help bolster inclusivity and diversity in leadership at UA; and
 - Build a network and create alliances between mindful leaders in the UA community.Interested faculty can apply at <http://alaska.edu/epscor/leadership/>
- CAFE's final **Faculty Networking Mixers** occurred Friday April 20 at the Varsity Grill. Thirty faculty members connected with colleagues, shared ideas about teaching and research, and more! Thanks to UAA's Conference and Catering Services for underwriting these networking mixers, and the Varsity Grill for hosting.
- CAFE is working to coordinate a **peer-led summer group** to support faculty who are working on their **tenure and promotion files** for fall submission. The first session will occur on May 23, followed by weekly sessions and file goals for each.

ACADEMIC INNOVATIONS & eLEARNING

AI&e will be temporarily located at the University Center beginning Tuesday, May 8th. Main desk will be at UC130. AI&e will be back in the library offices once the mechanical upgrade project is complete this fall.

Faculty Professional Development

- The 2018 Tech Fellows intensive is coming up! Dates of the intensive are May 14-17. AI&e will continue working with Tech Fellows through the 2018-19 academic year.
- An additional accessibility intensive is in the planning stages for SU18 to assist faculty working toward fully accessible course content. For more information, please contact Tina Coulston at tjcoulston@alaska.edu or Heather Nash at hmnash@alaska.edu.

ACADEMIC INNOVATIONS & eLEARNING (continued)

Instructional Design

- SP18 accessibility pilot with Kodiak is wrapping up. Instructional Designers will continue to work with Kodiak faculty this summer to make course content accessible.
- Instructional Designers will be located at the University Center this summer, but we are willing to travel! If a faculty member needs help from an AI&E instructional designer this summer, please call (786-4496) or email us (uaa_ai@alaska.edu) so we can schedule a time and place to meet with you.

Title III ROLL Grant

- While the Innovative Design Studio is in the University Center this summer, the studio will provide support to faculty/students by appointment only. Call 786-4477 or uaa_ai@alaska.edu. Walk-in hours will continue upon return to campus in fall.
- Spring course development through the grant is preparing for work on courses in Biology, Journalism & Public Communication, Justice, and Anthropology.

eLearning: Distance Student Services

- To date, eLearning staff have administered 2,548 assessments in the eLearning Testing Center located in Gordon Hartlieb Hall (GHH).
- eLearning staff have processed approximately 3,465 student proctor forms setting up testing locations for students.
- Online Test Proctoring service, RPNOW, has been set up in 70 (44 main campus courses & 26 UAA extension site courses) online courses for the spring semester. This is a 40% increase from the fall 2017 semester. Approximately 2,100 proctored assessments will be completed using RPNOW during the spring 2018 semester.

ePortfolio:

- eWolf is partnering with CAFE to launch the eWolf Faculty Associate beta test. Application period closed on April 27.
- A reminder that Digication co-founders Jeff Yan and Kelly Driscoll will be here the second week of May (7-10) to support CAFE's May Intensive activities along with opportunities to meet with faculty and staff.
- This summer eWolf will support efforts by Dan Kline to develop a library of assessments in eWolf to support general education efforts. Watch for additional announcements.

ACADEMIC INNOVATIONS & eLEARNING (continued)

- With the support of IT, eWolf will be deploying a system group in Digication of current teaching faculty to reinforce efforts at UAA by the HIP Work Group.
- Digication will release enhancements/software updates to the "rich text module" in New Digication on May 4.

State Authorization Reciprocity Agreement (SARA)

- State authorization is triggered by:
 - Out of state students taking online courses
 - Advertising / Recruiting in other states
 - Proctored exams
 - Contractual agreements
 - Servers on the ground in other SARA states
 - Online faculty who live in other SARA states
 - Supervised field experiences, internships, practicum in other states
 - Field trips to other states
- UAA Info:
 - We are active in 38 states; authorized in 36/38 states
- Next Steps:
 - First data report due this spring once IPEDS is complete (USDoE Integrated Postsecondary Education Data System)
 - Ascertain professional licensure & certification activity

Office of Alaska Natives & Diversity

May 2018

Diversity and Inclusion Action Plan

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

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

D&IAP Progress to Goals:

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

Search committee members are now required to participate in mandatory HR training, including information on unconscious bias. Hiring authorities are charged with taking the necessary time and steps to provide every opportunity to diversify the applicant pool, and they work closely with HR to ensure this occurs. Further strategies will be developed in AY 18-19. The multi-cultural postdoctoral position recommendations are in process and recruitment is underway for five positions in Health, Philosophy, Sociology, Alaska Native Studies, and Psychology. Their positions start Fall 18.

