UAA Faculty Senate

UNIVERSITY *of* ALASKA ANCHORAGE

UAA Faculty Senate Agenda
October 6, 2017
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- 1st Vice President		Paris, Anthony - Chair, GAB	
Downing, Scott - 2nd Vice President		Fitzgerald, Dave - Past President	

2017-2018 Senators

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

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

IV.   **Meeting Summary Approval (pg. 5-8)**

V.   **Officer's Reports**
   A. President's Report (pg. 9-10)

   B. First Vice President's Report

   C. Second Vice President's Report (pg. 11)

   D. Past President's Report (pg. 12)
      i. FA Report to the Senates (pg. 13-15)

   ii. FA to President Johnsen – CoE (pg. 16-17)
   iii. FA to President Johnsen – Faculty Representation (pg. 18)

VI. Consent Agenda
  A. Faculty Senate Elections
    i. Faculty Senate, CoEng, Anthony Paris

  B. Undergraduate Curriculum
    i. Courses

Chg	ADT A150	Brake Systems
Add	BA A470	Becoming a Leader
Chg	ET A175	Technical Introduction to Computing Systems
Chg	ET A241	Digital Control Systems
Chg	MUS A302A	Chamber Music and Accompanying
Chg	MUS A405A	University Jazz Ensemble
Chg	MUS A407	Jazz Combo
Chg	MUS A409A	University Guitar Ensemble
Chg	THR A111	Theatre Appreciation
Chg	THR A214	Historical Plays
Chg	THR A215	Contemporary Plays

    ii. Programs

Chg	ENGL A489	English Studies Senior Seminar
Chg	ENGL-BA	Bachelor of Arts in English
Chg	ODLD-AAS	Associate of Applied Science in Outdoor Leadership

  C. Approval of Draft Concurrent Enrollment Policy (pg. 19-20)

  D. Approval of the Council Charters (pg. 21-88)

VII. Boards and Committees Reports

  A. Graduate Academic Board

  B. Undergraduate Academic Board (pg. 89)

  C. General Education Review Committee (pg. 90)

  D. University-wide Faculty Evaluation Committee

  E. Academic Assessment Committee (pg. 91)

  F. Academic Computing, Distance Learning & Instructional Technology & e-Learning (pg. 92-94)

  G. Budget, Planning, & Facilities Advisory Committee (pg. 95)

      H. Diversity Committee (pg. 96-99)

      I. Faculty Grants & Leaves Committee

      J. Institutional & Unit Leadership Review Committee (pg. 100)

      K. Library Advisory Committee

      L. Student Academic Support & Success Committee (pg. 101)

      M. Community Campus Committee

      N. Academic Honesty & Integrity Committee

      O. Research and Creative Activity Committee (pg. 102-103)

      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

VIII. Guests and Presentations

      A. Debbie Narang and Tim McDiffett – Coaches-to-Class/Profs-to-Practice program

      B. Sarah Kirk – UA Calendar Committee seeking input on non-teaching day

IX. New Business

      A. Resolution in Support of the Alaska Native Themed GER Initiative (pg. 104)

      B. Resolution Concerning Faculty Governance and Tier 1 GER Courses (pg. 105)

      C. Faculty Senate election of person to fill At-Large vacancy (1-year term)– candidates are:
              [A] Kendra Sticka, COH
              [B] Colleen Kelley, COH
              [C] Erin Hicks, CAS Math & Nat. Sciences

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. 106-109)

    E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 110-114)

    F. Vice Provost of Academic Affairs, Susan Kalina (pg. 115-117)
       i. Institutional Self-Study (Susan Kalina, Larry Foster & Jennie Brock)

    G. CIO, Adam Paulick

    H. Union Representatives
       i. UAFT
      ii. United Academics

    I. Office of Institutional Effectiveness, Engagement & Academic Support (pg. 118-125)

    J. Interim Associate Vice Chancellor for Alaska Natives & Diversity, Jeane Breinig (pg. 126)

XI.   Informational Items & Adjournment

UAA Faculty Senate Summary
September 1, 2017
2:30 - 4:30 p.m.
Lew Haines Conference Room (LIB 307)
Audio: 786-6755 | ID: 284572
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I.   **Call to Order**
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2017-2018 Officers

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P	Williams, Maria- 1st Vice President	P	Paris, Anthony - Chair, GAB
P	Downing, Scott - 2nd Vice President	P	Fitzgerald, Dave - Past President

2017-2018 Senators

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

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

IV. **Meeting Summary Approval (pg. 5-11)**

V. **Officer's Reports**
    A. President's Report (pg. 12-13)
       i. Faculty Senate Retreat Agenda (pg. 14)
       ii. Shared Governance PowerPoint (pg. 15-17)
       iii. Potential Faculty Senate Goals and Priorities for 2017-2018 (generated at the Retreat) (pg. 18)
       iv. UAA Chancellor Search Committee & Timeline Memo (pg. 19-21)

    B. First Vice President's Report

C. Second Vice President's Report (pg. 22)

D. Past President's Report (pg. 2327)

VI. Unfinished Business
    A. Resolution Restoring English Second Language (ESL) Courses at UAA (pg. 28)

    This was discussed and tasked to the Internationalization Committee

VII. Consent Agenda
    A.   Faculty Senate Elections
        i.   GAB FS At-Large, Greg Protasel
       ii.   AAC FS At-Large, Jennifer Brock
      iii.   AAC FS At-Large, Rachel Graham

    Consent Agenda Unanimously 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. 29)

    F. Academic Computing, Distance Learning & Instructional Technology &
        e-Learning

    G. Budget, Planning, & Facilities Advisory Committee

    H. Diversity Committee (pg. 30-32)

    I. Faculty Grants & Leaves Committee

    J. Institutional & Unit Leadership Review Committee (pg. 33)

    K. Library Advisory Committee

    L. Student Academic Support & Success Committee

    M. Community Campus Committee

    N. Academic Honesty & Integrity Committee

O. Research and Creative Activity Committee (pg. 34)

P. Joint Ad Hoc Committee on Mentoring Institute Proposal

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

R. Joint Ad Hoc Committee on Student Evaluation

S. Joint Ad Hoc Committee on Term Faculty Promotion

T. Joint Ad Hoc Committee on Internationalization

IX. New Business

A. Motion Endorsing Faculty Senate Diversity Committee Co-Chairs' Response to August 2017 Events in Charlottesville, VA to Reaffirm Commitment to Diversity and Inclusion at UAA (pg. 35-36)

The Faculty Senate endorses the Faculty Senate Diversity Committee Co-Chairs' Response to August 2017 Events in Charlottesville, VA to Reaffirm Commitment to Diversity and Inclusion at UAA.

Motion to approve
39 approve, 0 oppose, 1 abstain
Motion passes

B. Resolution Urging the UAA Administration to Demonstrate a Stronger Commitment to Diversity in Hiring/Appointing Administrators
Whereas Anchorage is a very diverse community; and
Whereas the UAA student body is less diverse than the Anchorage community; and
Whereas the UAA faculty is less diverse than the UAA student body; and
Whereas the UAA Administration is less diverse than the UAA faculty; and
Whereas the UAA mission includes serving the needs of Alaska's diverse peoples.

Therefore, be it resolved that the Faculty Senate urges the UAA Administration to demonstrate a stronger commitment to diversity in hiring/appointing administrators.

Motion to approve
33 approve, 1 oppose, 5 abstain
Motion passes

C. Resolution

Be it resolved that the Faculty Senate strongly endorse the conclusions and recommendations of the Diversity Inclusion and Action Plan, and express our gratitude to the tri-chairs and all those who contributed to its completion.

Motion to approve
32 approve, 1 oppose, 4 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. 37-41)

   E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 42-45)

   F. Vice Provost of Academic Affairs, Susan Kalina (pg. 46-48)
      i. Institutional Self-Study (Susan Kalina, Larry Foster & Jennie Brock)

   G. CIO, Adam Paulick (pg. 49-50)

   H. Union Representatives
       i. UAFT
      ii. United Academics

   I. Office of Institutional Effectiveness, Engagement & Academic Support (pg. 51-54)

   J. Interim Associate Vice Chancellor for Alaska Natives & Diversity, Jeane Breinig (pg. 55)

XI.   **Informational Items & Adjournment**

President's Report   **October 2017**

Since my last report in September, I have attended many meetings and functions:

- Twice with Interim Chancellor Sam Gingerich
- Three times with Interim Provost Duane Hrncir
- Three times with Interim Vice Chancellor of Administrative Services Pat Shier
- Full Council of Deans and Directors
- Academic Council (UAA)
- Academic Council (formerly known as the Statewide Academic Council or "SAC")
- Faculty Alliance
- Diversity and Inclusion Action Plan roll-out
- Academic Assessment Seminar
- Chat with the Chancellor

I have been appointed to three ongoing search committees and participated in those meetings and processes:

- Vice President of Academic and Student Affairs (Statewide; formerly known as the Vice President of Academic Affairs and Research)
- Vice Provost of Student Success
- UAA Chancellor

Chancellor's Search
Thank you to the 24 faculty who put their names forward for consideration for the Chancellor's Search Committee, and the 238 faculty who voted in the election. The faculty members of the committee are: Sharon Chamard (Faculty Senate President), Nelta Edwards (College of Arts and Sciences), Dave Fitzgerald (College of Business and Public Policy), Hattie Harvey (College of Education), Jeffrey Hollingsworth (College of Engineering), Jodee Kuden (Consortium Library), Gabe Garcia (College of Health), Casey Rudkin (Community Campuses), and Ray Weber (Community and Technical College). The 20+ members of the search committee met for the first time on September 29. President Jim Johnsen appointed Sharon Chamard to chair the committee.

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

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

Statewide
President Johnsen accepted the Faculty Alliance's request that the three faculty members on the Academic Council revert to the current chair of the Alliance, and the two persons in line to be Alliance chair in the next two years. With this change, Sharon Chamard left the council and Maria Williams, the UAA Faculty Senate 1st Vice President (in line for Faculty Alliance chair in 2019-2020), joined the council.

Board of Regents
The next meetings of the Board of Regents are October 24, 2017 in Fairbanks and November 9-10, 2017 in Anchorage. Prior to the Anchorage meeting, public testimony will be held via statewide audio conference on October 30, 2017, from 4:00-6:00 pm. Information about how to video stream the Board of Regents meeting or provide in public testimony is available at http://www.alaska.edu/bor/.

Upcoming Events
Dr. Risa Lieberwitz, AAUP General Counsel and Professor of Labor and Employment Law at Cornell University, will be speaking about the impact of Title IX on academic freedom, due process, and faculty governance. This will be on Friday, October 13, at 11 am in SSB 118.

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

Faculty Senate, Board, and Committee Vacancies

Faculty Senate

CAS Humanities (one vacancy)
CoEng (one vacancy)
At-Large (one vacancy)

Board and Committee Vacancies

Undergraduate Academic Board
CAS (one vacancy)
CBPP (one vacancy)
PWSC (one vacancy)

Graduate Academic Board
Faculty Senate At Large (two vacancies)
Faculty Senate, CAS (one vacancy)
GSA (one vacancy)

General Education Review Committee
CBPP (one vacancy)

Academic Assessment Committee
Faculty Senate At Large (two vacancies)

University-wide Faculty Evaluations Committee
Tripartite (two vacancies)

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Date: October 6, 2017
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

The Faculty Alliance meets the second and fourth Fridays of each month from 2:30 to 4:30 p.m.,
and President Johnsen joins us every other meeting. On Friday, September 22, we were joined
by CITO Karl Kowalski to discuss the proposed new email policy (response attached).

Other activities for September include:

- Resolution 2017-07 regarding the accuracy of data being used to describe Statewide budget
  and positions cuts.

- Faculty representation on the newly formed Statewide Councils (attached).

- Faculty comment on the UA College of Education (attached).

- Faculty morale survey

- Concurrent enrollment regulation

Full report from the Faculty Alliance Chair is attached.

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

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DATE: September 25, 2017
TO: UAA Faculty Senate, UAF Faculty Senate, UAS Faculty Senate
FROM: Lisa Hoferkamp, Chair, Faculty Alliance
RE: September Report of Activities

_____

The Faculty Alliance (FA) is currently considering, actively working on, and/or concluded work
on the following issues.
- Non-teaching days across the UA system, faculty representation on newly formed
  statewide councils and the Student Success Collaborative (SSC)
    o The President and Chancellors have determined that a single non-teaching day
      will be available at each university. The specific date on which that non-teaching
      day will fall, will be determined by the respective chancellor.
    o Faculty governance representation on the Academic Council will consist of one
      faculty governance leader from each university; FA has indicated that the current,
      elect and upcoming-elect chair of the FA will occupy these positions.
    o One faculty member shall serve on each statewide council with the exception of
      the Research Council, for which one faculty member per university will serve and
      that selection will be made by the chancellor in consultation with the chair of each
      faculty senate.
        ▪ **Faculty nominees for the following statewide Council positions are
          requested**
            - Research   UAA:
                                    UAF:
                                    UAS: Brian Buma

            - Business
            - Community Campus
            - Development
            - Human Resources
            - Information Technology   FA Chair: Lisa Hoferkamp
            - Institutional Research
            - Student Services
            - University Relations
    o Faculty will be involved in the roll out of the Student Success Collaborative
      (SSC) and opportunities for faculty input and support to ensure effective
      implementation will be made available.
- Strategic Pathways Phase III
    o No major restructuring is proposed but collaboration and coordination across the
      UA system and communities of practice, including shared faculty, shared courses
      and shared expertise will be encouraged and funded across campuses.
    o President Johnsen requests FA input regarding 2-3 year implementation and

structuring of these communities of practice, their charge and goals.
- President Johnsen will be fostering conversations about freedom of expression and requests faculty input regarding campus efforts. Chancellors will be encouraged to support faculty efforts.
- President Johnsen will issue an internal communication describing resources and other forms of student support available to those affected by recent federal actions regarding DACA.
- The UA commitment to Title IX, as outlined in the Voluntary Compliance Agreement remains intact and changing federal regulation will have to be reviewed by legal experts before the currently agreed upon approach is altered.
- Work towards aligning course numbers, descriptions and SLOs of GERs across the UA system has progressed significantly and revisions to BoR Regulations on GERs are being discussed by the GER Alignment Working Group, the FA and President Johnsen.
- The FA is drafting a letter for submission to the President by 9/30/17 that discusses the utility and cost-efficiency of dissolving the UAA and UAF Schools of Education and the role of the Executive Dean.
- The registration process for NDS students will be aligned across the UA system by using existing Banner technology to auto-admit all NDS students in a process analogous to that in-use at UAA; Implementation will begin on Tues 9/26/17 when registrar staff will receive instructions and full functionality is anticipated by 10/6; Comments and feedback can be sent to the FA or directly to Saichi Oba.
- The Statewide Information Technology Council (ITC) is discussing implementation of a new Enterprise Resource Planning (ERP) system given that Banner 8 will no longer be supported after December 2018. Changing statewide policies and continuing budget reductions will also influence the discussion that is currently focused on the following:
  - o Adoption of Banner 9 or move to an entirely new system
  - o Development of an Administrative Email Policy
  - o System-wide cost-cutting measures
- The Academic and Student Affairs Council subcommittee tasked with developing BoR regulation language on concurrent enrollment submitted a draft document that can be found on the FA shared drive: *GoogleDocs/shared with me/Faculty Alliance:Concurrent Enrollment reg 170920 DRAFT.docx.* The FA has requested University-wide faculty review prior to submitting the draft document to UA Legal Council.
- Statewide council updates were provided at the 9/21/17 meeting of the UA Summit Team (*see GoogleDocs/shared with me/Faculty Alliance:Council Charters Updates 170921.pdf*)
  - o Business: New travel booking and expense reporting software has been purchased through Concur. The contract will be finalized in the next two weeks. Implementation teams will disseminate information to affected individuals
  - o Development: Foundation scholarships for 1st time students – changes will be made so that applications are made available on the same date across UA with a 1st come 1st serve approach to expenditure of funds
  - o Human Resources: The requirement for 6 month continuous employment for access to UA courses has been removed.
  - o IT: Guidelines and standards for IT projects, e.g. circumstances that solicit need for IT Council review, will be established

- o Institutional Research: In response to information requests, the Collaborative Knowledge Network for data sharing is being implemented.
  - o Student Services (SSC): Policy alignment will be a focus and standardized time schedules were mentioned as an issue, i.e. two different definitions of a classtime hour. It was noted that alignment of class schedules will solve some problems and introduce others. More importantly, it was pointed out to the SSC that class schedules are Academic Council matter
  - o University Relations: A faculty representative on this committee is specifically requested. Guidelines/parameters on issuing official UA comments will be made available to all UA employees and adherence expected.
- On September 14 - 15, 2017 the UA Board of Regents (BoR) met in Juneau, AK.
  - o The strategic vision of UA was described with 5 broad goals which will form the basis of a framework plan that the Executive Council will develop at their 9/25/17 meeting. This framework will then be circulated for university review. A final strategic plan will be complete by 10/17/17, discussed at the 10/24/17 BoR Budget meeting and presented at the full BoR meeting on 11/9/17 for consideration in the AY 19 budget
  - o The creation of the System-wide Summit Team and councils were described as mechanisms for change while providing accountability. The Council charters and updates are available on the FA shared drive: *GoogleDocs/shared with me/Faculty Alliance:Council Charters Updates 170921.pdf*
  - o The BoR discussed the registration process at length and the need for process simplification. Various solutions to this problem were discussed and resulted in the approach discussed above
  - o A financial briefing was presented by CFO Myron Dorsch. The decline in state of AK grant and contract revenue from FY16 to FY17 was reported as down by 22% and enrollment from F15 to F16 down by 11%. Decreases in state general fund revenue from AY14 to AY17 have been addressed by decreases in unrestricted expenditures and a 10% increase in tuition revenue
  - o President Johnsen's performance was assessed quantitatively and qualitatively with bonuses awarded in each area totaling $50,000
  - o A motion to develop and consider sale of an 80 acre, UA-owned parcel near Cantwell, AK passed unanimously
  - o Tuition rate increases of 10% and 9.5% in AY19 and AY20 resp. KOC and PWSC and 5% for all others was discussed
  - o Contracts with United Academics and Fairbanks Fire Fighters were approved
  - o A request from the Staff Alliance for changes to annual leave policy, i.e. rollover of unused time-off was postponed with a request for additional information
  - o A 10% fee on gifts to UA was adopted by the BoR

Date: September 29, 2017

To: President James R. Johnsen
                University of Alaska

From: University of Alaska Faculty Alliance

Subject: Faculty Comment on the UA College of Education

The Faculty Alliance (FA) has discussed the report titled "Update on Planning for the Alaska College of Education" that was provided to the Board of Regents (BoR) on September 1, 2017 and wholeheartedly welcomes the updated plan's preservation of three separately accredited education programs at our three universities.

The NWCCU has correctly pointed out that the previous plan of completely merging the three Schools of Education would be extremely complex, time consuming and a distraction from the University's mission and there is no guarantee on accreditation of the final product. Even the discussion of this notion has already been highly disruptive for students, staff, and faculty in education. In an effort to minimize further disruption, the FA would like to offer the following recommendations.