Objective II: Provide framework for advocating and managing diversity.

The plan's recommendation to reorganize and repurpose the Diversity Action Council (DAC) is underway. The plan also recommended two separate senior leadership roles are defined focusing on 1) Alaska Natives and 2) Diversity; positions descriptions have been created and circulated. Both recommendations were presented to the Chancellor and Cabinet April 2018. The search for a Chief Diversity Officer will commence Fall 2018.

Objective III: Develop a system of accountability.

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

Objective IV: Examine and support UAA student success.

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

Objective V: Diversify Curriculum and Instructional Strategies.

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

Objective VI: Focus on Space:

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

Objective VI Include Community Campuses

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

Advisory Council for Alaska Native Education & Research

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

2018 ANCSA Series

Three panel presentations sponsored by UAA Native Student Services, College of Business and Public Policy, Alaska Natives & Diversity; Alaska Native Village Corporation, and Alaska Native Professional Association occurred. The first, "ANCSA: The Good, the Bad, and Ugly" was held Friday Jan 26, 7-9 with moderator Jennifer Romer and presentations by Dr. Willie Hensley, Dr. Gary Ferguson, and Kacey Hopson. The second "Diversity of Village Corporations" moderated by Hallie Bisset featured presentations by Gerad Godfrey (Afognak); Jeane Breinig (Kavilco); Nathan McGowan (St. George) on February 23, 7-9 Rasmussen Hall 101. The final panel was held March 23 and featured "Women of ANCSA" moderated by Hallie Bissett. Panelists include Sophie Minich (president and CEO of CIRI), Shauna Hegna (president of Koniag), Sheri Buretta (chair of the Chugach Board of Directors) and Ana Hoffman (president and CEO of the Bethel Native Corporation).

UAA Programs Leading to Professional Licensure/Certification with Published Information in Catalog

Catalog College	College/Campus	Program	Level	Status	Date Suspended	Does the program meet professional licensure or certification requirements or satisfy the educational prerequisites for professional licensure or certification?	Is this published in the program catalog copy?	Updated catalog language to incorporate
CAS	CAS	Clinical Psychology	MS	Active		Yes	Yes	
CAS	CAS	Clinical-Community Psychology	PhD	Active		Yes	Possibly incomplete, needs faculty review	The program meets doctoral education requirements for licensure as a psychologist in the State of Alaska.
CAS	CAS	Psychology	BA	Active		Yes (Applied Behavior Concentration)	Yes	
CAS	CAS	Psychology	BS	Active		Yes (Applied Behavior Concentration)	Yes	
CBPP	CBPP	Accounting	BBA	Active		Yes	No	<p>Students who complete the UAA BBA-Accounting degree meet the educational requirement to sit for the examination for certified public accountants in the State of Alaska. Additional coursework is required to become a Certified Public Accountant (CPA) in the State of Alaska. Visit the State of Alaska Department of Commerce, Community and Economic Development Board of Public Accountancy's website for the complete list of requirements for licensure in Alaska: https://www.commerce.alaska.gov/web/cbpl/professionallicensing/boardofpublicaccountancy.aspx</p> <p>Requirements to become a CPA are unique to each state and students should be aware of the requirements of the state in which they intend to practice. Visit the website for the National Association of State Boards of Accountancy (NASBA) for more information: https://nasba.org/stateboards/</p>
CBPP	CBPP	Management	BBA	Active		Yes (Note: The student does not need to be enrolled in the program. They just have to complete BA A306.)	No	<p>BA A306, Real Estate Principles is a required course for the BBA in Management with a Property Management and Real Estate Concentration and the course is approved by the Alaska Real Estate Commission as satisfying the pre-licensing education requirement for the Alaska Real Estate Salesperson license. Please visit the State of Alaska Department of Commerce, Community and Economic Development Real Estate Commission's website for the complete list of requirements for licensure: https://www.commerce.alaska.gov/web/cbpl/professionallicensing/realestatecommission.</p>
CBPP	CBPP	Real Estate	Mnr	Active		Yes (Note: The student does not need to be enrolled in the program. They just have to complete BA A306.)	No	<p>BA A306, Real Estate Principles is a required course for the Minor in Real Estate and the course is approved by the Alaska Real Estate Commission as satisfying the pre-licensing education requirement for the Alaska Real Estate Salesperson license. Please visit the State of Alaska Department of Commerce, Community and Economic Development Real Estate Commission's website for the complete list of requirements for licensure: https://www.commerce.alaska.gov/web/cbpl/professionallicensing/realestatecommission.</p>
COE	COE	Early Childhood	PBCT	Active		Yes	Possibly incomplete, needs faculty review	Students completing this degree are eligible for an institutional recommendation for teacher certification, pre-K-3rd grade from the Alaska Department of Education.
COE	COE	Early Childhood Education	BA	Active		Yes	Possibly incomplete, needs faculty review	Students completing this degree are eligible for an institutional recommendation for teacher certification, pre-K-3rd grade from the Alaska Department of Education.
COE	COE	Early Childhood Special Education	MED	Active		Yes	Yes	
COE	COE	Early Childhood Special Education	Mnr	Active		Yes	No	Students completing this degree are eligible for an institutional recommendation for an endorsement in Early Childhood Special Education.
COE	COE	Education	MAT	Active		Yes	Yes	
COE	COE	Educational Leadership	MED	Active		Yes	Yes	
COE	COE	Educational Leadership: Principal	GC	Active		Yes	Yes	
COE	COE	Elementary Education	BA	Active		Yes	Possibly incomplete, needs faculty review	Students completing this degree are eligible for an institutional recommendation for teacher certification, K-6th grade from the Alaska Department of Education
COE	COE	Elementary Education	PBCT	Active		Yes	Possibly incomplete, needs faculty review	Students completing this degree are eligible for an institutional recommendation for teacher certification, K-6th grade from the Alaska Department of Education
COE	COE	Language Education	GC	Active		Yes	Yes	

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COE	COE	Special Education	GC	Active		Yes	Yes	
COE	COE	Special Education	MED	Active		Yes	Yes	
CoEng	CoEng	Civil Engineering	BS	Active		Yes	No	Graduates of the Bachelor of Science in Civil Engineering gain four years of education credit toward obtaining a Professional Engineer license in Alaska.
CoEng	CoEng	Civil Engineering	MS	Active		Yes	No	Graduates of the Master of Science in Civil Engineering gain one year of education credit toward obtaining a Professional Engineer license in Alaska.
CoEng	CoEng	Computer Systems Engineering	BS	Active		Yes	No	Graduates of the Bachelor of Science in Computer Systems Engineering gain four years of education credit toward obtaining a Professional Engineer license in Alaska.
CoEng	CoEng	Electrical Engineering	BS	Active		Yes	No	Graduates of the Bachelor of Science in Electrical Engineering gain four years of education credit toward obtaining a Professional Engineer license in Alaska.
CoEng	CoEng	Geomatics	BS	Active		Yes	No	Graduates of the Bachelor of Science in Geomatics gain four years of education credit toward obtaining a Professional Land Surveyor license in Alaska.
CoEng	CoEng	Mechanical Engineering	BS	Active		Yes	No	Graduates of the Bachelor of Science in Mechanical Engineering gain four years of education credit toward obtaining a Professional Engineer license in Alaska.
CoEng	CoEng	Mechanical Engineering	MS	Active		Yes	No	Graduates of the Master of Science in Mechanical Engineering gain one year of education credit toward obtaining a Professional Engineer license in Alaska.
CoEng	CoEng	Project Management	MS	Active		Yes	No	Graduates of the Master of Science in Project Management meet the educational hours required to sit through the Project Management Profession (PMP) or Certified Associate in Project Management (CAPM) certification.
COH	COH	Dental Assisting	AAS	Active		Yes	No	Graduates of the Associate in Applied Science in Dental Assisting are eligible to sit for the Certified Dental Assistant national certification examination from the Dental Assisting National Board.
COH	COH	Dental Assisting	UC	Active		Yes	No	Graduates of the Undergraduate Certificate in Dental Assisting are eligible to sit for the Certified Dental Assistant national certification examination from the Dental Assisting National Board.
COH	COH	Dental Hygiene	BS	Active		Yes	No	Graduates of the Bachelor of Science in Dental Hygiene are eligible to sit for the National Board Dental Hygiene Examination from the Joint Commission on National Dental Examinations.
COH	COH	Diagnostic Medical Sonography	AAS	Active		Yes	Possibly incomplete, needs faculty review	Graduates of the Associate of Applied Science in Diagnostic Medical Sonography are eligible to sit for the national certification examinations from the American Registry of Radiologic Technologists and the American Registry for Diagnostic Medical Sonography.
COH	COH	Dietetic Internship	GC	Active		Yes	Yes	
COH	COH	Dietetics	BS	Active		Yes	Yes	
COH	COH	Dietetics & Nutrition	MS	Active		Yes	Yes	
COH	COH	Family Nurse Practitioner	GC	Active		Yes	Yes	
COH	COH	Fire & Emergency Services Technology	AAS	Active		Yes	No	Graduates of the Associate of Applied Science in Fire and Emergency Services Technology are eligible to sit for the Emergency Medical Technician national certification from the National Registry of Emergency Medical Technicians. Students completing the Emergency Medical Technician II (EMT A130) course are eligible for an institutional recommendation for the Emergency Medical Technician Initial Certification from the State of Alaska Department of Health & Social Services, Division of Public Health, Section of Emergency Programs.
COH	COH	Health Sciences	BS	Active		Yes	Yes	
COH	COH	Legal Nurse Consultant Paralegal	UC	Active		Yes	Yes	
COH	COH	Medical Assisting	AAS	Active		Yes	Yes	
COH	COH	Medical Lab Technology	AAS	Active		Yes	Yes	
COH	COH	Medical Laboratory Science	BS	Active		Yes	Yes	
COH	COH	Medical Office Coding	OEC	Active		Yes	Yes	