Preserve the three existing Schools of Education. The revised plans for a UA College of Education describe the interests that will be served by formation of a single, statewide program. The FA believes that several of these services could be provided without the costly, time-consuming and disruptive movement of education faculty at UAA and UAF to alternative colleges.   Accountability for teacher education programs, establishment of consistent and standardized programs and the focus of additional resources on teacher education could be easily implemented through the existing Schools of Education, supervised by an Executive Dean that is given authority via well-defined and parallel mandates from chancellors at each of the three universities.

Workload, promotion and curricular issues should remain the purview of established practices at each university. The creation of new processes

involving statewide faculty committees would be costly and time-consuming. The work product of any University faculty committee would affect each university and thus require their separate approval, adding another layer of complexity and further slowing the process.

Consider another action taken under Strategic Pathways Phase I. Is there any evidence that disbanding the UAS School of Business and placing associated faculty into the School of Arts & Sciences has resulted in any increases in cost-savings, program consistency across UA or student access? The opportunity for comparative analysis is noteworthy.

If the current direction is to be maintained, the FA suggests use of a less provocative term than "dissolution" when referring to the Schools of Education at UAA and UAF (http://www.uas.alaska.edu/chancellor/pdf/alaska-college-of-education-documents/AKCOE%20Update.pdf) . It is not clear what benefit is achieved by the term "dissolve" or exactly what happens to the programs when this action is executed. Many faculty believe the term raises doubts among students and the public in general that teacher education units will continue to exist at UAA and UAF. This in turn is negatively impacting our capacity to recruit and retain qualified students and faculty. In addition, the term does not engender support among affected faculty. If the enrollment and completion goals of the proposed College of Education are to be met, existing and potential students must be assured of program continuity and UA education faculty must have a degree of certainty surrounding their status. These two criteria are fundamental to the implementation and continued success of the proposed statewide college.

The Faculty Alliance looks forward to continuing collaborative efforts as we work through these complex issues and fully embraces faculty governance roles in future deliberations.

Respectfully,

Lisa Hoferkamp
Chair, Faculty Alliance

Date: September 29, 2017
To: President James Johnsen
               University of Alaska

From: Faculty Alliance Chair Lisa Hoferkamp

Subject: Faculty Representation

Thank you for the email response (September 19, 2017) to Faculty Alliance requests from the August 20-21, 2017 Faculty Alliance retreat and subsequent conversations aimed at clarifying intent. Among the items addressed in those conversations was faculty representation on newly formed statewide councils and this letter is an effort to document what was agreed upon.

Faculty representation on the Academic Council will mirror that of the former Statewide Academic Council, i.e. the current Faculty Alliance Chair, the Faculty Alliance Chair-elect and the upcoming Faculty Alliance Chair-elect once removed. For AY18, these positions are held by myself, Chris Fallen and Maria Williams respectively. Prior to reinstatement of these shared governance representatives to the Academic Council, UAA Faculty Senate President Sharon Chamard, UAF Faculty Senate President Chris Fallen and UAS Faculty Senate President Megan Buzby were appointed to the VPASA Search Committee. The Faculty Alliance asks that these individuals retain those committee assignments.

Historically the Faculty Alliance chair has provided faculty representation on the Statewide Information Technology Committee and the consensus of the Faculty Alliance is for that to remain unchanged. For AY18, I will serve on the Information Technology Council.

One faculty representative from each university will serve on the Research Council.   The names of representatives from UAA, UAF and UAS for the Research Council will be provided as soon as possible.

Regarding faculty representation on the remaining system-wide councils, including Student Services, Human Resources Finance/Admin/Lands/Facilities, Development, University Relations, Institutional Research and Community Campus Directors, the Faculty Alliance is in the process of identifying faculty for service. A list of those able to serve is forthcoming. Given the specific charge and focus of each of these remaining councils, the Faculty Alliance would like to revisit these council appointments in discussions with the UA President at the August 2018 Faculty Alliance Retreat. It would be much appreciated if you would provide assurances concerning that future conversation.

The Faculty Alliance looks forward to working with the system-wide councils, particularly if they can become a more efficient way for our three universities and statewide to exchange best practices, collaborate, and work together to solve the problems that concern us all.

Respectfully,

Lisa Hoferkamp
Chair, Faculty Alliance

R10.05.015 Concurrent Enrollment

A. The following regulations apply to concurrent enrollments in University of Alaska courses offered by a University of Alaska employee at a University of Alaska campus, another location that is not controlled by a pre-postsecondary educational institution, at a location that the student chooses (for distance courses), or at a computer or other facility within a pre-postsecondary institution, if the pre-postsecondary institution does not closely monitor that activity. Concurrent enrollment for classes offered on the premises of a pre-postsecondary institution, when the instructor or a class monitor is constantly engaged with the class, is addressed in R10.05.015B.

   1. Enrollment at the University of Alaska imposes the same responsibilities and grants the same rights to all matriculated University of Alaska students, regardless of age or concurrent enrollment status at a pre-postsecondary institution. Student rights and responsibilities are delineated in Chapter 09.02.

   2. Parents or legal guardians of pre-postsecondary students desiring concurrent enrollment shall be required to sign an authorization for University enrollment. The authorization will acknowledge receipt and understanding of information concerning:

      a. University policies and regulations concerning students (Board of Regents Policy, Chapter 9).

      b. The fact that the courses attempted and grades assigned will become part of a permanent post-secondary academic record.

      c. Effects of concurrent enrollment on future Federal financial aid eligibility.

      d. The University is an adult institution, which includes but is not limited to the following:

         1. Adult situations and adult language being discussed in class or included in required study materials, including required Title IX training.

         2. Disturbing or graphic discussions or required study materials.

         3. Unsupervised contact with adults on campuses and in buildings that are open to the public.

         4. Supplies, equipment, furnishings, and facilities that are sized for adults. In some cases, this could make it physically impossible for a child to participate in a class, or to do so safely. The university reserves the right to withdraw pre-postsecondary students from classes if they cannot use the supplies, equipment, furnishings, and facilities that are normally provided to students, or their safety in using same cannot be reasonably assured. The university will make reasonable accommodations required under the Americans with Disabilities Act.

   3. The University of Alaska must exclude individuals under the age of 18 or under the age of 21, due to legal requirements, from a small number of classes and programs. These are identified in University catalogs and course schedules.

   4. Parents, guardians, or other adults or minors may not attend classes solely to supervise a minor student. To accompany a minor student to class, such persons must enroll in the class. This regulation does not apply to persons assisting disabled students, when such assistance is an approved accommodation.

B. The following regulations apply to concurrent enrollments in University of Alaska courses offered on the premises of a pre-postsecondary institution, whether taught by a University of Alaska employee or University-approved instructor who is an employee of the pre-postsecondary institution, when the instructor or a class monitor is constantly engaged with the class. They do not apply to a pre-postsecondary student who is taking a University of Alaska distance course from a computer or other

facility located within a pre-postsecondary institution, if the pre-postsecondary institution does not closely monitor that activity. For such distance course enrollments, see R10.05.015A.

1. If the class is taught by a UAA, UAF, or UAS faculty member, then students shall register for the university course being taught at the respective university. Normal tuition and fees will apply to each enrollment, unless there is an agreement between the pre-postsecondary institution or its school district and the respective university that provides for different rates of payment. Acceptance of the course for pre-postsecondary school credit is at the discretion of the pre-postsecondary institution, and students shall be informed by the pre-postsecondary institution of the pre-postsecondary credit that can be earned not later than the first day of class.

2. If the class is taught by an employee of the pre-postsecondary institution, then there shall be a written agreement or agreements between the pre-postsecondary institution or its school district that specify required instructor qualifications; course syllabus and intended learning outcomes; the application and registration process for students desiring university credit, including applicable deadlines; the specific university course number and credits available to be earned; required fees for students desiring university credit; student requirements and responsibilities, including the requirement to submit a signed "Authorization to Discuss/Release Educational Information form" to the school district and the university; and other matters deemed necessary by the parties.

3. Except as specifically exempted by a Tech Prep or other concurrent enrollment agreement between the pre-postsecondary institution and a UA university, enrollment at the University of Alaska imposes the same responsibilities and grants the same rights to all matriculated University of Alaska students, regardless of age or concurrent enrollment status at a pre-postsecondary institution. Student rights and responsibilities are delineated in Chapter 09.02.

4. Parents or legal guardians of pre-postsecondary students desiring concurrent enrollment shall be required to sign an authorization for University enrollment. The authorization will acknowledge receipt and understanding of information concerning:

   a. University policies and regulations concerning students (Board of Regents Policy, Chapter 9), with exceptions due to the Tech Prep or Dual Enrollment agreement indicated.
   b. The fact that the courses attempted and grades assigned will become part of a permanent post-secondary academic record.
   c. Effects of concurrent enrollment on future Federal financial aid eligibility.

5. Concurrent enrollment students attending a class or classes held only on the premises of a pre-postsecondary institution will not be required to complete University student Title IX training.

Academic Council Charter
Provosts' Draft

I. Membership and Chair
1. Vice President for Academic and Student Affairs, UA Statewide (Chair)
2. Provost, UAF
3. Provost, UAA
4. Provost, UAS
5. Chair, Community Campus Directors Council
6. Vice Chancellor for Research, UAF
7. Associate Vice President, Workforce, UA Statewide
8. Dean, College of Health, UAA
9. UAA Faculty Senate President
10. UAF Faculty Senate President
11. UAS Faculty Senate President

II. Charter Initial Draft
- Mission – To foster University of Alaska delivery of high-quality, cost-effective academic programs that are readily accessible to students in Alaska and beyond, through appropriate policies and academic administrative procedures, collaboration, and review of academic program actions including new program approval, program reduction, and program discontinuation.
- Scope – Degree, undergraduate certificate programs requiring 30 or more credits, and graduate and post-baccalaureate certificate programs that are delivered by UAA, UAF, and UAS, either singly or in collaboration.
- According to University Regulation 10.02.020 for the Statewide Academic Council, the Academic Council serves to assist the VPASA in performing responsibilities listed in Board of Regents Policy P02.02.017.
- Goals:
  - Work with Statewide governance, and through the Provosts with University faculty governance, to implement existing and new Board of Regents' policies, such as alignment of General Education Requirements and initial course placement for entering students.
  - Through the President, advise the Board on policy changes and other actions to improve academic program quality, increase student access, increase university revenue, or reduce costs.
  - Monitor Alaska's workforce needs and coordinate University program collaboration, development, or expansion to meet those needs.
  - Develop and implement joint strategies, complementary to University strategies, to meet established enrollment goals.
  - Respond to assignments of the UA Board of Regents and the UA President.

- Authority and decision process:
  1. The AC recommends actions to the President or Board of Regents, depending on the level of decision, through the VPASA. The AC makes recommendations in the following categories:
     - Consensus of the VPASA and AC. All agree on the recommendation as presented.
     - Majority of the AC, with concurrence of the VPASA. In this case, the source(s) and nature of the dissenting views are noted in the recommendation.
  2. For decisions that do not require Board or President approval, implementation requires agreement of all AC members.
     - If the action involves only academic affairs, the Provosts will work with Faculty Governance and community campus administration, as required, to implement the decision.
     - If the action involves other functional areas, such as student services or administrative services, the proposed action will be reported to the Summit Team and introduced at other councils, as appropriate.
- Reporting – To the President, University of Alaska
- Plan for interaction with other councils:
  - The Chair (VPASA) also chairs the Research Council, and the UAF Provost and UAF Vice Chancellor for research are members of the Research Council. This will support communication and coordination in areas of mutual interest, including graduate programs and engagement of undergraduate students in research.
  - The three provosts, the UAF VCR, and the VPASA are members of the new Summit Team, and will regularly meet with members of other Councils and will report major SAC activities to them.
  - The e-Learning Council (and Community Campus Council???) report to SAC
- Communication plan – Report to Summit Team according to the established schedule. Report to the Board of Regents annually on goals achieved and progress on remaining goals.
- Meeting Schedule – Monthly

Academic Council Update
For 9/21/17 Summit Team Meeting

The Academic Council (AC) has met twice since receiving the June 2017 memo from President Johnsen establishing the new councils. The first meeting on July 21, was to 'sunset' the Statewide Academic Council (SAC). The second meeting, the first of the AC, was held on August 18, 2017.

- The AC has drafted a charter (submitted to the President on 091217).
- The AC has identified members of the eLearning subgroup that will report through the AC (email from S. Oba on 090517). The first meeting is being scheduled.
- The AC started a draft charter for the eLearning subgroup.
- The AC is the hiring committee for the VPASA. The group has met once with Keli Hite McGee, chair of the search committee. The review of applicants has begun. The second meeting of the group will occur the week of 091817.
- The AC has proposed changes to University Regulations where Statewide Academic Council is referenced to update the council name to the Academic Council.
- The AC received updates from Strategic Pathways areas of SW Health program planning and Community Campuses.
- New program additions and discontinuations (submitted to the ASA committee on 090717)
    a. UAA
        i. Accelerated Master's in Mechanical Engineering (addition)
        ii. Graduate Certificate and Master's of Education in Counselor Education (discontinuation)
    b. UAF
        i. Resilience and Adaptation Program, Graduate Certificate (addition)
        ii. Arctic Engineering MS (discontinuation)
        iii. Engineering Management MS (discontinuation)
        iv. Science Management MS (discontinuation)
        v. Environmental Engineering MS (discontinuation)
        vi. Mineral Preparation Engineering MS (discontinuation)
        vii. Software Engineering MS (discontinuation)
    c. UAS – Associate of Business (discontinuation)
- Proposals for program suspension of admissions – UAS AAS Law Enforcement (temporary administrative).
- Program Review and Accreditation Reports – All three universities submitted reports for September ASA/BOR meetings.
- The AC is working on draft language for the concurrent enrollment regulation.
- Next AC meeting: 092617

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Business Council
Charter
July 2017

A. Mission

- To advise the president and other university officers on matters within the council's scope.
- To provide strategic leadership and vision.
- To collaborate system-wide.
- Fulfill responsibilities with an emphasis on optimizing resources for the achievement of the university's mission.
- To prioritize and resource finance and administrative support services and projects, e.g. automation, compliance.
- As directed by President, report to Summit Team.

B. Scope

Financial, administrative, risk, facilities, and land matters.

C. Reporting to Summit Team

- Status and impact of major finance, administrative, facilities and lands projects
- Proposed annual risk matrix
- Proposed annual audit plan
- Key indicators/metrics

D. Members

Chief Finance Officer – Myron Dosch (Chair)
VP University Relations – Michelle Rizk
VC Admin Services, UAA – Patrick Shier
VC Admin Services, UAF – Kari Burrell
VC Admin Services, UAS – Michael Ciri
Director Facilities/Land – Christine Klein
Chief Audit Executive – Nikki Pittman
Chief Procurement Officer – John Hebard
Chief Human Resources Officer – Keli McGee
Chief Risk Officer – Timothy Edwards

E. Meeting Schedule

Monthly, about one week prior to the Summit Team meeting

F. Goals (these are not static, and will need to be updated from time to time)

Short term:
1. Strategic Pathways – Procurement (report progress to President by Sept 1, 2017)
2. Strategic Pathways – Research Administration (develop a plan for President by October)
3. Strategic Investment (FY18) – Process Automation (make decisions in August or before)

G. Interaction with Other Councils

- Facilities Council is a sub-council to the Business Council. Director of SW Lands to share status of FC efforts.
- Human Resources Council is a separate council; CHRO will serve as linkage between HRC and Business Council sharing status of HRC efforts.
- IT Council is a separate council. Several Business Council members also on IT Council; CFO to share status of IT Council efforts.
- Emergency Management Council and Environmental Health & Safety Council are separate councils with the Chief Risk Officer as liaison to Business Council
- Meet with other councils on an as-needed basis

H. Communication Plan

- President and Board of Regents – Business Council Chair to serve as spokesperson
- Summit Team – Written updates (agendas, decision proposals) provided in advance of each monthly meeting; verbal updates provided at the meeting if requested.
- Other system councils – Share monthly meeting agendas with the other council chairs
- Statewide and university units – Draft final decision memos for Summit Team; decision memos would propose roll-out plans to include communication and training; decisions issued by President or other appropriate university officer(s).

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September 8, 2017

TO: Jim Johnsen, UA President

FROM: Myron Dosch, Chief Finance Officer

RE: Business Council Report

The Business Council met twice since inception on July 1, 2017, and will continue to meet monthly, approximately one week before the Summit Team. As further described herein, several important initiatives are well underway.

Charter
A proposed charter is attached for review.

Strategic Pathways – Procurement
John Hebard, Chief Procurement Officer, is leading the implementation effort. A service level agreement between UAF and Statewide for the procurement function has been completed. Goals and initiatives to achieve savings via bulk purchases, process improvement/automation and policy and procedure standardization have been identified. Implementation and effort to achieve these goals will be on-going in FY18 and FY19.

Strategic Pathways – Research Administration
Rosemary Madnick, UAF Executive Director of Grants and Contracts, is leading the planning and implementation effort. To date, an inventory assessment tool identifying the various roles and responsibilities in the grants and contracts area is being completed by the universities. The tool will help organize the various roles of Grants and Contracts (G&C), with the aim of G&C leadership at UAF with service centers at UAA and UAS. In addition, the tool will help analyze those functions most viable for improvement, streamlining and/or automation across the UA System. The Business Council will continue to cross-communicate with the Research Council as planning develops. A full plan will be developed for the President in October.

Process Improvement and Automation
The President and Regents authorized $1.1m in FY18 for process improvement and automation. The CFO sent an internal RFP to the functional areas of Student, HR, Finance, IT and Institutional Research to solicit automation project proposals. A number

of proposals were received, and the Business Council deliberated on all proposals. The Business Council approved nine projects in HR, Finance and Administration areas and requested additional information on several others. In total, $645,000 was allocated. The remaining $455,000 will be allocated as proposals are received. At this time, it would be helpful to receive automation or improvement proposals for student-facing technologies, so as to positively impact enrollment, retention and completion.

A summary of the approved projects to date:

HR – Open Enrollment Automation
HR – OnBase Integration (vendor forms)
HR – Online I-9 and Employee Paperwork
HR – Family Medical Leave (FML) Process Improvement
HR – Retirement files to SPARK format
Admin – Consulting support for Travel Project implementation
Admin – UA Procurement Records to OnBase
Admin – OnBase Integration for e-workflows
Finance – Replace and update property scanners and system

It is important to note that within the broad scope of the Finance and Administration, there are several very large automation or compliance projects underway that do not explicitly flow from Strategic Pathways or the $1.1 million Automation pool. These projects that arise in the normal course of operations include: travel booking tool and expense management, conversion to Banner 9, accounts receivable conversion for IRS Form 1098-T, and JV workflow. They will consume a significant amount of staff time over the next one to two years.

University of Alaska Community Campus Directors Council (CCDC)

Represented by leaders of campuses and colleges at the University of Alaska Anchorage (UAA), University of Alaska Fairbanks (UAF), University of Alaska Southeast (UAS), and University of Alaska Workforce Programs.