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Catalog College	College/ Campus	Program	Level	Status	Date Suspended	Does the program meet professional licensure or certification requirements or satisfy the educational prerequisites for professional licensure or certification?	Is this published in the program catalog copy?	Updated catalog language to incorporate
COH	COH	Nursing	AAS	Active		Yes	No	Graduates of the Associate of Applied Science in Nursing are eligible to sit for the National Council Licensure Examination (NCLEX-RN) from the National Council of State Boards of Nursing.
COH	COH	Nursing Education	GC	Active		Yes	Yes	
COH	COH	Nursing Science	BS	Active		Yes	No	Graduates of the Bachelor of Science in Nursing Science are eligible to sit for the National Council Licensure Examination (NCLEX-RN) from the National Council of State Boards of Nursing.
COH	COH	Nursing Science	MS	Active		Yes	Yes	
COH	KPC	Paramedical Technology	AAS	Active		Yes	No	Graduates of the UAA A.A.S Paramedical Technology Program are eligible to sit for the National Registry of EMT's Paramedic national certification examination; Upon successful completion of the National Registry Paramedic examination, graduates of the Program are also eligible to apply for the State of Alaska Mobile Intensive Care (MICP) license. Students successfully completing the State of Alaska ETT, EMT 1, EMT 2, or EMT 3 are eligible to test their completed level with the State of Alaska, Office of EMS.
COH	MSC	Paramedical Technology	AAS	Active		Yes	No	Graduates of the UAA A.A.S Paramedical Technology Program are eligible to sit for the National Registry of EMT's Paramedic national certification examination; Upon successful completion of the National Registry Paramedic examination, graduates of the Program are also eligible to apply for the State of Alaska Mobile Intensive Care (MICP) license. Students successfully completing the State of Alaska ETT, EMT 1, EMT 2, or EMT 3 are eligible to test their completed level with the State of Alaska, Office of EMS.
COH	COH	Pharmacy Technology	OEC	Active		Yes	Yes	
COH	COH	Phlebotomist	OEC	Active		Yes	Yes	
COH	COH	Physical Therapist Assistant	AAS	Active		Yes	No	Graduates of the Associate of Applied Science in Physical Therapist Assistant are eligible to sit for the National Physical Therapy Exam administered by the Federation of State Boards of Physical Therapy.
COH	COH	Psychiatric & Mental Health Nurse Practitioner	GC	Active		Yes	Yes	
COH	COH	Radiologic Technology	AAS	Active		Yes	Yes	
COH	COH	Social Work	MSW	Active		Yes	No	Graduates completing the Master of Social Work (MSW) program are eligible to sit for the Licensed Master Social Worker (LMSW) examination within the state of Alaska immediately after graduation. They are also eligible to sit for the Licensed Clinical Social Worker (LCSW) examination within the state of Alaska after completion of requisite practice hours and supervision of those practice hours.
COH	COH	Surgical Technology	AAS	Active		Yes	No	Graduates of the Associate of Applied Science in Surgical Technology are eligible to sit for the Certified Surgical Technologist examination from the National Board of Surgical Technology and Surgical Assisting.
CTC	CTC	Air Traffic Control	AAS	Active		Yes	Yes	N/A
CTC	CTC	Aviation Maintenance Technology	AAS	Active		Yes	No	Graduates of the AMT degree are eligible to sit for the Federal Aviation Administration (FAA) national certification examination(s).
CTC	CTC	Aviation Maintenance Technology, Airframe	UC	Active		Yes	No	Graduates of the Airframe Certificate are eligible to sit for the Federal Aviation Administration (FAA) national certification examination(s).
CTC	CTC	Aviation Maintenance Technology, Powerplant	UC	Active		Yes	No	Graduates of the PowerPlant Certificate are eligible to sit for the Federal Aviation Administration (FAA) national certification examination(s).
CTC	CTC	Aviation Technology	BS	Active		Yes (Piloting emphasis)	Yes	
CTC	CTC	Culinary Arts	AAS	Active		Yes (Serv safe only)	No	
CTC	CTC	Professional Piloting	AAS	Temporarily suspended for program revisions	12/1/17	Yes	Yes	