UAF Community & Technical College	UAF Northwest Campus	UAF Bristol Bay Campus
UAF Kuskokwim Campus	UAF Interior Alaska Campus	UAF Chukchi Campus
UAS Career Education	UAS Ketchikan Campus	UAS Sitka Campus
UAA Matanuska Susitna College	UAA Prince William Sound College	UAA Kodiak College
UAA KPC Kenai River Campus	UAA KPC Kachemak Bay Campus	University of Alaska Workforce Programs

CCDC Charter

Mission
To serve as an informational and advisory group to the president and Summit Team on statewide issues of common importance to the community campuses and CTCs across the University of Alaska.

Scope
Create opportunities, address the challenges, and better serve the citizens of Alaska by providing access to education and training available through the University of Alaska system.

Reporting
The Council Chair, in collaboration with a Council member designee, shall be responsible for establishing meeting agendas. The agenda, with any relevant materials, shall be emailed to Council members at least seven-days in advance of the meeting. The Council member designee shall keep the Minutes for all meetings. The Council Chair shall review the Minutes, and the Council members shall approve the Minutes at the following meeting. The Council Chair shall submit reports to the UA Summit Team monthly.

Chair & Vice Chair
The President of the University shall designate the Council Chair. The Chair's responsibilities are to ensure the Council has an approved charter; ensure system-wide priorities are implemented in a collaborative and coordinated manner; lead communication with the Summit Team; and escalate issues requiring consideration by the Executive Team and the President. The CCDC vice chair will be the CCDC representative to the Academic Council (approved by the President June 28, 2017). The Chair of each system-wide governance group may serve on any council. Additional council members may be added by request of the Council Chair with approval of the President.

Members

The CCDC is comprised of the 15 community campus directors, Community and Technical College (CTC) deans, UAS Dean of Career Education, and UA Statewide Associate Vice President of Workforce Programs. A majority of the Council members, present and voting, shall constitute a quorum.

Meeting Schedule

The CCDC shall convene by telephone or video conference (TBD) at 9:00 a.m. on the second Wednesday of each month beginning September 13, 2017 except for months the CCDC convenes in-person. The teleconference phone number or video conference information shall be disseminated by email to the Council one-week before each meeting. The CCDC shall convene in-person meetings in Anchorage twice each academic year in November and March. If the Council chooses, the location of the in-person meeting may change. Council members unable to attend may participate by telephone or video conference.

Goals

1. Represent University of Alaska community campuses and provide assessments and recommendations to the president and chancellors (Regents Policy P02.04.500 (A).
2. Foster improved understanding of the roles (Regents Policy P10.02.050) and mission (Regents Regulation R10.02.050) for community campuses and CTCs across the UA System.
3. Promote increased collaboration across community campuses and CTCs and with the three universities.
4. Expand collaboration with secondary and post-secondary organizations and regional partners.
5. Continue to explore ways to increase campus productivity and cost effectiveness.

Plan for Interaction with Other Councils

Other UA Councils are included in the Communication Plan contained within this charter. CCDC shall interact with other UA councils through information sharing on a monthly basis (e.g. dissemination of CCDC report to the Summit Team). Other UA Councils' reports will be shared by the CCDC chair with the CCDC members. Additional interaction with the other councils will be dependent on those action items being worked by the CCDC.

Communication Plan

What	When	How	Responsible	Audiences		
				CCDC	Summit Team	Other UA Councils
Monthly Meetings	Start date 9-13-2017	Teleconference/ videoconference	Council Chair	Input		
In-person meetings	November and March	In-Person in Anchorage	Council Member coordinates	CCDC President Selected Statewide reps Chancellors Provosts VCs of Administrative Services		
Reports	Monthly	Document sent by email to UA president	Council Chair and member designee	Review Approve	Review	Review

Approved by CCDC Aug. 18, 2017.

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UAS Career Education	UAS Ketchikan Campus	UAS Sitka Campus
UAA Matanuska Susitna College	UAA Prince William Sound College	UAA Kodiak College
UAA KPC Kenai River Campus	UAA KPC Kachemak Bay Campus	University of Alaska Workforce Programs

<u>Council Update</u>

Work Done June 28-August 31

- More than 100 email exchanges and numerous phone calls were conducted between the 15 members.

- Drafts and redrafts were worked on during this period and include: Charter, Strategic Pathways Report, and "University Policies for Respective Community Campuses, CTCs & UAS Career Education."

- Chair Gary J. Turner and vice chair, Priscilla Schulte (CCDC representative to Academic Council) had two phone calls about Academic Council meetings, and will continue to meet telephonically at least monthly after these meetings.

- The schedule of future audioconference and face-to-face meetings is specified in the charter.

- The work products have been submitted to the president.

Future Meetings Through November

- Sept. 13 audioconference
- Oct. 9 audioconference
- Nov. 8-9 F2F meeting in Anchorage

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<u>Strategic Pathways Directions (June 2017)</u>
CCDC Input

The three Strategic Pathways directions below were included in the President's Jun. 26, 2017 memo, "Expansion of Summit Team, Reorganization of System-wide Councils, and Establishment of Executive Council." The CCDC comments to Direction #1 are listed below. Our recommendations for what are now four "Decisions/Recommendations" are listed below each of those sections.

1. **Increase integration with main university campus and collaboration across community campuses. Update to be prepared by Community Campus Council, presented to the Academic Council in September.**

Comment: This recommendation appears to merge two options from the Jan. 18, 2017 Community Campuses Team Report submitted to President Johnsen in response to Phase 2 of the Strategic Pathways initiative: 3) Increased Integration with Regional Universities and 6) Enhanced Collaboration and Alignment among Community Campuses across UA System. These two options are disparate and while elements of both have value, combining them into one objective may have unintended consequences. We propose that they be separated into two.

1. Increase integration with main campuses.
Comment: Increasing integration with main campuses can place constraints on a community campus that may limit its ability to expand collaboration with other community campuses. For example, UAF CTC's integration with UAF has resulted in the college being required to charge non-resident tuition, along with many student fees applicable to the Fairbanks campus but not UAF CTC, both of which other community campuses are not required to charge. Revenue from these 'integrated' charges is allocated to UAF central. Thus, UAF CTC does not receive the benefit of being a community campus with lower costs to students and the integration with UAF does not result in increased revenue to the college. Lower revenue results in limited funds to pursue and develop collaboration across community campuses.

We propose the following:
- Address how to offer some community campus AAS degrees at those community campuses and main campuses that don't offer these degrees.

1

a. These would need to be run through the respective curriculum processes at the affected main campuses.

- Efforts at UAA will begin this fall to determine how to best schedule e-Learning courses across the five UAA campuses.

- UAA and UAS faculty are already part of the main campus departments, attend department meetings and serve on a variety of main campus committees including governance and curriculum. Some UAF community campus faculty are members of a UAF department while others are members of specific CRCD departments.

2. Increase collaboration across community campuses.
Comment: UAS is one university with three campuses. In other words, Ketchikan and Sitka support programs at UAS through their course offerings. For example, the Ketchikan campus offers a good number of upper division classes to support the e-learning Bachelors of Liberal Arts and Bachelor of Arts in Social Sciences. It would be difficult for the Sitka and Ketchikan campuses to coordinate these classes with other community campuses without the involvement of the Juneau campus.

We propose the following:
- Discuss the possibility of the community campuses implementing a course-sharing and/or faculty sharing plan for CTE courses (to include allied health care) similar to what is already being done by UAF CTC (health, human services, applied business) and the Sitka Campus (medical assisting).

- Address how to offer some community campus AAS degrees at those community campuses and main campuses that don't offer these degrees.
    a. These would need to be run through the respective curriculum processes at the affected main campuses.

- Create a limited trial for reduced-tuition CTE program offerings with Strategic Investment funds that would "hold community campuses harmless" in the event the reduced tuition fails to increase enrollment enough to offset the reduction. This idea was included in a memo sent to VP White on April 10 by the Statewide Career and Technical Education Tuition Team. Six CCDC members were on this team of 11 led by AVP Oba so the idea has already been fairly well vetted.

- Discuss and investigate course cost/ revenue sharing across Universities for requested classes offered in community campus regions that do not administer the requested programing. For example, implementing an 80/20 split for a campus offering its programs in another community campus region. The hosting campus could support with recruitment and logistics to the offering campus's course, receiving 20% of the revenue for their efforts and support. Head count/ credit hour and 80% of the revenue would return to the offering campus.

3. Explore ways to increase campus productivity and cost effectiveness, including expansion of support for/ access to e-Learning programs from main campuses.
Comment: The CCDC believes this implies only a one-way expansion to eLearning (from main campuses to community campuses) and suggests this **be changed to: "Explore ways to increase campus productivity and cost effectiveness, including expansion of support for/access to e-Learning programs between community campuses and main campuses."**

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We propose the following:

- Consider expanding the existing UAOnline platform to list all locations/availability of programs in high-demand career and technical fields along with career clusters. It would also include information that shows which two-year degrees, one-year certificates and OECs can be completed 100% via distance, in addition to 4-year degrees, graduate degrees and graduate certificate. The University of Montana has a good example (does not include which programs can be pursued 100% via distance) https://mus.edu/Qtools/Degrees/degree_default.asp While UAOnline lists courses at all locations and delivery modalities, it does not include a search feature for degree/certificate programs. All campus web sites would have a prominent link to this site.

- While we understand the eLearning Council will be addressing this, the CCDC strongly supports the development of a system for community campuses to work with university departments in coordinating eLearning course offerings in a way that is fair to both the community campuses and university departments. Improved coordination will reduce detrimental duplication of eLearning courses, promote greater integration of community campuses and the universities, and foster better collaboration in a very meaningful way.

4. Explore potential partnerships with tribal and other community organizations. Possibilities include conversion to tribal colleges and stronger collaboration with regional vocational centers.

We propose the following:

- Create an inventory of current partnerships with community and tribal organizations that might be leveraged across the system.

- Assess potential models for partnership with new and existing tribal colleges within Alaska. Identify pros and cons to each of the models for meeting state educational and workforce needs.

- Explore how to expand the availability and increase the visibility of Alaska Native courses making them more accessible in all areas of the state.

General input:

- Encourage discussions at Summit Team level to eliminate out-of-state tuition for students enrolled in associate degree programs and undergraduate certificates.

- Request Summit Team support for community campuses to lead efforts to obtain community campus tuition relief from other sources such as federal funding or local government partnerships. At the federal level, there have been significant efforts to support workforce development in recent years.

- While we understand the Student Services Council will be addressing consolidation and standardization of "back room" functions between Universities and Statewide, as policies and processes are modified, the CCDC strongly encourages a focus on how the student experience will be impacted in both community campus and university settings. Streamlined navigation of student services will reduce confusion and promote retention and transferability within the UA system.

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<u>University Policies for Respective Community Campuses, CTCs & UAS Career Education</u>

The purpose of this document is to show the differences between the three universities' policies regarding their "stand alone" community campuses as well at the CTCs and UAS Career Education. Many members of the various statewide Councils are likely unaware of how the campuses and CTCs/CE operate and of the differences between them. These differences should be known and considered as strategic plans are formulated to address the Strategic Pathways Decisions/Recommendations for Community Campuses.

	UAA Campuses	UAA CTC	UAF Rural Campuses	UAF CTC	UAS Campuses	UAS Career Education
Reporting Structure	Campus directors report to Chancellor.	CTC Dean reports to the Provost.	Report to VC for Rural, Community and Native Education of CRCD.	Report to VC for Rural, Community and Native Education.	Campus directors report to the Provost.	Dean reports to the Provost.

	UAA Campuses	UAA CTC	UAF Rural Campuses	UAF CTC	UAS Campuses	UAS Career Education
Control of Budget	Campuses responsible for own budget and spending. All revenue kept by campuses.	Dean responsible for college budget; 80% of tuition revenue (20% retained centrally).	Campuses responsible for own budget & keep all tuition generated. Courses on the CRCD Cross-Regional Schedule (all distance) there is a 80/20 split between the course originating campuses & receiving campus, as the receiving campus is serving students to access the course offered by the originating campus.	Responsible for own budget and spending. All tuition revenue except for non-resident surcharge kept by CTC. Pay all facilities and utility costs.	Campuses responsible for own budget and spending. All revenue kept by campuses.	Campuses responsible for own budget and spending. UFB returned to Chancellor.

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	UAA Campuses	UAA CTC	UAF Rural Campuses	UAF CTC	UAS Campuses	UAS Career Education
Instructor Approval (FT & PT)	Campuses hire FT faculty with Provost approval. University depts. invited to have rep on search committees. Campuses hire adjuncts.	College hires FT faculty with Provost approval; college depts. hire own adjuncts.	Campuses hire FT faculty with Provost approval. Depts. usually have rep on search committees. Campuses hire adjuncts.	Hires FT Faculty with Provost approval. Hires adjunct faculty through depts. with CTC Dean approval.	Campuses hire FT faculty with search committees composed of regional faculty; Provost and Chancellor approval required. Campuses hire adjuncts after approval from dept. & Dean.	Hire FT faculty with Provost approval. Adjunct hires require faculty and Dean approval.
Coordination of Course Offerings with University	Limited, but increasing particularly with distance offerings.	Seek to coordinate distance-delivered offerings and College Prep & Developmental Studies writing and math.	CRCD faculty depts. decide on offerings; CRCD Dean addresses issues between and across campuses.	Dept. faculty coordinate offerings with input by CTC Dean to ensure budget availability. CTC faculty work with other UAF depts. when appropriate.	Sequenced on regional 6-year schedule across campuses. Sequence & changes to the sequence are initiated by regional faculty through dept. chairs & reviewed and approved by the Dean.	Schedule is coordinated across the three campuses for all distance & F2F classes.

	UAA Campuses	UAA CTC	UAF Rural Campuses	UAF CTC	UAS Campuses	UAS Career Education
Lower Division (LD)/Upper Division (UD) Offerings, Course & Instructor Approval	Campuses can offer LD courses at their discretion. UD courses and instructors must be approved by respective UAA dept. chair and UAA Dean.	As one of the UAA colleges, approves its own scheduling and instructors for all levels of coursework. CTC also provides zero-level coursework for UAA. Offer numerous technical Associate's and Bachelor's degree programs.	Campuses offer all local program (certificate, AAS & bachelors' courses) and GERS. Non-program UD courses must be approved by respective dept. and Dean. Rarely seek to offer non-program UD courses; are occasionally invited to offer an UD distance course.	Offers LD courses at their discretion. Offers UD courses with instructor approval and justification for need. Must obtain instructor approval for all courses (LD and UD) outside of programmatic areas. CTC offers a couple of UD courses within CTC's disciplines that do not require approval.	Campuses can offer both LD/UD classes. The actual scheduling for each semester is based on the regional six year sequence.	Offer LD at their discretion. No UD offered.

DRAFT CHARTER - Development and Alumni System-wide Council
August 28, 2017

Mission
- This council provides coordination and collaboration to promote best practices in development, alumni relations, and advancement services throughout UA.
- This council provides a framework to support system-wide initiatives and campaigns that seek to do one or more of the following: significantly increase private giving to the university; expand the university's donor base; improve the level and quality of alumni engagement across the UA System; and, increase public support and awareness of the university's impact on Alaska.

Scope
- This council will meet monthly to discuss system-wide development and alumni relations functions including: coordinated fundraising; annual, major, special, and planned giving; advancement services including donor relations and stewardship; and, campaign initiatives.

Goals
- Promote thoughtful, integrated, best-practice alumni relations and development plans.
    - Strategic engagement that creates affinity for, awareness of, and support for excellence at the University of Alaska; connecting alumni and donors to students, faculty, academic leaders, and researchers.
    - Evaluation of barriers to quality advancement work at the UA System, such as staffing, budget levels and reporting structures.
    - Collaboration and coordination with the University Relations council.

Measurement/Reporting
- Increase private support for the university, as measured by industry-standard goals for volunteerism, engagement and gifts.

Members
- Chair, Foundation President -- Susan Foley
- VP, University Relations, Statewide – Michelle Rizk
- Executive Director, UA Foundation – Megan Riebe
- VC, University Advancement, UAA – Megan Olson
- Director, Development & Alumni Relations, UAS – Lynne Johnson
- Director, Development & Alumni Relations, UAF – Emily Drygas
- Director, Alumni Relations/Executive Director UAF Alumni Association – Kate Ripley
- AVC, Alumni, UAA – Rachel Morse
- Dean, SOM, UAF - Mark Hermann
- Dean, Engineering, UAF – Doug Goering
- Dean, Engineering, UAA – Fred Barlow
- Interim Dean, CBPP, UAA – Bogdan Hoanca
- Manager, Alumni, UAS – Jessica Post

System-wide Development Council
September 2017 Progress Report

The Development Council is in an unusual position among System-wide Councils in that it does not have a Strategic Pathways plan to shape its goals. Because of this, the council has had the opportunity to explore the priorities both of the UA System and of the various constituencies represented. In the absence of Strategic Pathways, this council intends, among other things, to look to consultant reports for reference.

As noted in the attached charter, this council plans to support and expand initiatives and functions that increase private giving, expand the university's donor base, and improve alumni engagement on every level of the UA system. Among the immediate barriers to these goals, this council intends to examine staffing, budget levels, and reporting structures. In order to meet the mission parameters as set forth in the charter, the council has tentatively noted four significant areas of interest. These areas are as follows:

1. Scholarships for Recruiting Purposes. This council notes that, when compared to other universities, UA has ceased to offer competitive scholarships, both in terms of relative funds and the timely manner that they are offered to students.
2. Philanthropy Initiative. This council hopes to explore and expand the donor base among alumni and around the state.
3. Data Flow. The Foundation and Development departments currently rely heavily on data from Raiser's edge. The council notes, however, that there are other resources not being utilized that have the potential to improve alumni engagement.
4. Best Practices for Events. Events, for the purposes of this council, are defined as measuring strategic engagement rather than applying monetary value to specific kinds of events. This priority area is closely connected to data flow, as strategic engagement relies on data and statistics.

The council is in the process of reviewing these goals and areas of interest, and intends to establish priorities before the Summit Council meets in October.

Additionally, the Development Council has agreed to request that the name of the council be changed to the Development and Alumni Council to reflect the significance of alumni relations to the various constituencies represented in the council.

Susan Behlke Foley

University of Alaska Human Resources Council Charter

A. Mission

1. To collaborate system-wide to improve consistency and efficiency.
2. To strategically support UA HR's mission to attract, hire, retain and develop the best employees.
3. To prioritize major human resources projects, e.g. automation, compliance, back office consolidation.
4. To advise the president and other university officers on HR strategic initiatives.

B. Scope

1. Advise & support HR Strategic Pathways initiatives
2. Advise & support HR initiatives for improved consistency and effectiveness
3. Build relationships to support a collective University HR and the UA HR strategic plan.
4. Consult on policies and regulations as appropriate.

C. Reporting to Summit Team

1. UA HR Strategic Plan updates
2. Performance metrics

D. Members

CHRO, SW - Keli McGee (Chair)
Director, HR, UAA - Ron Kamahele
Director, HR, UAF - Brad Lobland
Director, HR, UAS - Gail Cheney
Director, Labor Relations, SW - Geoff Bacon
Director, Compensation, SW - Tara Ferguson
Director, Benefits, SW - Erika Van Flein
Director, Accounting & HRIS, SW - Michelle Pope
Dean, CNSM, UAF - Paul layer
Dean, CA&S, UAA - John Stalvey
Ad Hoc as appropriate - approved through CHRO

E. Meeting Schedule
- Monthly via video
- Twice annually face to face

F. Goals
UA HR Strategic Plan

G. Interaction with Other Councils
Business Council, Advancement Council, & IT Council, as needed

H. Communication Plan
To be developed

Updated September 5, 2017

Human Resources Council
Meeting Summary

September 5, 2017

Review and Finalize HRC Charter

Charter reviewed, edited and approved by HRC. The Charter will be transmitted to President Johnsen for review.

Prioritize Top Projects for 2018

Desired Outcomes for HRC

- Collaboration and streamlining of HR functions.
- Get feedback and support so that HRC can be an advocate for HR goals and projects.
- Work collaboratively to ensure HR processes more consistently streamlined. Consistent treatment of staff, faculty, and all employees in unions.
- Consistency balanced with the needs of those doing the work.
- Work toward one HR.
- Work together to add value to employees including those at rural campuses.
- Establishing overall priorities so we can support the UA mission most effectively.
- Are we doing our best to attract the best candidates? Are we showing that this is the best place to be?
- Getting to yes – customer friendly – self service.
- Be more proactive in attracting a diverse body of applications.

Future Expectations

1. **Future meetings**: Meet monthly by phone and face to face twice a year. Next meeting will be held via video. The first face to face meeting will be held April – June.
2. **Education**: Future briefs on various functions, automation and streamlining projects, and a comparison of SW and campus HR.

Action Items

1. Share finalized HRC Charter with President Johnsen.
2. Resend link to HRC Google Folder to council members.

Institutional Research System-wide Council
Charter

Mission
The council exists to promote and support system-wide capacity for collection and analysis of data to guide decisions that improve success on behalf of the University of Alaska System of Higher education, with an emphasis on optimizing resources for the achievement of UAA, UAF, UAS, SW's and UA's missions.

Scope
The scope of the Institutional Research System-wide council is to provide oversight of the following functions, both central and distributed:
- Collaborative knowledge network (ongoing)
- Data architecture, governance and administration
- Education and advocacy regarding data-informed decision making

Goals
1) Develop and lead collaborative, cross-functional plans, strategies, programs and activities, supporting, facilitating and otherwise informing the mission of the council. Priority is on process improvement, standardization, and automation. Promote trust and credibility.

   Deliverable: Creation and implementation of a Collaborative Knowledge Network (CKN).

2) Establish and maintain a common data architecture and data governance system, including goals, policy, common procedures, strategies, and system of documentation.

   Deliverable: Define and advance integration of basic, common data architecture principles and best practices across administrative support and mission area functions system-wide, i.e. standards for data acquisition, accessibility and integrity, reporting protocols and tools, and improving business practices.

3) Promote a university culture that has a basic understanding of, and systematically places value on, the collection and analysis of data to guide decisions that improve success, i.e. data-informed decision-making.

   Deliverable: Widespread, demonstrated buy-in to the value of data-informed decision making across all university levels and functions, from executives, to technical decision makers, to data entry personnel.

Subcommittee(s)
The council will designate sub-committees, teams or individuals responsible to accomplish objectives in support of the council mission and scope. These may be permanent or ad hoc in nature, and are accountable to ensure the assigned objectives are successfully completed, including communication of outcomes, recommendations, initiatives and/or decisions to the Committee.

Institutional Research System-wide Council
Charter

Reporting / Communication plan
- Share monthly agenda items and meeting outcomes with other system-wide councils, campus and other constituents.
- Communicate roll-out plans for initiatives to key stakeholders, i.e. Summit group, IR function listserv, functional area(s), etc.

Chair
AVP IRPA, UA - Gwendolyn Gruenig

Members
CITO, SW – Karl Kowalski
AV Provost, IR, UAA – Erin Holmes
Director, PAIR, UAF – Ian Olson
Director, IE, UAS – Brad Ewing
Provost, UAS – Karen Carey
VC, Student Affairs, UAA – Bruce Schultz
Dean, COE, UA - vacant, participate when appointed
Dean, CA&S, UAA – John Stalvey
Staff support: *Rita Murphy or Kelly Ott, UA IRPA Research Analyst*

Appointment of a proxy representative to authoritatively represent member's interests in his or her absence for committee business is encouraged.

Meeting Schedule
First meeting: Tuesday, July 25, 2017 from 1:30 – 2:30 p.m.
Weekly meetings through September 1, 2017, meetings will be held monthly thereafter
Face-to-face meetings will be held twice annually

Plan for interaction with other councils
Interaction/collaboration with all councils as necessary and with other councils as issues require.

Institutional Research System-wide Council
Chair Report by Gwendolyn Gruenig
September 8, 2017

In late June 2017 Institutional Research System-wide council membership was formally expanded via a global update to the organization and roles of all UA system-wide councils. The newly formalized Institutional Research System-wide Council includes the four IR officers from UAA, UAF, UAS and UA/SW as well as leaders from IT, Student Services, Academic Affairs and academic units, each bringing valuable perspective to the group.

Initial deliverables assigned to the council included creation of a draft council charter and an initial report and implementation plan for the proposed Collaborative Knowledge Network. To address this charge, the Council adopted an aggressive schedule of weekly meetings between July 17 and August 29, 2017.

A final, draft charter for consideration and approval was unanimously adopted by the council on August 22.

The Collaborative Knowledge Network report and implementation analysis required the council to deal with a number of intricate issues, both technical and strategic. As the Strategic Pathways IR Options team first noted, the CKN is the most promising option relative to the charge, as well as the most difficult option to successfully implement relative to the current state of the university system. The council's initial report and action plan elements was completed September 8 and is undergoing a last review by committee members.

Collaborative Knowledge Network Report and Implementation Planning

Institutional Research System-wide Council

September 8, 2017

Introduction

The Institutional Research Council formed in 2004 and since inception has served as a primary conduit for communication, collaboration and decision-making by IR leaders and staff. Collaboration has been a core value of the IR function for nearly two decades. Many of the "low hanging" fruit relative to improving operations have already been picked, so to speak, leaving only the more challenging and/or complicated strategies going forward. Institutional research professionals within the UA system understand the priorities set by the BOR, President, and university leadership, and are as responsive as possible to those needs under the current operating conditions.

In late June 2017 IR council membership was formally expanded via a global update to the organization and roles of all UA system-wide councils. The newly formalized Institutional Research System-wide Council membership includes:

UAA	UAF	UAS	UA/SW
Erin Holmes	Ian Olson	Brad Ewing	Gwendolyn Gruenig
Bruce Shultz		Karen Carey	Karl Kowalski
John Stalvey		*Dean, CoE (tbd)*	

The new IR Council was directed as follows:

> 1. Creation of a Collaborative Knowledge Network will be pursued without delay. It will be led by a newly formalized IR Council with members from Statewide and each university. Priority should be on process improvement, standardization, and automation.

> 2. The IR Council will present its initial report and implementation plan to the President September 1[1].

To address this charge, the Council adopted an aggressive schedule of weekly meetings between July 17 and August 29, 2017, developing the Collaborative Knowledge Network report and implementation planning information presented herein.

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[1] Due date updated to September 8, 2017.

Findings

This document outlines CKN items the IR System-wide council identified as reasonable for immediate pursuit, as well as giving a comprehensive look at the viability of each CKN component, and feedback on areas identified for further analysis.

The Collaborative Knowledge Network (CKN) concept was identified by the Strategic Pathways IR Council Options team as the "optimal mix of decentralization and consolidation that will support improvements in service and cost effectiveness through the division of labor, and the systematic use of automation, data and process standardization, and intercampus collaboration." The team noted that while the CKN was the most promising option relative to the charge, it was also the most difficult option to successfully implement, relative to the current state of the university system. A number of the best practices identified in the CKN have been attempted in the past with varying outcomes and long-term sustainability, and/or are already occurring to some degree now. This report focuses on clearing a path to success for implementation of many, if not all, of the CKN elements, over time. Appendix A, starting on page 7, describes the CKN option proposal in detail.

The following is a summary of next steps for implementation planning:

Level 1 – Data Architecture, Governance, and Administration/Warehousing

- Significant improvements in documentation related to IR-produced data products
    - Adopted process[2] for developing/updating and documenting data and data definitions in a systematic, collaborative manner will be refined and updated based on experiences and needs of individuals who used the process, as well as those identified in the RACI matrix who did not participate in the process over the last year.
    - For significant improvement, leadership will need to consistently require use of such a process. This may necessitate more planning time and cross-functional, cross-university/SW work by leaders and staff on the front end of data-related projects and proposals, resulting over time in delivery of better information and avoidance of costly re-work to fix issues identified post-implementation.

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[2] http://alaska.edu/swbir/ir/data-architecture/data-definitions/UA_Process_Data_and_Definitions.pdf

- IR work will utilize the same applications, server, and database
  - This item looks to improve efficiency and effectiveness of resource use in support of the Level 1 function. First step is to assess the technical impacts and resource requirements of transitioning away from the partially duplicative maintenance of major database/data warehouse instances at UA/SW and UAA, each utilizing different database types (Oracle and MS SQL server). There may be significant near-term resource and time costs to both UA/SW IR and IT, and UAA IR to effect the transition.
  - Second step is to set deliverables and timeline to transition to a common set of data administration and warehousing tools and one data warehouse instance, including identification of accountable and responsible entities.
- Other items, such as the addition of Level 1 staff FTE, may be more difficult to implement now. Full details are available in the matrix provided in Appendix B, starting on page 12 of this report.

Level 2 – Reporting

- The first step toward adopting all Level 2 items is for the IR Council and each university/SW community to reach a mutual understanding and agreement of what is appropriate to share.
- Second step is to establish and populate a centrally available, queriable repository for work products in this category. Several viable options for such a repository are in use at UA now.
- Utilize a common set of tools for Level 2 work
  - Council supports leveraging and scaling up a set of core, automated SharePoint reports based on the suite of work products collaboratively developed and in use by UAA and UAS. Support resources for this effort are intended to become available through reduction of database/data warehouse redundancy described in Level 1.

Level 3 - Analytics

- Identify examples of past advanced analytics projects conducted in IR offices.
  - This can begin immediately.
  - A venue for regular sharing should be identified.
- Share the models, methodologies, final reports, etc. with the other IR offices so that each office can focus on improving the quality of reporting for their institution instead of completing from scratch a model, methodology, final report, etc. that already exists elsewhere in the system.

- First step toward implementing this item is for the IR Council and the university community to reach a mutual understanding and agreement of what is appropriate to share.
- Next step is to establish and populate a centrally available, queriable repository for work products in this category.

- The remaining Level 3 item, identification of a common set of tools for advanced analytics, may be more difficult to implement now. Full details are available in the matrix provided in Appendix B for Level 3 on page 13.

Areas for Further Analysis

Five broad topics were identified along with the CKN concept as requiring further analysis for implementation planning. Each topic and a summary of observations follow.

A. Executive Commitment: genuine, broad, and sustained over multiple years

This item refers to a willingness and commitment of leaders throughout the university community to consistently support best practice strategies and principals for the IR function. Operational and strategic choices sometimes appear to be made based on what will create the least disruption or controversy, although the more challenging or complicated choice was identified as optimal to move the IR function forward.

B. Change Management

This item refers to the need for continuous quality assessment and quality control principals to be actively applied to the CKN as it is developed and maintained. Such principals should be purposefully and systematically applied to business practices within IR, as well as in other key functions having significant impact on IR's ability to be effective. For example, the IR council identified and several suggestions for the IT Council's consideration that would significantly improve the IR function's ability to meet its charge. See Appendix C, starting on page 14.

C. Governance Structure

On a day-to-day basis, this is a key consideration for successful CKN implementation and maintenance. The Institutional Research System-wide council needs to develop and implement an appropriate structure. Several governance models are commonly identified at the national level for the contemporary IR function[4] that may serve as a starting point for consideration.

D. Resource Analysis

The council discussed the need for each IR office to provide some basic information as a starting point for resource analysis and identification of areas where further optimization may be possible. Examples of key information includes, but is not limited to: mission responsibilities, which are unique among the four offices; a catalog of services and routine reporting; areas of relative strength and weakness; available resources (staff, space, software licensing, etc. A formal resource analysis of the IR function was last conducted in 2004 for the Administrative Operating Effectiveness and Cost Savings Review[3], and may provide some structure for cataloging and analyzing this area today.

E. Equitable Allocation of Resources

A reasonable allocation of resources under the new CKN paradigm is yet to be defined. Over the last several years, staffing levels at some IR offices have grown while reductions occurred at other offices. The is assumed to simply be the observed result of different administrative approaches and priorities in meeting annual "MAU" level budget shortfalls over the last few years, as well as differences in the magnitude of annual cuts needing to be absorbed at each "MAU". The way in which IR resources could be equalized under a new operational model should be carefully considered.

Other Considerations

The challenges faced by UA's IR function are not unique. Key observations made in the recent publication *A New Vision for Institutional Research* (Swing and Ross, 2016) [4] are directly relevant to the topics covered in this report and may help identify how IR should plan to adapt for maximum effectiveness over time.

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[3] Available online at:
https://drive.google.com/a/alaska.edu/file/d/0B8087puEXVA8NTRibHFLclBaNEFCN2xaLXpzcS1GMUhpcnl3/view?usp=sharing
[4] Available online at: https://www.airweb.org/Resources/ImprovingAndTransformingPostsecondaryEducation/Documents/A-New-Vision-for-Institutional-Research.pdf. Statement of Aspirational Practice for Institutional Research is given on pages 11 – 13.

What is the Collaborative Knowledge Network?

The "Collaborative Knowledge Network" was one of four options identified by the IR Strategic Pathways Phase 2 Options Team. A summary of the CKN option 4 follows.

Charge to the IR Strategic Pathways Phase 2, Options Team: Develop and review options for organizational restructuring of functions that support improvements in service and cost effectiveness.

Scope: All of Institutional Research across the UA system.

Goals: Reduce operating costs. Align with UA priorities.

Team Members
- Ellis Ott
- John Stalvey
- Karen Schmitt
- Austin Tagaban
- Diane Wagner
- Doug Johnson, PGS Facilitator
- Brad Ewing
- Faye Gallant
- Mary Gower
- Gwen Gruenig
- Coy Gullett
- Orion Lawlor
- Ian Olson

Key Stakeholders
- Legislators
- Employers
- Public Agencies
- Parents
- Alumni
- Executive Leadership
- Board of Regents
- Faculty
- Staff
- Students
- Community

Institutional Research Staff FTE Distribution: Transformation via the Collaborative Knowledge Network
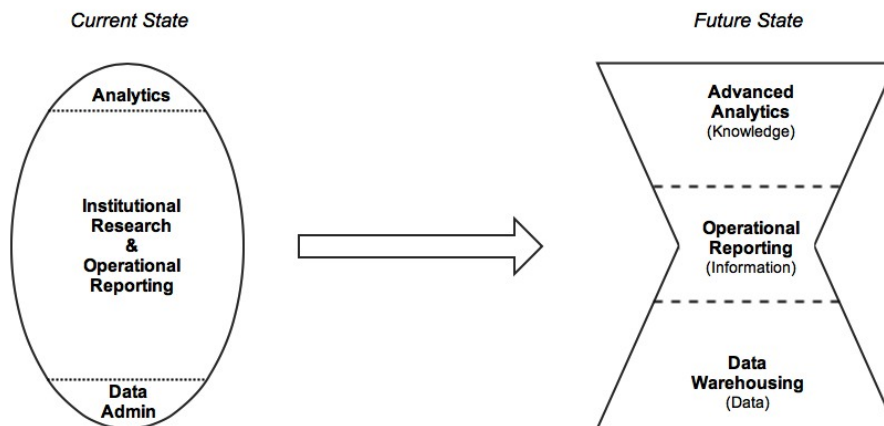
Option 4 – Collaborative Knowledge Network

Narrative Description

The Collaborative Knowledge Network option was developed by the IR Strategic Pathways team to identify the optimal mix of decentralization and consolidation that will support improvements in service and cost effectiveness through the division of labor, and the systematic use of automation, data and process standardization, and intercampus collaboration. This option recognizes the importance of streamlining processes and technologies across the four IR offices while also maintaining IR expertise and leadership at each institution. Broad changes have been proposed for the implementation team's consideration that will (1) significantly increase IR's contributions to standardized data warehousing and automated reporting, (2) decrease IR's efforts focused on manually developing static reports, and (3) increase IR's capabilities focused on advanced analytics and complex research projects. These changes are expected to result in reduced institutional operating costs over time and increased access to accurate, current, and consistently collected information that is meaningful, insightful, and action-oriented.

Implementing the Collaborative Knowledge Network option would naturally lead to a few challenges related to streamlining processes and technologies. Additionally, this option would be the most complex to implement due to the highly collaborative nature of this model. Broad leadership buy-in and a sustained multi-year commitment from the executive level would be central to the successful implementation of this option.

Diagram Overview

The IR Strategic Pathways team has developed a diagram to clarify the broad changes that have been proposed as part of the Collaborative Knowledge Network option. The vertical axis has been disaggregated by three of the main functions that the four IR offices provide to their institutions: (1) data warehousing, (2) operational reporting, and (3) advanced analytics. Current workloads at each IR office result in most of the FTE focused on level 2. However, the IR Strategic Pathways team sees value in increasing the FTE focused on level 1, reducing FTE focused on level 2, and increasing the FTE focused on level 3-resulting in a shift from a fishbowl-shaped organizational structure to an hour-glass shaped organizational structure.
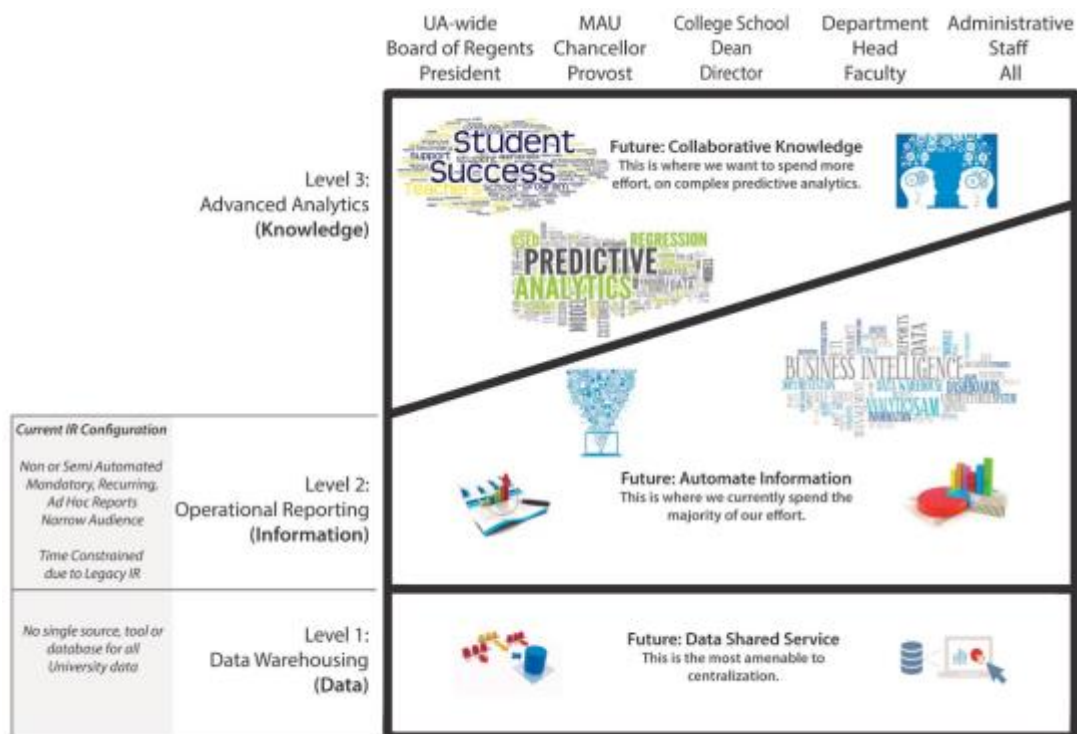
- ▶ **Level 1**: Streamline queries and applications for database extraction, business intelligence reporting, and advanced analytics. Centralize most database queries and views in a new database schema that links directly with automated reports. A new operational database analyst--complementing the existing DSDMGR database analyst--manages this schema and co-develops queries, views, and tables with each IR office to ensure that they are accurate and meaningful. All IR offices will work from the same applications, server, and database. Significant improvements in documentation related to IR-produced tables, queries, functions, procedures, etc.