UAA Programs Leading to Professional Licensure/Certification with Published Information in Catalog

Catalog College	College/Campus	Program	Level	Status	Date Suspended	Does the program meet professional licensure or certification requirements or satisfy the educational prerequisites for professional licensure or certification?	Is this published in the program catalog copy?	Updated catalog language to incorporate
CTC	MSC	Refrigeration & Heating Technology	AAS	Active		Yes	No	Graduates of the Refrigeration and Heating Program AAS or Undergraduate Certificate are eligible to sit for the Environmental Protection Agency Section 608 National Certification Exam and the North American Technical Excellence entry level certification exam; Students completing the Refrigeration and Heating Program AAS or Undergraduate certificate are eligible for an institutional recommendation for the Unlimited Refrigeration Mechanical Administrator License from the Alaska Department of Business and Professional Licensing Section.
CTC	MSC	Refrigeration & Heating Technology	UC	Active		Yes	No	Graduates of the Refrigeration and Heating Program AAS or Undergraduate Certificate are eligible to sit for the Environmental Protection Agency Section 608 National Certification Exam and the North American Technical Excellence entry level certification exam; Students completing the Refrigeration and Heating Program AAS or Undergraduate certificate are eligible for an institutional recommendation for the Unlimited Refrigeration Mechanical Administrator License from the Alaska Department of Business and Professional Licensing Section.

2018-2019 Faculty Senate Membership & Meeting Schedule

Officers	Position	Discipline	Term	Email	Phone
Maria Williams	President	Alaska Native Studies	18-19	mdwilliams6@alaska.edu	786-6136
Scott Downing	1 st Vice President	English	18-19	smdowning@alaska.edu	262-0390
Jennifer Brock	2 nd Vice President	Mechanical Engineering	18-19	jmcferran@alaska.edu	786-4745
Yvonne Chase	UAB Chair	Human Services	18-19	ymchase@alaska.edu	786-6438
	GAB Chair		18-19		
Sharon Chamard	Past President	Justice	18-19	sechamard@alaska.edu	786-1813
	Parliamentarian		18-19		