- ▶ **Level 2**: Identify a core set of reports developed by each IR office. Share report designs, benchmarks, best practices, etc. so that each IR office can focus on improving the quality of reporting for their institution instead of completing from scratch a report that already exists elsewhere in the system. Well-designed database-linked automated reports can--over time--replace some of the efforts that currently consume a significant amount of time for daily reporting and open/close freeze reporting. This will allow IR offices to develop new and higher quality reports, increase data literacy at each institution, and focus on complex research projects and advanced analytics.

- ▶ **Level 3**: Determine the appropriate applications that should be used at each IR office to conduct advanced analytics. Identify examples of past advanced analytics projects conducted in IR offices. Share the models, methodologies, final reports, etc. with the other IR offices so that each office can focus on improving the quality of reporting for their institution instead of completing from scratch a model, methodology, final report, etc. that already exists elsewhere in the system.

Option 4 continued – Collaborative Knowledge Network

Key Change Elements

► **Offering Changes**: Increased capacity for managing the data warehouse will increase the time available to develop well-designed reports that follow best practices and conduct deeper research and advanced analytics that follow best practices. Potential to provide higher level of service. Promotes a more open sharing environment for database queries and report designs. Day-to-day IR tasks would be more efficient. Increased capacity to answer 'big questions'.

► **Staffing Changes**

Staffing Changes	Status Quo	Option 4a	Option 4b
Level 1: Data Warehousing	1 FTE	3 FTE	4 FTE
Level 2: Operational Reporting	16 FTE	10 FTE	10 FTE
Level 3: Advanced Analytics	2 FTE	6 FTE	7 FTE
Total	19 FTE	19 FTE	21 FTE

4a = Current FTE levels applied to Collaborative Knowledge Network option
4b = Added investment in IR applied to Collaborative Knowledge Network option
Note: This table provides approximations for illustrative purposes and ultimately may vary depending on the decisions by the implementation team and executive leadership

► **Use of Facilities/Technology**: Similar to current levels. Small increase in license fees for advanced analytics software. Automation would not require much investment if the UA System follows the process currently used by UAA IR and UAS IE (e.g. SSMS, Reporting Services, SharePoint, Excel). However, if a different application is purchased (e.g. EAB APS, Tableau, Domo, etc.) this could require significant upfront investment and recurring costs.

► **Access for Students and Other Clients**: Access should increase significantly due to increased collaboration across the four IR offices, improved data warehousing, automated reports (data portals and dashboards).

► **Administration**: Current services to the universities and system offices would be maintained.

► **Front-End Investment**: Dependent on details from implementation team. Any new costs are seen by the group as investments with real potential to improve efficiencies and increase revenue throughout the system.

► **Community (External) Engagement**: Public-facing self-service data interface would increase access to accurate, current, and consistently collected data.

► **Product Quality**: Increased availability of accurate, current, and consistently collected data that can be linked with automated reports. Automated reports and advanced analytics projects would be developed and designed by each IR office for executives, staff, faculty, students, etc. at their institution. Increased quality of the design of reports and the increased use of national standard benchmarks and best practices.

Pros and Cons

Pros	Cons
▶ This is a transformative option, that if executed well, will make IR a more strategic asset	▶ Most complex to implement because of the highly collaborative nature of this model; requires willingness to compromise
▶ Provides actionable knowledge	▶ Additional resources needed to accelerate results
▶ Supports increasing revenue	
▶ Achieves automation and customization	▶ No new investment risks the success of the option
▶ Favors shared services where appropriate	▶ Time to implement and sustain
▶ Gains efficiency through division of labor and focus on specialization	▶ Negotiating through the redistribution of resources
▶ Promotes skill pathway, flattens the learning curve, reduces turnover costs	▶ This option could be more difficult to communicate due to the complexity which could impact political perception
▶ Codifies and increases collaboration	
▶ Promotes a collaborative culture and diversity of thought	
▶ Supports knowledge transfer	
▶ Supports wider access to information	
▶ Most responsive to a variety of customers across Alaska	
▶ Helps answer the really big questions and supports strategic thinking	
▶ Prevents need for shadow IR	
▶ Supports higher product quality	
▶ Most sustainable	
▶ Best opportunity to shift to a more data-driven decision making culture	
▶ Creates the structure to promote knowledge generation	
▶ Creates an environment where various skill sets can thrive	
▶ This model promotes a more proactive leadership role for IR	
▶ Creates framework for building an effective governance structure	
▶ Faster response times	
▶ More easily adaptable to change	

Level 1: Best Suited to Centralization

	Streamline queries and applications for database extraction, business intelligence reporting, and advanced analytics.	Centralize most database queries and views in a new database schema that links directly with automated reports. A new operational database analyst--complementing the existing DSDMGR database analyst--manages this schema and co-develops queries, views, and tables with each IR office to ensure that they are accurate and meaningful.	All IR offices will work from the same applications, server, and database.	Significant improvements in documentation related to IR-produced tables, queries, functions, procedures, etc.
Ready for Implement ation?	Yes, following successful identification and adoption of prioritization criteria, common method for documenting and sharing.	Yes, conditional on base funding for an IS Professional position being made available through reallocation or new source.	Yes, pending assessment and understanding of impacts and resource requirements.	Yes, dependent on clear, sustained executive commitment, resource dedication, and necessary process improvements are required to implement.
Committee Comments	Need a consistent method/language for sharing. Criteria for identifying the most impactful, priority items that should be focused on for this work are not mutually agreed to and should be established before this work begins.	UAA and UAS indicate this investment is important but not a prerequisite to successful implementation of the CKN components over a longer period of time; UAF and UA/SW indicate it would not be possible to implement the CKN without the additional staffing for level 1 functions. Regardless of whether an expansion occurs to add operational data warehouse support, all agree the current level 1 function is understaffed and may represent a single point of failure. There is 1 FTE at UA/SW staffing all of Level 1 now, with a backlog of work, and the only backup staff for this position is the Associate VP.	Eventually, reduction or elimination of duplication of effort occurring now at UA and UAA will free up staff capacity for other activities. It may also help address some performance issues occurring now with required daily transfers of large amounts of raw data between the two systems, by performing data transformation and load processes on the same server.	Gaps in documentation for data definitions are more apparent and easier to identify when data are actually used. UAS and UAA expressed concern that identifying this as a prerequisite element will hinder progress on CKN implementation, while UA/SW and UAF identify this as a critical step towards advancing a more coherent and accessible data service to the broader university community. Documentation of this kind of information will aide in new IR employee onboarding. Much of this information exists today in an undocumented manner, a kind of institutional memory that is lost when IR professionals retire or otherwise move on. This step is perceived to be best accomplished over time in an iterative, incremental way, i.e., documentation is constantly improved as new knowledge is obtained and old systems/methods fade.
Current State	Several industry-standard tools are available and being explored at UA/SW and other units.	There is no central operational database analyst support function now. A few operational data projects are supported by UA/SW, i.e. the Early Semester report reporting data used by all universities,	Partially duplicative in function, two major database/data warehouse instances are maintained by UA/SW and UAA, utilizing different database types (Oracle and MS SQL server) - there may be others at campuses or units not identified. A variety of tools are used, including SAS, PL SQL, MS SQL, TOAD and likely others that have not been identified.	IR council developed and adopted a process, with specific RACI assignments, to respond to Statewide Transformation Team recommendations. However, the process is not widely utilized outside UA/SW and required OMB performance reporting. Its recognized that this task is a separate responsibility of the IR council that will need to progress regardless of CKN adoption. This element alone most effects the IR function's capacity to efficiently and effectively provide data warehousing services to UA. A resulting example of the status quo are the comprehensive race and ethnicity data collection and reporting update for all UA data systems that were developed and approved for implementation by each university's leadership and the Summit Team in spring 2017, independent of the adopted, systematic review process. Use of the process would have proactively addressed and resolved areas where the recommendations do not comply with federal requirements. A greater amount of work/re-work to address these issues post-hoc are now required, along with taking longer than desired to implement the changes.
Need to Address & Next Steps	A business process for systematic use of these could be developed and implemented, assuming clear agreement and mutual buy-in/commitment from IR offices about sharing.	Functional areas, such as student services, finance, etc. may be in a good position to define operational data needs directly, in addition to IR offices. Success of this item will depend, in large part, on completion of other Level 1 strategies.	Pending information needed for a complete technical assessment, there may be significant resource and time opportunity costs to both UA/SW IR and IT and UAA IR (and IT?) to make the transition. Ready to set deliverables and timeline to transition to a common set of data administration and warehousing tools and one data warehouse instance, including identification of accountable and responsible entities.	Added executive commitment is a prerequisite for success in this area, to ensure proper data definition development vetting is consistently conducted even when timelines are tight and pressure is high to get something done. Although this has been a stated leadership priority for many years, it is unclear that disclosing and documenting reporting methodology is a relative priority compared to other leadership foci. Resource availability and commitment within the IR function and in functional areas, i.e. student, financial aid, finance, human resources, research and sponsored programs, etc. at all levels and locations is required to achieve valid, transparent and replicable data and data definitions documented according to approved processes and guidelines. Recommend prioritizing areas for this work as a way to move forward on this without eating the whole elephant all at once.

Level 2. Systematically move from semi-automated/manual work toward fully automated work products in this area, freeing up staff capacity for Level 1 and Level 3 work.

	Identify a core set of reports developed by each IR office.	Share report designs, benchmarks, best practices, etc. so that each IR office can focus on improving the quality of reporting for their institution instead of completing from scratch a report that already exists elsewhere in the system.	Well-designed database-linked automated reports can--over time-- replace some of the efforts that currently consume a significant amount of time for daily reporting and open/close freeze reporting. This will allow IR offices to develop new and higher quality reports, increase data literacy at each institution, and focus on complex research projects and advanced analytics.
Ready for Implementation?	Pending mutual understanding and agreement on what is appropriate to share.	Pending mutual understanding and agreement on what is appropriate to share.	Results from implementation of previous Level 1 and Level 2 elements.
Committee Comments	This step seems to be the inventory work that is frequently identified as a need.	A queriable repository needs to be used for these kinds of outputs. Work products may not always be adopted without modification, however having direct access to the library of work completed by others would be helpful in seeing "how they did it". Such sharing sometimes occurs easily now for reports and data products in cases when one office is aware a report exists and/or the authoring office is willing and able to share. On the flip side, there are situations where sharing does not occur for unknown reasons, or when the product may be considered proprietary (recruitment plans, proposal applications, etc.), sensitive or potentially damaging to the university now or in the future.	Data literacy will flow if Level 1 data services are well constructed. Believe an expectation of the President is that under the CKN the direction the BOR sets for UA will be a priority and focus of most analysis efforts at every IR office, along with university-specific needs.
Current State	Entire universe of UA/SW data, code, work products and projects are available to each university IR office via Redbear shared server and data warehouse. These are mined and utilized by IR staff now, however a comprehensive system for indexing would make use much easier. University to UA/SW and University to University work product availability is not well understood at this time	UA/SW - see above comment about need for better organization for use by universities.	n/a
Need to Address & Next Steps	Recommend sharing information about all reports to allow for identification of the core reports.	UA/SW - Recommend sharing all work, with a limited number of clearly articulated, justifiable exceptions spelled out in advance. A common, queriable repository should be identified and adopted.	Results from implementation of previous Level 1 and Level 2 elements.

Level 3. High institutional ROI for IR capacity applied in this area, utilizing complex analysis and predictive analytics, machine learning, and data visualization.

	Determine the appropriate applications that should be used at each IR office to conduct advanced analytics.	Identify examples of past advanced analytics projects conducted in IR offices.	Share the models, methodologies, final reports, etc. with the other IR offices so that each office can focus on improving the quality of reporting for their institution instead of completing from scratch a model, methodology, final report, etc. that already exists elsewhere in the system.
Ready for Implementation?		Yes	Pending mutual understanding and agreement on what is appropriate to share.
Committee Comments	There were a spectrum of reactions to this item, summarized here. Supporting: Having a standard set of technology for this purpose makes development of training easier, lowers cost of software and infrastructure, ensures portability of technical pieces like code, and promotes collaboration. Neutral: This could be implemented later after earlier steps are established. Not in support: To dictate what software should be used is not appropriate. IR offices should take advantage of the different skills of IR employees, not lock people into learning something new just for the sake of standardization of software; the skills set of IR type people in Alaska are narrow.	The university perspective was that research questions are often unique to each institution, and research conducted at one university is not appropriate for another university. UA/SW's perspective was that some research is applicable across campuses or universities if of interest to the BOR or legislature or if considering student populations that attend more than one campus or university. There is support to have a forum to share information, for example the "PAIR Share" one-hour sessions -- it's helpful to explain to colleagues what we do and how we do it. Knowledge in this way expands and collaboration strengthens.	A queriable repository needs to be used for these kinds of outputs. Work products may not always be adopted without modification, however having direct access to the library of work completed by others would be helpful in seeing "how they did it". Such sharing sometimes occurs easily now for reports and data products in cases when one office is aware a report exists and/or the authoring office is willing and able to share. On the flip side, there are situations where sharing does not occur for unknown reasons, or when the product may be considered proprietary (recruitment plans, proposal applications, etc.), sensitive or potentially damaging to the university now or in the future.
Current State	Variety of applications in use, including SAS, R, SPSS, STATA, Excel and a number of others. Currently, the tool is selected based on the task and the analyst's personal comfort with a given tool.	Historically, the old IR council was a venue for regular presentation of university analytics projects.	UA/SW's staff capacity to regularly perform complex analytics work has been almost eliminated as a result of staff reductions since FY15, however all reports and underlying work products are available via Redbear shared server and data warehouse. A comprehensive system for indexing materials would make use much easier. University to UA/SW and University to University work product availability is not well understood at this time.
Need to Address & Next Steps	Recommend implementing this item after progress is made on fundamental Level 1 and 2 tasks.	This activity will need to be made a priority relative to existing backlog of work.	Recommend sharing all work, with a limited number of clearly articulated, justifiable exceptions spelled out in advance. A common, queriable repository should be identified and adopted.

Response to: What are the top 5 IT "pain points", roadblocks or opportunities for improvement, from the perspective of your area?

1) Meet the first charge of the Information Technology Council: "Establish IT policy and administrative and operational standards"

> · In alignment with the adopted objectives of the ITC's charter, e.g. articulating priorities in support of mission, and decision authority cut points relative to cost, scope, stakeholder and/or customer impact, etc.

> · Adopt a process and timeline to reach completion

2) UA/UAA/UAF/UAS Executive level commitment (genuine, broad and sustained over multiple years) to utilize and support the Project Management function and its operations in accordance with standard best practices:

> · Transparent, inclusive, complete project vetting, prioritization and planning functions, used for all projects of a minimum scope and magnitude, as defined in IT policy and administrative and operational standards (item 1).

> · Transparent project portfolio management, connecting resource planning with project execution

3) Include IR as a primary stakeholder and/or customer in potential modifications to data and applications environment, to prevent data discontinuity and allow UA's data architecture development, maintenance and BI needs to be met (in accordance with cut point criteria defined in IT policy and administrative and operational standards (item 1)). IR function is responsible to set data and data architecture standards to meet trend reporting, operational analysis, and compliance needs. Items to address in this area include, for example:

> · Communicate when applications are being adopted and how data will articulate with Banner – whether data source is SaaS or locally hosted, transparency on data structure and how it will articulate; include addition of RPTP snapshots of databases/applications not intended or possible to articulate to Banner, i.e. Adirondack, Lumens, Raiser's Edge, defined to meet IR's and their customer's needs as part of application implementation plan.

·   Maintain easily accessible living technical documentation for core data services/products such as RPTP data refresh schedules, reports schema, data structures for RPTP snapshots of Banner, Lumens, Adirondack data, etc.

·   When programmers are requested to modify Banner, ensure IR and other stakeholders are consulted and informed, i.e. web time entry solution changed how data flows through Banner, causing surprise issues and rework for IR.

·   Expanded management/archiving of RPTP tables and other data services through automated ETL of daily snapshots, allowing for year-over-year operational analysis, i.e. cubes or snapshots with value added fields.

·   Support IR in attaching visual analytic software (e.g., dashboards, business intelligence tools) directly to RPTP.

4) Communication & Setting Realistic Expectations. Providing information that is understandable and accurate will prevent any perception of a lack of responsiveness.

· Identify key points of contact for each IT function, at UA, UAF, UAA and UAS. This allows for development of relationships and understanding between IT personnel and IR (or any other function's) personnel.

· Set and clearly communicate realistic service level and timing expectations, updating customers as needed

·   Translate the IT organizational structure, functions and responsibilities to layperson speak and communicate to the UA community - explain what IT leaders and staff across the whole system actually do, and indicate who is responsible for what. Right now, organizational structure is stated in undefined IT terms that laypeople (and many others) do not understand or relate to.

We don't have a 5th priority - these 4 are the most important.

Report of the Information Technology Council
September 2017

The Information Technology Council (ITC) was formed in the Fall of 2016 in accordance with the System wide IT Governance project. The Council has been operating since February 2017 under a charter approved by President Johnsen. A slightly revised charter is included as part of this report and for review by the Summit Team.

The Information Technology Council (ITC) is a standing body within the University of Alaska created to establish IT policy and administrative and operational standards, to analyze and set priorities for investment in information technology initiatives, and to ensure excellence and best practice in implementation in a way that directly supports UA mission attainment.

The ITC is responsible for defining level 2 and level 3 governance committees, establishing the procedures and standards by which they operate, and will be accountable for the work of those groups in accordance with policies, practices, and standards.

The ITC will establish and cultivate Enterprise Architecture strategies throughout the organization and specify priority, supported and best-practice architectures throughout system establishing measures as needed to ensure a common strategy.

The ITC will advise the University of Alaska (UA) President and Summit Team and is charged to consider, decide and/or recommend strategic or operationally significant matters relating to shared and potentially shared Information Technology, according to the policies and processes of the University of Alaska. It is responsible for overseeing the analysis, design, development, implementation, and evaluation of designated UA shared IT services in facilitation of the UA Mission.

Guiding Principles: The ITC will be distinguished as a collaborative, student-focused group with transparency and consultation across all its members; planning for matters such as relevant Cabinet, Summit or Board agendas; identification of responsible individuals to undertake tasks agreed to by the Council; and other work products of the Council.

The ITC will engage with other UA Executive Councils and business and academic leaders in support of all service initiatives. The ITC will ensure strategic alignment of IT initiatives, appropriate allocation of UA resources as to avoid unnecessary duplication, and mission-focused outcomes that allow strategic mission differentiation when necessary.
Values: The ITC will embody the values of being: student and mission focused, data-driven, transparent, inclusive, collaborative, timely, responsive, service oriented and respectful.

Members:

2017-2018

Karl Kowalski, UA Chief Information Technology Officer (CITO)
Martha Mason, CIO, UAF, Fairbanks
Adam Paulick, Interim CIO, UAA
Michael Ciri, CIO, UA Southeast
VACANT, Vice-President for Academic Affairs and Research
Myron Dosch, Chief Financial Officer
Keli McGee, Chief Human Resources Officer
Gwen Gruenig, Assoc.Vice-President for Planning, Budget and Strategy
Saichi Oba, Chief Student Services Officer
Sam Gingerich, Provost, UAA
Kari Burrell, Vice-Chancellor of Administration UAF
Joe Nelson, Vice Chancellor for Student Services UAS
Bob Metcalf, Community Campus Director, Northwest Campus, Nome

Systemwide chairs of each:
Coalition of Student Leaders, Colby Freel
Staff Alliance, Kara Axx
Faculty Alliance, Lisa Hoferkamp

2016-2017
Karl Kowalski, UA Chief Information Technology Officer (CITO)
Martha Mason, CIO, UAF, Fairbanks
Adam Paulick, Interim CIO, UAA
Michael Ciri, CIO, UA Southeast
Dan White, Vice-President for Academic Affairs and Research
Myron Dosch, Chief Financial Officer
Keli McGee,Chief Human Resources Officer
Gwen Gruenig, Assoc. Vice-President for Planning, Budget and Strategy
Saichi Oba, Chief Student Services Officer
Sam Gingerich, Provost, UAA
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Joe Nelson, Vice Chancellor for Student Services UAS
Bob Metcalf, Community Campus Director, Northwest Campus, Nome
Systemwide chairs of each:
Coalition of Student Leaders, Colby Freel
Staff Alliance, Nate Bauer,
Faculty Alliance, Tara Smith

Meetings:

The Council has met monthly since February 2017.

Activities and Actions:

One of the first tasks of The Council was to prioritize system wide IT spend reduction recommendations for achieving FY18 budget reduction and Strategic Pathways targets. These activities took much of the Spring with the ITC tasking the CIO Management Team with categorization, prioritization and explanation of impact. While the group identified many potential cost savings that are being turned into projects to implement, the larger discussions that have greater impact and implications were deferred.

Cost savings initiatives to date:

Reduction Item	Quantity		Reduction Total
*Target Reduction 20% FY15 **All-in** IT Spend*	*20%*	*$65,000,000.00*	*$13,000,000.00*
Central IT Position Reduction FY15-FY17	49		-$4,900,000.00
Distributed IT Position Reduction FY15-FY17	48		-$4,800,000.00
Network Contract Reduction	1		-$1,000,000.00
FY 18 Central It Position Reduction Statewide OIT	4		-$497,000.00
FY18 Central IT Position Reduction UAF (OIT)	4		-$457,000.00
FY18 Network Contract Reduction	1		-$500,000.00
FY18 Oracle Contract Reduction	1		-$100,000.00
Audioconference Rate reduction (systemwide, distributed savings)	15%		-$37,000.00
FY18 Distributed IT Reductions UAA tentative	10		
FY18 Distributed IT Reductions UAF tentative	4		
		Reduction to date:	-$12,291,000.00
Reductions thus far =18.9%		**Reductions remaining to reach 20%**	$709,000.00
Prior Reductions:			
FY13-FY14 OIT Personnel Reductions	9		-$821,000.00

The ITC also reviewed administrative email use guidelines which are being put out for review to stakeholders and governance groups for input.

The ITC also reviewed and approved the IT Risk Management Plan.

In upcoming meetings, the ITC will review and address a backlog of IT projects and tasks for prioritization and action. It will also develop and disseminate guidelines and intake process for when IT projects need to be reviewed by the system wide IT Governance group.

Communications:

All IT Council meetings, actions and information will be located on our website at:

http://alaska.edu/oit/itgovernance/
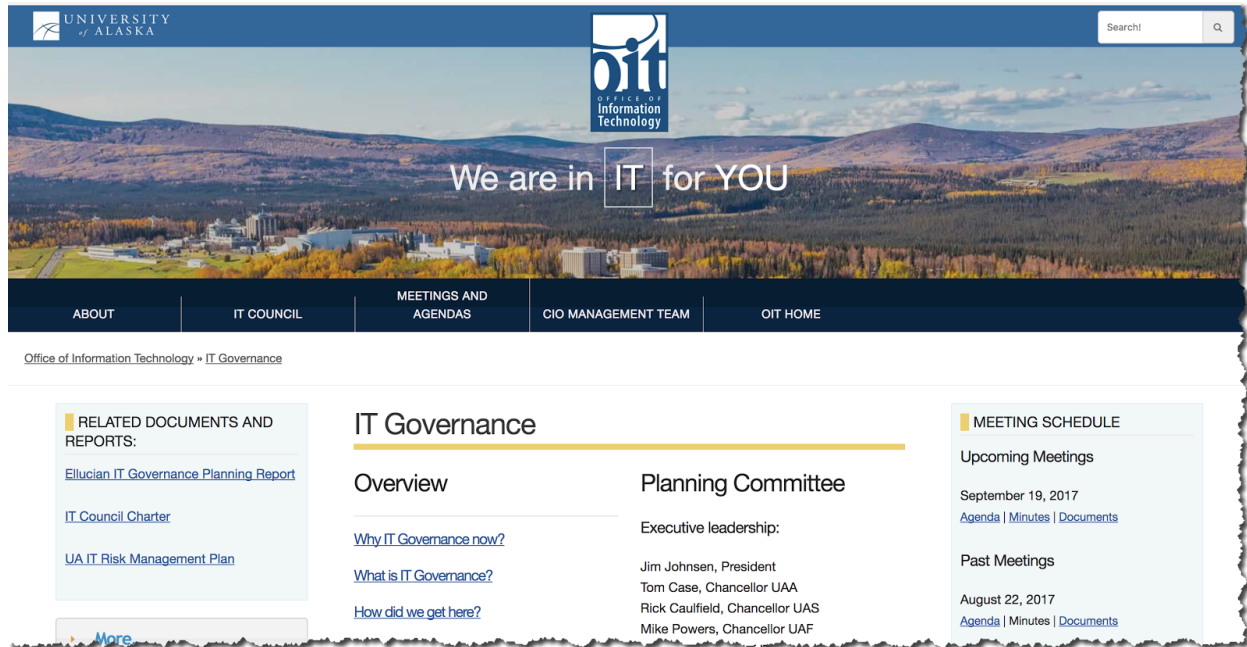
Attachments:

IT Council Charter
IT Cost Reduction Recommendations

University of Alaska
Information Technology Council (ITC) Charter

Purpose: The Information Technology Council (ITC) is a standing body within the University of Alaska created to establish IT policy and administrative and operational standards, to analyze and set priorities for investment in information technology initiatives, and to ensure excellence and best practice in implementation in a way that directly supports UA mission attainment. The ITC is responsible for defining level 2 and level 3 governance committees, establishing the procedures and standards by which they operate, and will be accountable for the work of those groups in accordance with policies, practices, and standards.

The ITC will establish and cultivate Enterprise Architecture strategies throughout the organization and specify priority, supported and best-practice architectures throughout system establishing measures as needed to ensure a common strategy.

The ITC will advise the University of Alaska (UA) President and Summit Team and is charged to consider, decide and/or recommend strategic or operationally significant matters relating to shared and potentially shared Information Technology, according to the policies and processes of the University of Alaska. It is responsible for overseeing the analysis, design, development, implementation, and evaluation of designated UA shared IT services in facilitation of the UA Mission.

Guiding Principles: The ITC will be distinguished as a collaborative, student-focused group with transparency and consultation across all its members; planning for matters such as relevant Cabinet, Summit or Board agendas; identification of responsible individuals to undertake tasks agreed to by the Council; and other work products of the Council.

The ITC will engage with other UA Executive Councils and business and academic leaders in support of all service initiatives. The ITC will ensure strategic alignment of IT initiatives, appropriate allocation of UA resources as to avoid unnecessary duplication, and mission-focused outcomes that allow strategic mission differentiation when necessary.

Values: The ITC will embody the values of being: student and mission focused, data-driven, transparent, inclusive, collaborative, timely, responsive, service oriented and respectful.

Membership: Membership comprises the UA Chief Information Technology Officer (CITO), who as the accountable executive, will chair the council, the three Information Resource Directors of the University of Alaska Fairbanks, Anchorage and Southeast, the Vice-President for Academic Affairs and Research, Chief Financial Officer, Chief Human Resources Officer, Vice-President for Planning, Budget and Strategy, Chief Student Services Officer, a Provost, a Vice-Chancellor of Administration, a Vice Chancellor for Student Services, an eLearning Director, a Community Campus Director, and one representative each of student, staff and faculty governance.

The ITC shall appoint other ex-officio members as needed.

Objectives:

- Review, evaluate, and make recommendations concerning new policies or implementation of policies relating to technology in support of the UA Mission;
- Establish and measure key performance indicators;
- Advise and guide the UA Administration and Board on technology opportunities and risks;

- Ensure the effective and efficient use of IT in enabling the University to achieve its goals;
- Provide consistent and comprehensive UA technology leadership that is aligned with the strategic priorities and mission of the University of Alaska;
- Support the appropriate agenda and preparation for the UA Board of Regents as requested by the UA Administration;
- Establish and maintain processes/procedures that ensure individual institutions are appropriately consulted, represented, informed, accountable and/or responsible regarding the planning, deployment and operations of system-wide technology;
- Establish and follow mechanisms for shared services that are well-articulated, transparent and equitable for all institutions;
- Establish procedures and measures to monitor adherence to decisions and policies (compliance and assurance);
- Ensure that processes, behaviors, and procedures are in accordance with policies and within risk tolerances to support decisions;
- Facilitate efficiency and effectiveness through System-wide collaboration and the provision of technology shared services, while allowing for institutional academic differentiation
- Ensure practices that successfully evaluate, select and execute implementation of system-wide technology solutions.

Committees
- The ITC will identify and establish Level 2 standing committees and Level 3 task forces to be formed and retired as deemed appropriate by the ITC.
  - An example of a Level 2 Committee is a standing committee focused on Enterprise Applications, Instructional Technologies or Security. An example of a Level 3 Committee is a short-term, focused Task Force to study, make recommendations and possibly implement a specific technology solution, project or problem such as a new parking application, new learning management system or specific upgrade to an existing solution.
- Each ITC member also serve on a Level 2 committee.
- ITC Level 2 committees will be formed including members from throughout the campus community.

Membership Structure/Roles: Decision-making will be by majority vote of ITC members. Decisions may be elevated to the President, in which case decisions will be made at that level.

Role of the Chair
The Chair is responsible for convening the ITC and its meeting logistics, agenda creation and triage. The Chair actively promotes the collaborative nature of the group and ensuring that, to the fullest extent possible, items of collective interest are shared in a timely fashion so as to permit thoughtful consideration of potential actions and advice from other members and the institutions they represent. The Council Chair serves as initial point of contact for the UA System Office and the Board of Regents.

Meeting Procedures
To be established at first meeting of the ITC, however, it is expected that the ITC will conduct regular meetings on a monthly basis.

All ITC Members' Responsibilities
Each member of ITC will be expected to:
- Attend and actively participate
- Chair or sponsor a Level 2 committee or Level 3 task force
- Conduct appropriate background research
- Participate in the IT strategic planning process

IT Cost Savings Initiatives

Category 1: Projects Relatively Easy to Do. Will proceed with implementation and report back.

1. Telecommunications Initiatives
    a. Toll bypass and Tail end hop-off- Estimated Savings $120,000 per year
    b. UA wide long distance rates - Estimated Savings $24,000 per year
    c. Seek lower cost options for audio conferencing - Estimated Savings $100,000 per year
    d. Reduce / renegotiate cell-phone contracts ($100k total cost) -Estimated Savings $10,000 per year
    e. Acquire Lower 48 SIP trunk to eliminate long distance charges to Lower 48 - Estimated Savings $60,000 per year
    f. Acquire Nationwide calling Plan for UA based on SIP trunk service
2. Review Chariot Group contract/terms and consider RFP-Estimated Savings $188,000 per year (10%)
3. Reduce "embedded" IT staff - Estimated Savings $1,000,000 -$2,00,000 per year
4. Renegotiate Software Licensing and Maintenance - Estimated Savings $500,000 per year

Category 2: Projects that will take more investigation into actually expenses and more accurate savings. Will take 6-8 months to complete investigation and report back.

1. Copiers and printers move to fewer, multi function devices on service contracts-Estimated Savings $80,000 per year
2. Cloud versus VM for generic server services for depts? Estimated Savings $50,000 per year
3. Migrate to open source course management systems and office software- Estimated Savings $400,000 per year
4. Expedite two way banner interfaces (eliminate data rekey) Estimated Savings $500,000 per year
5. Continue to examine options for reducing network costs. Estimated Savings $500,000 per year

Category 3: Projects that will be difficult due to political, cultural, or personal nature of change. Will require IT Council consideration and recommendations.

1. Limit the number of macs purchased - Estimated Savings $400,000 per year
2. Do no more video conferencing - Estimated Savings $849,000 per year

Statewide Council on Research
Charter

Members

> Miles Baker, Assoc. Vice President, Government Relations, SW
> Myron Dosch, Chief Financial Officer, UA
> Susan Henrichs, Provost, UAF
> Larry Hinzman, Vice Chancellor Research, UAF (chair)
> Rosemary Madnick, Executive Director, OGCA, UAF
> Paula Martin, Vice Provost Research, UAS
> Anupma Prakash, Director, EPSCoR
> Helena Wisniewski, Vice Provost Research, UAA

Mission

The systemwide Council on Research will advance UA's research capacity by advocating for research infrastructure, innovation, entrepreneurship, and strategic partnerships, and by empowering researchers to obtain and manage extramural funding.

Scope

The Council will work to support UA research that is value-added, responsive, and relevant to the needs of the State of Alaska and the world. The Council will foster research to diversify and grow Alaska's economy, to build resilient communities, and to position Alaska as a world leader in high-latitude studies.

Role of the Research Council

The Council shall serve as an advisory body for the three UA chancellors. The Council shall be responsible for the coordination of inter-institutional relations to promote and leverage emerging research opportunities. The council shall build an inclusive, transparent, and efficient research environment that will enable researchers to write competitive proposals and carry out successful research projects.

Goals of the Research Council

1. Provide strategic vision and investment priorities for research.
2. Develop an implementation plan relevant to Strategic Pathways Phase 1 goals for research administration.
3. Highlight systemwide research expertise and synthesize key accomplishments for communicating to external constituents.
4. Serve as an information conduit for legislators, agencies, and potential collaborators.

Meeting and Reporting

The Council will initially meet once a month and then determine the frequency of future meetings after one year.

The Council will report to the Summit Team, and will also seek input from the Summit Team as appropriate.

Plan for interaction with other councils:
The Council shall interact primarily and frequently with the UA Academic, Business, and Institutional Research councils. It is anticipated that collaboration will also be needed with the councils of Information Technology, Human Resources and Student Services to address common interests.

Communication plan:
The Council will communicate regularly with the Summit Team and will present an overall plan for Council activities to the UA President in October 2017. This plan will expand on the Council charter and incorporate procedures for external communications, including collating information suitable for the UA Board of Regents, the Alaska Legislature, and a wider national and international audience.

Statewide Council on Research
Charter

Members
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> Susan Henrichs, Provost, UAF
> Larry Hinzman, Vice Chancellor Research, UAF (chair)
> Rosemary Madnick, Executive Director, OGCA, UAF
> Paula Martin, Vice Provost Research, UAS
> Anupma Prakash, Director, EPSCoR
> Helena Wisniewski, Vice Provost Research, UAA

Member update to the UA Summit Team

The System-wide Council on Research have met twice since our establishment; both meetings were focused upon discussions of our role and purpose, which we attempted to articulate in our Charter. Preliminary discussions involved exploring the actions required for effective research administration. The comprehensive discussion of administrative functions was parsed according to those duties that both share common concerns across all Alaska universities and would benefit from jointly addressing those topics.

Our charter was created through discussion and collaborative revisions. It remains as a strategic document that will be continually updated as needed.

The SW Council on Research will meet on a monthly basis.   Future topics of discussion include:
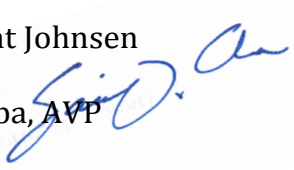
- Demonstrating the value of research to Alaskan citizens and legislators
- Promoting joint use of research facilities to maximize productivity and efficiency

Our next scheduled meeting will be September 13, 2:00pm.

UNIVERSITY
of ALASKA
Many Traditions One Alaska

Memorandum

Date: September 08, 2017

To: President Johnsen

From: Saichi Oba, AVP

Subject: Student Services Council Charter and Strategic Pathways update.

On the following pages please find the Student Services Charter and the Student Services Strategic Pathways update.

Encl.

Cc   Dr. Bruce Shultz, VCSA, UAA
        Dr. Gary Gray, VCSA, UAF
        Joe Nelson, VCSA, UAS
        Evon Peter, VCCRCD, UAF
        Mary Gower, Chief Title IX Officer, UA
        Lael Oldmixon, Director UA Scholars / UA CSP

Student Services Council Charter
As of August 24, 2017

Mission: The mission of the UA Student Services Council (SSC) is to foster a student centric experience through the collaborative development and periodic review of university policies, programs, and practices. The SSC will provide recommendations to UA leadership including the President, Board of Regents, Summit Team, Academic Council and other councils.

Scope: System-wide student services functions including the development and periodic review of policies, programs and processes.

Reporting: Through the chair, the SSC will report decisions made through consensus and recommendations of the SSC regularly to other councils, the President, and the Board Regents.