Senators	Representing	Discipline	Term	Email	Phone
Brock, Jennifer	At-Large	Mechanical Engineering	17-19	jmcferran@alaska.edu	786-4745
Flanders-Crosby, Jill	At-Large	Theatre & Dance	17-19	jaflanderscrosby@alaska.edu	786-1794
Foster, Larry	At-Large	Mathematics & Statistics	18-20	lmfoster@alaska.edu	786-4868
Grabarek, Lukasz	At-Large	Mathematics	17-19	lgrabarek@alaska.edu	745-9752
Harville, Barbara	At-Large	Journalism & Communication	18-20	baharville@alaska.edu	786-4396
Hicks, Erin	At-Large	Astronomy	18-20	ekhicks@alaska.edu	786-7764
Pence, Sandra	At-Large	Dental Programs	18-20	spence2@alaska.edu	786-6925
Van Dommelen, Dorn	At-Large	Geography	17-19	dvandommelen@alaska.edu	786-1765
Din, Herminia	CAS Fine Arts	Art	17-19	hdin@alaska.edu	786-1785
Metzger, Colleen	CAS Fine Arts	Theatre & Dance	18-20	cmetzger@alaska.edu	786-1797
Dunscomb, Paul	CAS Humanities	History	18-20	pedunscomb@alaska.edu	786-1728
Ha, Songho	CAS Humanities	History	18-20	Sha4@alaska.edu	786-1650
Kelly, Terrence	CAS Humanities	Philosophy	17-19	tmkelly2@alaska.edu	786-1374
Folias, Stefanos	CAS Math./Natural Sc.	Mathematics & Statistics	17-19	sfolias@alaska.edu	786-1618
Hicks, Nathaniel	CAS Math./Natural Sc.	Physics & Astronomy	18-20	nkhicks@alaska.edu	786-1348
Thiru, Kanapathi'Sam'	CAS Math./Natural Sc.	Mathematics & Statistics	17-19	ktiru@alaska.edu	786-1958
Venema, Rieken	CAS Math./Natural Sc.	Mathematics & Statistics	17-19	rvenema@alaska.edu	786-4854
Harrod, Ryan	CAS Social Sciences	Anthropology	18-20	Rharrod2@alaska.edu	786-4989
Nabors, Forrest	CAS Social Sciences	Political Science	18-20	fanabors@alaska.edu	786-4857
Pace, Kimberly	CAS Social Sciences	Political Science	18-20	kjpace@alaska.edu	786-4837
Fitzgerald, Dave	CBPP	Computer Information Systems	18-20	dafitzgerald@alaska.edu	786-4482
Karahan, Gokhan	CBPP	Accounting	18-20	gkarahan@alaska.edu	786-4132
Orley, Soren	CBPP	Accounting	17-19	seorley@alaska.edu	786-4141
Protasel, Greg	CBPP	Economics & Public Policy	17-19	giprotasel@alaska.edu	786-1786
Coulter, Cathy	COE	Elementary Education	17-19	cacoulter@alaska.edu	786-4457
Ohle, Kathryn	COE	Teaching & Learning	18-20	kohle@alaska.edu	786-4433
Paris, Anthony	CoEng	Mechanical Engineering	17-19	ajparis@alaska.edu	786-1912
Wang, Caixia	CoEng	Geomatics	17-19	cwang12@alaska.edu	786-1804
Allen, Mary Dallas	COH	Social Work	17-19	mallen42@alaska.edu	786-6992
Ampong, David	COH	School of Nursing	17-19	dnampong@alaska.edu	786-6376
Fortson, Ryan	COH	Justice	18-20	hrfortson@alaska.edu	786-4886
Hinterberger, Tim	COH	Developmental Biology	18-20	tjhinterberger@alaska.edu	786-4632
King, Carrie	COH	Dietetics & Nutrition	18-20	cdking@alaska.edu	786-6597
Leu Burke, Grace	COH	Medical Laboratory Science	18-20	gleuburke@alaska.edu	786-6939
Shamburger, Carri	COH	Dental Programs	17-19	cashamburger@alaska.edu	786-4344
Toscano, Sharyl	COH	School of Nursing	17-19	setoscano@alaska.edu	786-6377

Bridges, Anne	CTC	Culinary Arts & Hospitality	17-19	abridges2@alaska.edu	786-1404
Ossiander-Gobeille, Megan	CTC	College Prep & Developmental Studies	17-19	maossiandergobeille@alaska.edu	786-6159
Smith, Kelly	CTC	Automotive Technology	17-19	kjsmith@alaska.edu	786-6143
Long, Toby	Kenai	Chemistry	17-19	tlong23@alaska.edu	262-0262
Meyers, Jeff	Kenai	History & Political Science	18-20	jmeyers13@alaska.edu	235-1611
Deal, Kitty	Kodiak	Elementary Education	17-19	kideal@alaska.edu	486-1223
Kuden, Jodee	Library	Collection Department	17-19	jlkuden@alaska.edu	786-1875
Sterling, Lorelei	Library	Distance Education	17-19	lstirling@alaska.edu	786-1872
	Mat-Su		18-20		
Graham, Rachel	Mat-Su	Mathematics	18-20	rgraham10@alaska.edu	746-9348
	PWSCC		18-20		
Brown, Barbara	Student Affairs	Academic Counselor	18-20	bebrown@alaska.edu	486-1211

Scheduled Meeting Dates Fridays, 2:30 – 4:30 p.m., LIB 307	
Fall 2018	Spring 2019
August 17 – Retreat	
September 7	February 1
October 5	March 1
November 2	April 5
December 7	May 3

Governance Office Staff	Phone	E-mail
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