Chair: AVP, Student Enrollment Strategies, Statewide - Saichi Oba

Members: VC, Students, UAA - Bruce Schultz
VC, Students, UAF - TBD
VC, Students, UAS - Joe Nelson
Chief Title IX, Statewide - Mary Gower
Director, UA College Savings Plan, Statewide - Lael Oldmixon
VC, CRCD, UAF - Evon Peter

Meeting Schedule: First meeting July 27, 2017 from 3 - 4 pm
4th Thursday of the month via telephone and/or video
Face-to-face meetings twice annually

Goals: From **Attachment D** of President Johnsen's memo on system-wide councils, on Strategic
Pathways directions:
- Pursue consolidation of tasks among the universities and Statewide by formalizing and empowering the Student Services Council to propose what "back room" functions (with potential focus on registration and financial aid) should be consolidated, standardized, simplified, and automated to free up resources to improve the student experience and recruitment, retention, and completion.
- Formal incorporation of the University Strategic Enrollment Group (USEG) as a subgroup of the SSC.

Plan for interaction with other councils: Interaction / collaboration with Academic, Institutional Research, Information Technology, and Community Campus Directors and other councils as needed or as issues arise.

Communication plan: Share monthly agenda items with system-wide councils as needed.
Communicate council's decisions and plans for initiatives to Summit Team & other system-wide councils.

"*Pursue Consolidation of Tasks Between Universities and Statewide by formalizing and empowering the Student Services Council to propose what "back room" functions (with potential focus on registration and financial aid) should be consolidated and standardized, simplified, and automated to free up resources to improve the student experience and recruitment, retention, and completion.*"

<div align="center">Financial Aid</div>

Deanna Dieringer, Director of Financial Aid, UAF
Sonya Stein, Director of Financial Aid, UAA
Allison Bakumenko, Financial Aid Technical Analyst, UAA
Janelle Cook, Director of Financial Aid, UAS

In general, the offices of financial aid across UA already conduct business in the same manner because most financial aid programs are heavily regulated by federal and/or state statute.

In addition, those process or procedures *not* already governed by federal or state mandates reflect specific academic or institutional policies. An example of such individual policies can be found in the Return of Title IV funds.

A university is obligated to return Title IV funds (commonly referred to as R2T4) if a student fails to complete all courses that he/she enrolls in for the semester. In order to calculate exactly how much must be returned, the financial aid office needs to know when the student last attended each course they were enrolled in. The faculty of the course would need to enter or supply this information to avoid returning a significant portion of the student's aid. Currently, the students last date of attendance is not uniformly captured by all universities.

- UAA requires faculty to provide a last date of attendance for students who do not complete the course.
- UAS records the last date of attendance if the student receives an F, or NB - No-Basis (not if for a W - Withdraw).
- UAF is planning to implement the requirement in the fall of 2017 for all of the "non-completion" grade types (W - Withdraw, I - Incomplete, NB - No Basis, & F).

In some cases the universities approach or process are driven by philosophical differences. An example of these disparate philosophies can be seen in how the universities develop cost of attendance budgets. These budgets are used to help

students and families gain a better understanding of the total costs of attendance - not simply tuition and fees at the universities.

Each university presents attendance costs based on student level - i.e. undergraduate and graduate. UAA and UAF further delineate undergraduate costs between lower division and upper division; UAS does not.

Each university also includes cost estimates dependent on living location. UAS uses only two categories: living on-campus or living off-campus; UAA and UAF use on- and off-campus and also includes a third category: 'with parents' (for UAF the cost estimates for room and board do not change whether a student is living on-campus or off-campus however if 'with parents' the estimate does *not* include room or rental costs).

The universities all use the same categories of residency: Alaska resident, non-resident and Western Undergraduate Exchange and provide costs estimates accordingly.

The results are variations of overall total costs of attendance for each university. Below are cost estimates for full-time, Alaska resident undergrad, living off campus, at each of the Universities.

UAA		UAS		UAF	
Cost of Attendance for a full-time student who is living off-campus taking 24 undergraduate, lower division (100-200) credits and is a(n) Alaska resident.		Living Arrangement	Off Campus	Alaska Resident living off campus.	
Tuition (24 crs)	$4,848	Books and Supplies	$1,400	Tuition (30 crs)	$6,690
Student fees	$1,338	Board	$4,458	Student fees	$1,486
Books and supplies	$1,608	Student/Course Fees	$1,476	Room	$8,300
Room	$9,134	Personal/Miscellaneous	$2,048	Board	$3,750
Board	$2,594	Room	$6,414	Books and supplies	$2,000
Transportation	$1,998	Transportation	$1,668	Miscellaneous and personal expenses	$2,250
Personal/misc.	$5,570	Tuition (24 crs)	$5,352	Transportation	$2000
Total Costs	**$27,090**	**Total Costs**	**$22,816**	**Annual total**	**$26,476**

The Financial Aid directors did identify several areas where further discussion on policy alignment could lead to process alignment and perhaps even centralization. The list includes:

- Student Verification (part of the FAFSA process for some students)
- Gainful Employment Reporting
- Certifying VA Benefits
- Total Cost of Attendance Budgets
- Degree audit
- Academic year set-up

Next steps

In addition to reviewing the list above, the directors suggested SW help locate examples of other public university systems that may have centralized or consolidated some or all of the financial aid functions and arrange for the Fin Aid Directors to discuss with such institutions their experiences, the pros, cons and lessons learned.

Additionally a consultant, someone with technical Banner experience from outside UA, could help provide suggestions on ways to collaborate and create efficiencies that we do not easily recognize.

While there is a need to engage in quality 'brainstorming', we have to recognized this requires time and capacity - both in short supply right now. The directors (and many UA faculty and staff) are in a *Catch-22*, we are asking them to brainstorm so they can come up with ways to be more efficient but they are in an environment that is operating at or near at capacity and they don't have the time to brainstorm.

Finally, a rather poignant comment from one of the directors seemed to sum up the discussions quite well *"it is hard for me to think outside this box because I have been in the box for so long - but can't help but think there is a better way to do this business…"*

<div align="center">Registration</div>

Barbara Hegel, Registrar, UAS
Lindsey Chadwell, Interim Registrar, UAA
Lora Volden, Interim AVC, UAA
Michael Earnest, Registrar, UAF

Unlike financial aid, the policies surrounding the work of the Registrars and their staffs are for the most part not federally mandated (FERPA of course is a major exception) but rather reflect the academic and institutional policies of their respective universities.

As with the Financial Aid directors, the Registrars support greater policy alignment - which would then lead to process alignment.

The list of areas in which policy alignment could be recommended include:

- Grading
  - *Use of '+', '-'*
  - *Incompletes*
  - *Deferred grades*
- Last Date of Attendance (Financial Aid also mentioned this)
- Admission Deadlines
- Fee Payment Deadlines (Financial Aid also mentioned this)
- Calculating cost of attendance budgets (Financial Aid also mentioned this)
- Exceptions to policies (differing practices)
- Residency requirements for tuition exceptions (differing practices)
- Active status (how long before catalog expires?)
- Expired applications for admissions
- Academic standing / Reinstatement
- Academic Bankruptcy
- When the academic year starts
- Drop for non-payment
- Summer term alignment
- Common Course numbering

Discussions about greater alignment and collaboration have gone on for years between the Registrars, staffs across the campuses and Statewide. I was reminded that in 2008 and again in 2013 a memo suggesting greater collaboration between the universities was shared with the Office of the Vice President for Academic Affairs. I was able to locate a copy of the memo and have included the contents below. Many of the items identified in 2008 have been acted upon and implemented.

Next steps

The Registrars have suggested that further policy work will necessitate involving academic affairs, student affairs and in some cases information technology and financial

services (this same recommendation was made in the 2008 memo.)

The Registrars have also boldly offered two items that could profoundly change the student experience at UA: eliminate the need to transfer courses between UA campuses - meaning a course taken at one UA campus is credit earned at any UA campus.

Additionally, even if policies can be fully aligned, we may be approaching the limitations of our current ERP (Banner) to serve students in light of the expectations many now arrive with having grown accustomed to Amazon, Google and Netflix and while replacing an ERP is an enormous task, the Registrars are openly asking if it is time to visit the question of whether or not to replace Banner.

Contents from the memo to the UA VPAA, dated January 8, 2008:

> *Recall this past fall during your address of the UA Banner Student User's at their annual meeting; you asked the group "what could you do as the VPAA to help them?"*
>
> *Over the proceeding months these same users responded with a document (see attached) offering their perspective on areas of alignment that would help staff better serve students. It is important to note: these recommendations are from staff at the campus, who help students every day with daily transactions – moments of truth – in which their ability to efficiently serve their students is often challenged because of business process that reflect artificial boundaries rather than student centered practices.*
>
> *The recommendations cut across boundaries – student services, academic affairs and information technology. My sense is a joint meeting with the three councils (SAC, SSC and ITC) should be called so that these groups can begin to discuss these suggestions.*
>
> *I have shared this document with you and the Student Services Council (SSC) previously – and per your request have now added this cover memo.*
>
> *Thank you.*

<div align="center">

Proposed areas of alignment between MAUs
January 2008
Banner Student Team

</div>

1) Academic disqualification & Reinstatement

2) Grading

3) Course delivery system
Update: All universities are using Blackboard.

4) One email service
Update: All universities have access to Google Mail.

5) Common Calendar
Update: UA implemented a common calendar in 2016.

6) Common Course Numbering

7) Common Placement Testing
Update: all Universities use Accuplacer for English/Writing course placement and ALEKS for math course placement.

Michelle Rizk
Vice President
University Relations
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UNIVERSITY
of ALASKA
Many Traditions One Alaska

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September 11, 2017

TO: Jim Johnsen, UA President

FROM: Michelle Rizk, VP University Relations

RE: University Relations Council Report

The University Relations Council has met twice since its creation, on July 19 and August 21, and will continue to meet monthly during approximately the third week of each month.

Charter
A copy of the council's draft charter, with appendix, is attached for your review.

Strategic Pathways Update
1. The council was directed to conduct a communications needs assessment to reduce redundancies, find opportunities for cost efficiency, and increase alignment throughout the system. The council is requesting an extension for this directive, as conducting the needs assessment requires significant time and planning in order to make the results as useful as possible. We expect to present the results of the needs assessment to you by mid-November. The framework for the needs assessment follows this memo for your review.

2. The council was also instructed to ensure that each university form its own Public Relations (PR) Council with representatives from key university centers, departments, community campuses, research institutes, and athletics. A document describing the make-up of each university's PR council (with the exception of UAS, which does not have a formal council due to its small size) follows this memo for your review.

University Relations Council Charter
(Second draft – first draft reviewed by council 8/21/17; second draft revisions made 9/7/17)

Mission
The University Relations Council will:
-    Facilitate alignment among university and statewide communications; share information among the universities and statewide.
-    Provide advice to communication professionals and the Summit Team regarding communications.
-    Explore and recommend ways to coordinate resources and communication projects to maximize effectiveness, increase efficiency and reduce cost.
-    Provide input on communication-related policies, plans, strategies, programs and activities across the universities and statewide.

Scope
The University Relations Council will provide a critical voice in the development of an integrated and cohesive approach to systemwide communications and promotions to internal and external audiences. Functions such as strategic communications planning/messaging, including public/government relations and marketing, shall be the purview of this council. Additionally, the UR Council will endeavor to articulate to university leadership the communication needs of the universities/campuses and the system.

Reporting
-    September 8 deadline to submit charter to President Johnsen, charter should include proposed language and understanding of goals
-    October deadline to complete the communications needs assessment and present results to President Johnsen

Chair
-    Michelle Rizk – VP University Relations, Statewide

Members
-    AVP Public Affairs, Statewide – Robbie Graham
-    AVC University Relations, UAA – Kristin DeSmith
-    Director of University Relations, UAF – Michelle Renfrew
-    Public Information Officer, UAS – Keni Campbell
-    Dean of Community & Technical College, UAA – Denise Runge
-    Dean of College of Liberal Arts, UAF – Todd Sherman
-    Senior Public Information Officer, UAF – Marmian Grimes
-    Director of Preparing Indigenous Teachers for Alaska Schools (PITAAS), UAS - Ronalda Cadiente-Brown
-    Public Information Officer Council Representative, UAF – Meghan Murphy
-    Athletics Representative from UAA – Ian Marks
-    Public Relations & Marketing Manager, UAA - Kirstin Olmstead

Staff support: Chanda File, Administrative Assistant for SW University Relations/Public Affairs

Meeting Schedule
-    Meetings will be held monthly via audio/video conference

- Future meeting times will be determined as needed
- Face-to-face meetings will be held twice annually

Goals
- From Attachment D (Strategic Pathways directions) of President Johnsen's memo on systemwide councils:

> 1. The UR Council will assess communication needs across all campuses and Statewide to reduce operational redundancies, pursue opportunities for cost efficiency, and increase alignment. Results of the needs assessment will be presented to the president in October.
> 2. Each university will form a University PR Council with representatives from key university centers, departments, community campuses, research institutes, and athletics.

Other Goals
- Advise on system-wide council communications (Michelle Renfrew and Michelle Rizk leading)

Plan for interaction with other councils
- Interaction/collaboration with Development Council as necessary and with other councils as needed or as issues require

Communication plan
- Share monthly agenda items with other systemwide councils
- Communicate UR Council's decisions and roll-out plans for initiatives to Summit Team & other systemwide councils
- Communicate with and seek feedback from university-level communications councils

Appendix

Appendix A: University Relations structures at each university and statewide:
Statewide: Statewide University Relations is led by a vice president of university relations (VP/UR).
    Statewide University Relations includes public affairs, government relations and development (UA Foundation).
    UA Office of Public Affairs is led by an associate vice president of public affairs, who reports to VP/UR and focuses on proactive communications, media/public relations, stakeholder and internal communications, social media, website management and crisis management at the system level. OPA also is charged with supporting the University of Alaska president and Board of Regents (see attached org chart for PA team structure) and developing a strategic communications plan for UA.
    UA Government Relations is led by an associate vice president, who reports to VP/UR and handles state, federal and community relations including managing legislative needs.
    UA Development is led by the president of the UA Foundation, who reports to the UA president and VP/UR.

UAF: UAF University Relations is led by a director of university relations, who reports directly to the chancellor.
    University Relations is the public relations, communications and marketing arm of the advancement team, which also includes development, alumni relations and student affairs.
    UAF University Relations is charged with supporting the overall institution's internal and external communications and marketing, including media relations, social media, website management, brand management, crisis communications, reputation management and chancellor's communications. In addition, UAF UR supports university events, fundraising, alumni and enrollment marketing/recruitment efforts.
    Units throughout UAF employ staff members who do communication work as all or part of their jobs. Those positions, often referred to as "Public information officers" or "PIOs" report to unit leadership (dean or director) rather than to UAF UR. PIOs are members of the UAF Public Information Officers Council, which is chaired by University Relations.

UAA: UAA University Relations is led by an associate vice chancellor for university relations, who reports to the vice chancellor for advancement.
    UAA University Relations is the marketing/communications arm of the Advancement team, which also includes development and alumni relations.
    UAA University Relations is charged with supporting the overall institution's internal and external communications and marketing, including media relations, social media, website management, brand management, crisis communications, reputation management and chancellor's communications. In addition, UAA UR supports university events, fundraising, alumni and enrollment marketing efforts.
    Some units and community campuses employ communications professionals or people who do communications work as a part of their jobs, Those positions do not report to UAA UR.

UAS: There is no formal university relations department at UAS. Marketing and public affairs are not formally linked and the public affairs function is an add-on to the duties of the chancellor's executive assistant/PIO.
    Marketing and communications function is done by specific units at UAS. There is a marketing manager for admissions [student recruitment] and a director who oversees alumni and development functions. The marketing manager reports to the Vice Chancellor of Student Enrollment and is not formally linked to the PIO.

The UAS PIO's primary duties focus on supporting the Office of the Chancellor, with the added responsibilities of media relations and stakeholder communications.

NEEDS ASSESSMENT FRAMEWORK

1. ESTABLISHING THE PROTOCOL

A. Define the goal[s] and rationale for the assessment

   i. Establish goals

   ii. Send memo to CFO/CHRO & chancellors outlining the process and asking chancellors to communicate to their respective deans/directors the expectations for their participation in the information gathering process

   iii. Draft letter to deans/directors that will inform them about upcoming interviews, virtual desk audit and materials collection process.

   iv. Share framework and areas of study for the data pull with the UR Council

   v. Hire contractor to assist with the following data collection.

   vi. After all data is collected and an initial analysis done, the UR Council will convene to evaluate.

2. DATA TO BE COLLECTED / TOOLS TO BE USED

A. *Personnel [FTE] Review*:

   i. Through SW HR—ask for list of employees in Communications Professionals classification [communication specialists [I-IV] / communication managers / executives] to determine base number of communicators. List will include name, email, title, FTE, unit, department, benefit rate and salary.

   ii. Campus UR will review information provided to determine if anyone is missing, and will add those names to spreadsheet.

   iii. Ask deans/directors to verify list and add any missing communications staff. (will establish guidelines for this, using tools list from work assessment as guideline)

   iv. Create a Survey Monkey virtual work assessment and distribute to final list of communications staff, which will determine the percentage of time spent on communications activities.

B. *Tools/Materials Review*

   i. Create a list of tools and materials encompassing tools like social media accounts and materials like brochures and pens in order to have a uniform list of items.

ii. Interview deans/directors, asking them to identify (to the best of their abilities) which tools and materials are being used by their unit and the targeted audience. These interviews could take place with PIOs or other employee designated by the dean/director.

C. *Budget Analysis*

i. Create list of account codes that encompasses all communications related expenditures

ii. SW CFO [or team] will pull budgets for FY16 and FY17 for the listed account codes, separated by unit into "restricted" and "non-restricted" funding categories

iii. Result should show the costs associated with communication tasks by the two fiscal years across all campuses and Statewide.

DRAFT

University PR Council Structures

UAA

- Campus Communicators Group
Function: The function of the group is to build a strong network of UAA campus communicators who work together to share our Amazing Stories.
Meeting Time: 2-3 p.m., first Friday of the month | **Location** (varies)**:** Administration Building, Room 102

Members:
Paola Banchero, pbanchero@alaska.edu
Journalism & Communication Department Associate Professor

Asia Bauzon, ambauzon@alaska.edu
College of Arts & Sciences – Division of Performing & Fine Arts Communications Specialist

Katie Behnke, klbehnke@alaska.edu
College of Arts & Sciences Lead Social Media/Communications Specialist

Sigrid Brudie, sbrudie@alaska.edu
Medical Library Medical Librarian/Asst. Professor

Ruth Cardoso, rcardoso2@alaska.edu
Parking Services

Luis Chavez, lchavezjr@alaska.edu
College of Arts & Sciences – Mathematics & Natural Sciences Social Media & Graduate

Brittani Chu, bpchu@alaska.edu
eLearning

Zac Clark, mzclark@alaska.edu
Student Life & Leadership Concert Board and Programs Coordinator

Rebecca Coffin, rhcoffin@alaska.edu
College of Arts & Sciences – Humanities Student Support

Pam Cravez, pcravez@alaska.edu
Justice Center Editor, Alaska Justice Forum

Kim Eames, kkeames@alaska.edu
College of Arts & Sciences - Creative Writing and Literary Arts Assistant

Terrie Gottstein, tggottstein@alaska.edu
College of Engineering Special Projects Officer

TBD Pending New Hire
Student Affairs Community Outreach Coordinator

TBD Pending New Hire
Center for Community Engagement & Learning

Sara Juday, sjuday@alaska.edu
Institutional Effectiveness, Engagement, and Academic Support Writer/Editor

Malla Kukkonen, mmkukkonen@alaska.edu
Arctic Domain Awareness Center (ADAC) Administrative and Communications Officer

Isabel Mead, ivmead@alaska.edu
Campus Bookstore Assistant Technology Buyer

Brandon Moore, bsmoore@alaska.edu
Business Services Marketing Director

Rebekah Moras, rebekah@alaskachd.org
Center for Human Development Research Professional

Shayne Nuesca, smnuesca@alaska.edu
Student Outreach and Transition Social Media Assistant

Alex Olah, alex@alaskachd.org
Center for Human Development Research Professional

Molly Orheim, mdorheim@alaska.edu
Career Exploration & Services Director

Nate Sagan, nssagan@alaska.edu
Seawolf Athletics Assistant Athletic Director for Media Relations

Joe Selmont, jselmon1@alaska.edu
Student Activities and Commuter Student Programs Assistant Student Activities Coordinator

Liz Shine, eashine@alaska.edu
Student Outreach and Transition Marketing & Creative Design Coordinator

Omega Smith, osmith11@alaska.edu
UAA Planetarium Manager

Stacy Smith, slsmith@alaska.edu
College of Health Editor

Bob Stott, rgstottjr@alaska.edu
College of Business & Public Policy Information and Communication Systems Director

- Social Media Managers Group
Campus-wide group, meets every other month for "TalkSocial" brown bags.

UAF

- Public Information Officers Council
The PIOC is made up of public information officers/communicators throughout UAF.
Function: The council functions, roughly, as an extension of the University Relations team and works collaboratively on several projects, including a weekly feature story rotation, a centralized news releases distribution process, the UAF experts guide and the UAF centennial PR committee. The PIOC also provides feedback on major campus initiatives, as needed, helps staff the UAF incident management team's public information function and provides the framework for initiating new cross-unit communications initiatives.
Meeting times: The team has regular monthly meetings, as well as two retreats each year: A half day in the summer for input on the UAF communication plan and a full day in the winter for yearly tactical and strategic planning.

Members:
Nancy Tarnai, KUAC
Debbie Carter, School of Natural Resources and Extension
Tammy Tragis-McCook, School of Management
Andrea Miller, School of Management
Theresa Bakker, UA Museum of the North
Suzanne Bishop, Rasmuson Library
Meghan Murphy, College of Natural Science and Mathematics,
Leona Long, College of Rural and Community Development
Tina Buxbaum, Alaska Center for Climate Assessment and Policy
Melody Cavanaugh Moen, Alaske Center for Energy and Power
Tania Clucas, Alaska EPSCoR
Marissa Carl, UAF eLearning
Karalee Watts, UAF Community and Technical College
Sue Mitchell, Geophysical Institute
Nona Letuligasenoa, Alaska Nanooks
Lauren Frisch, College of Fisheries and Ocean Sciences
Nate Bauer, International Arctic Research Center
Paula Dobbyn, Alaska Sea Grant
Sonnary Campbell, Institute of Arctic Biology
Jeff Richardson, University Relations
Andrew Cassel, University Relations

UAS:

UAS does not have a formal campus PR council. Keni Campbell, public information officer, meets informally with UAS' marketing/web office housed under Enrollment Management.

UAB Goals 2017 -18

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.

2017-2018 General Education Review Committee Goals:

1. Review general education curriculum and assist faculty developing general education curriculum.
2. Participate in reaffirmation of accreditation self-study as needed.
3. Check course review dates to see if any are due or past due; notify units to update curriculum where needed.
4. Support the General Education Requirements Advisory Committee as requested.
5. Support the UA Faculty Alliance work in UA system general education alignment.
6. Review Faculty Senate Bylaws on GERC and update as needed.
7. Review Curriculum Handbook section on GERs and update as needed.

UAA Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

Academic Assessment Committee September Report to UAA Faculty Senate

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

Committee Discussion(s)
Annual Academic Assessment Seminar Planning
Draft Annual Academic Assessment Survey Report

Plans Reviewed
- Culinary Arts AAS
- Hospitality & Restaurant Management BA
- Health Sciences BS *(early review for peer guidance on draft plan)*

Upcoming Plans
- Dietetics BS
- Medical Assisting AAS

Informational Items

AY 18 Goals discussion moved to after recap discussion on feedback from the Sept. 8 assessment seminar.

Submitted by: Rachel Graham, AY18 Co-Chair   Date: 2 October, 2017

<div align="center">

Minutes for the ACDLITe Committee Meeting
September 8, 2017
SSB 120 Conference Room

</div>

Present: Geto Hailu, Veronica Howard, Matt Kupilik, Lorelei Sterling, Lynn Paterna, Dave Dannenberg, Adam Paulick, Barbara Harville, Kitty Deal, Joe LeFeur, Dennis Drinka, Dave Fitzgerald

1. **Welcome** new members Kitty and Joe

2. **Election of chairs:** Voted in Barbara Harville, Lorelei Sterling, and Lynn Paterna to continue as co-chairs.   Lorelei will serve on UTC

3. **Fall Technology Survey**: Barbara described the various problems and issues in the classrooms with AV equipment. She will send out a short survey to get usable data to improve AV problems. Adam can give input on questions. Adam said he can help us with context.   How can we fix them? Joe has been looking into models to be more successful. In College of Health we give 20 minutes SLA. What can we do with Saturdays or evening? Can we use a poll of students?   Barb will have a draft of the survey for the next meeting.

4. **AE&I undates:** Dave Dannenberg reported Blackboard future updates will be formalize over the winter break after grades are due. It will probably just take a day to do it. Safeassignment repository of papers have been moved.

   Interim Chancellor wants on-line accreditation to be authorized to award a degree to other students in other states. State Authorization and Reciprocity Agreement (SARA) UAA is the only in system to join. Will start an online advisory council to report to the Chancellor. Will need a member from ACDLITe on the advisory council. Dave will talk about it at the next ACDLITe meeting. Will discuss what procedure and policies we need to uphold for accreditation and joining SARA.

   Strategic Planning has now an e-Learning Council. By next month we will have what that group is charged with.

5. **IT updates:** Adam Paulick: There is an updated report for Faculty Senate.   There is a new e-mail policy:

   1. Stop automatic forwarding to personal accounts. Faculty would have to work out of their faculty account.
   2. Personal e-mail accounts.
   3. Records retention - the e-mail system is not a record for retention. If you have an attached document, more it to the appropriate place not stored in e-mails. Eventually, employees and students that leave UAA, will have their old e-mails purged. Will take written comments thru September 22.
   4. Plan to look at risks, prioritize them, and mitigate them.
   5. UTC meeting is October 20.
   6. Outside consultant looked at the way the campuses communicate and work together. The consultant will send recommendations to the President. May return.
   7. Web pages need to have accessible content on public website Is working on some areas. OCR (Office of Civil Rights) sent letters that we have some problems. Blackboard Ally is a new way to help with accessibility.
   8. Looking for ways to cut cost for IT.

6. **Faculty Senate updates**:   Dave Fitzgerald   E Board update: President Johnson joined meeting and talked about the consultant Adam talked about. President thinks many of the systems were chosen by admin not students and therefore are cumbersome for students to register.

7. **eLearning Luncheon update:** Lynn Paterna will be chair this year. The title of 2018 e-Learning Luncheon will be 2018 Accessibility and Course Design.   Veronica Howard volunteered to present OER again. Naomi offered to be MC and will coordinate with Lucy Cuddy. Lynn will have the job assignments for the next meeting.

8. **Calendar of events**: Barbara Harville This will be an organization for ACDLITe committee to visual see upcoming events.. Barb will put out a draft.

9. **Webpage and ACDLITe Blackboard updates:**   Matt Kupilik - For the web page we would like to see the following information:

   a. What is ACDLITe -
   b. Who is on the committee,
   c. What is our mission,
   d. What it stands for.

Matt will talk to Todd about the web page.

It was decided not to use Blackboard be a repository. Adam can help with that with Matt getting training for the web page. Lorelei will check on Faculty Senate person, Monique.

10. **Reaching out to faculty** - Lynn will contact KPC and Matsu for possible committee members. Now we have ENG, Eng. Ed. Nursing, Human Services, and Business.   Lorelei will contact Naomi for CTC member.

New Business

Veronica start a faculty learning community in learning resources. Open Educational Resources (OER) Committee Veronica has scheduled some workshops. Monday is the first meeting in 11:30 at GHH 105 Will report at next ACDLITe meeting to ask for assistance.

Meeting adjourned at 12:00 pm   Next meeting will be October 13 at 10-12.

Budget, Planning, and Facilities Advisory Board (BPFA)

BPFA Report for the October 2017 Faculty Senate Meeting

The September meeting of BPFA was held on Fri, September 01 from 1:15pm – 2:15pm in LIB 302A.

2017-2018 Members:
Andrew Metzger, Gina Pastos, Gökhan Karahan, Jodee Kuden, Marcia Stratton, Nalinaksha Bhattacharyya, Sam Thiru, Sarah Kirk, Soren Orley, Stefanos Folias (Chair), Tim Hinterberger

BPFA Chair
Stefanos Folias was unanimously elected to be the Chair of BPFA for 2017-2018

Faculty Senate Representation:
Planning and Budget Advisory Council (PBAC) – Jodee Kuden, Soren Orley
Facilities, Space and Planning Committee (FSPC) – Sam Thiru

AY 2017 – 2018 Goals

1. Continue to monitor the impact of the budget shortfall on UAA.

2. Promote transparency and efficiency in space allocation and utilization.

3. To represent the Faculty Senate on FSPC
   Provide oral reports to BPFA monthly.

4. To represent the Faculty Senate on PBAC
   Provide oral reports to BPFA

5. Promote sustainability awareness

Note: The current goals may be revisited and revised at the October meeting.

Future Meetings: Starting in October, BPFA meetings will be held on the first Friday of each month from 11:30am – 12:30 pm in RH 204

UNIVERSITY of ALASKA ANCHORAGE

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

Friday, September 15, 2017
3:00pm – 4:30pm
ADM 104

Minutes

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

UNIVERSITY *of* ALASKA ANCHORAGE

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

I.   Roll call and welcome
Meeting was called to order at 3 pm.

II.   Approval of agenda
Agenda was approved by the body with one minor change. Elections for co-chairs took place in March 2017 and it was decided that a re-vote was not necessary.

III.   FSDC AY 2017-2018 Goals
  1. Host two Diversity Dialogues
      a. co-sponsor event(s) with CAFÉ
  2. Improve visibility
      a. Website development, update of diversity database
  3. Support initiatives of the Interim Vice Chancellor, Alaska Natives & Diversity Jeane Breinig
      a. Implementation of DIAP, with focus on the Multicultural Postdoc and diversifying curriculum

The FSDC goals for the academic year were finalized as outlined above. With regards to goal #3 "Supporting initiatives of the Interim Vice Chancellor, Alaska Natives & Diversity Jeane Breinig", the focus will for now be assistance in developing the Multicultural Postdoc program and topics related to diversifying curriculum. New topics consistent with the mission of FSDC will be considered in consultation with Dr. Breinig as the implementation plan of the DIAP evolves.

IV.   Update on FSDC Website/Visibility/Database
  - *Emily Madsen and Gabe Garcia are working on updating the FSDC website. They are still working to gain permission/access to the website itself and aim to have this by next week.*
  - *Gabe Garcia is talking to tri-chairs about the database going forward. This work is focused on faculty engaged in diversity, not necessarily just in courses taught. Gabe plans on sending out the survey from last year to update it with new faculty entry information. It remains dependent on response rate. Last time was 70+ faculty responding, so hopefully there will be more this time, and then we will send it out regularly. This database will be posted on the FSDC website, so that faculty who are*

interested in doing diversity work can contact and identify one another.

V.   October 20th Diversity Dialogue
Decided on a title of "What is Diverse Curriculum". Co-chairs Colleen Kelley and Erin Hicks will work on gather speakers for a panel to explore the topic. All faculty, staff, students, and all community members are invited.

VI.   FSDC statement on diversity and inclusion at UAA
● *Erin Hicks reported that as of 9/15 193 faculty had endorsed the diversity statement sent out on the faculty listserv. Erin also shared that the Ryan Hill, on behalf of the Staff Council, is circulating a similar statement for staff to endorse and they currently have 141 staff signatures. The endorsement of the FSDC statement on diversity and inclusion was not shared with the community by The Northern Light as hoped, but we will continue to consider opportunities to let our community know the value that UAA faculty place on remaining committed to diversity and inclusion.*
● *In addition Erin reported that the Faculty Senate had endorsed the statement, and that the resolution presented by FSDC to the Senate encouraging greater diversity in the hiring and appointments of Administration also passed.*

VII.   Updates from Vice Chancellor of Alaska Natives & Diversity Jeane Breinig
Vice Chancellor Breinig provided an update on implementation plans for the D&IAP. In summary, we learned that a lot of this work will take administrative decisions while another body of work will require faculty expertise. Specific topics discussed that FSDC can contribute to include:
● *Vice Chancellor Breinig reported that the multicultural postdoc program is moving forward. The committee discussed what support would be most beneficial for FSDC to provide to this initiative. Discussions included FSDC aiding departments in exploring ways to meet the program requirements and in the review of program proposals for a postdoc position. The subcommittee that delivered a report on this program to the DIAP tri-chairs originated in FSDC and many FSDC members expressed willingness to continue to contribute to the program development.*
● *Vice Chancellor Breinig expressed the hope that FSDC would be involved in diversifying curriculum activities, She also mentioned that this effort would be best served through a collaboration of student services and faculty. The implementation advisory committee will hopefully work across units to figure out how to best benefit from these faculty and*

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student services individuals as resources. The recommendation was made that faculty that want to be involved should step forward and form a committee. The model for the Alaska Native GER was recommended as a model to consider. Dan Kline was also suggested as a good contact person. With the Alaska Native GER it was noted that they didn't want to create one class that everyone had to take since here are already enough classes across disciplines that would provide a more meaningful options for students (perhaps would need to add a student learning outcome to these courses). Maria talked about going through and identifying Alaska Native-related courses/diversity curriculum piece could use the same model. Jeane suggested FSDC could consider the criteria for deciding what qualifies as a diversity course. The Report on Diversifying the Curriculum submitted to the DIAP tri-chairs was submitted by subcommittee that originated in FSDC and many FSDC members expressed willingness to continue to contribute to the goals as expressed in the report.

VIII.   Announcements
Next meeting Oct. 20th 3-4pm Diversity Dialogue: "What is Diverse Curriculum?". Location to be announced.

UAA UNIVERSITY *of* ALASKA ANCHORAGE

**Institutional and Unit Leadership
Review Committee (IULRC) Report
October 2, 2017**

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 is preparing to survey the faculty of three colleges this academic year. During the month of September, Committee co-chairs conferred with the Provost on the survey's intent and mechanisms, and with Dean Barlow of the College of Engineering. An electronic dialogue also commenced with Director Fugleberg of Kodiak College. In addition, on October 4th the Committee co-chairs will discuss the survey's implementation with Dean Stalvey (College of Arts & Sciences). The Committee will meet this month immediately following the Faculty Senate's October 6th meeting.

Prepared by Larry Morris Foster (Committee Co-chair)

Student Academic Support and Success (SASS)
Meeting Agenda
Friday, September 15, 2017
2:30-4:00 PM
ADM 101
Present: Christina Stuive (Co-chair), Irasema Ortega (Co-chair), Connie Fuess, Trish Jenkins
Excused: Kamal Narang, Tracey Burke

Agenda Items
I. Old Business:
   a. Reviewed and Approved minutes from the 4/21/17 SASS meeting.
   b. Review of Report to Faculty Senate-Chris updated the committee on last Faculty Senate
II. New Business
   a. Leadership- Ira elected for Co-chair. Voted unanimously
   b. Strategies for at-risk students
III. Discussion of Goals for the 2017-2018 academic year
   a. Review of bylaws to occur this year
   b. The committee brought up some issues to explore in relation to:
      i. Residency issues and concerns about economic impact as our students have a long residency requirement.
      ii. The committee had many questions about the University and Technical College. What are the issues they will be looking at, problems, and changes? How will these change impact students?
      iii. Connie expressed concerns were raised about retroactive drops being eliminated and how it negatively impacts financial aid policy.
      iv. Exploring academic disqualifications between campuses
      v. Student Forums. The committee discussed more frequent forums with a larger sample of students represented.
IV. SASS Recruitment
   a. The committee discussed the position of Interim Student Success Vice- Provost and inviting to a SASS meeting.
   b. The committee will also invite the faculty in residence to be involved with SASS.
   c. Next meeting October 20
V. Adjournment- 4:00pm

Research and Creative Activity Committee

October 2017 Report to the Faculty Senate

The Faculty Senate Research and Creative Activity Committee (FSRCAC) met on 9/8/17. Present were: David Ampong, Andrew Bibler, Robert Boeckmann, Brian Cook, Cathy Coulter, Thomas Dalrymple, Jill Flanders-Crosby, Travis Hedwig, Nate Hicks, Zeynep Kiliç, and Seong Dae Kim. At this meeting, new committee co-chair Ray Ball and continuing co-chair Nate Hicks were elected. Goals and priorities for the committee in AY 17-18 were discussed and formulated, as enumerated below.

A working group of committee members focused on a new version of the UAA R&CA Productivity Survey also met on 9/22/17. Present were: Ray Ball, Robert Boeckmann, Brian Cook, Ajit Dayanandan, Travis Hedwig, Nate Hicks, and Zeynep Kiliç. The working group determined actions to take for a new and improved version of the Survey to be launched in October.

FSRCAC meetings will continue to follow the established 2nd Friday schedule. The next meeting is Friday, 10/13, at 1 pm in CPSB 301S.

FSRCAC Goals for 2017-2018:
1. Act as the voice of the faculty around Research and Creative Activity policy.
   a. Act as a liaison between the university and faculty engaged in research and creative activity; advise the university on its Research and Creative Activity policies as needed.
   b. Ensure that faculty concerns and ideas about Research and Creative Activity receive attention; maintain membership representing all colleges and disciplines.
2. Collect, analyze, and disseminate data on UAA's scholarly productivity.
   a. Revise and relaunch the committee's Survey on UAA Research and Creative Activity Productivity, capturing data for AY 16-17.
   b. Quantify and contextualize the Survey findings for UAA community audiences and decision makers.
   c. Build on the Electronic Annual Activity Reporting (eAAR) Task Force Recommendations (June 2017) by making a committee finding on eAAR, in particular by assessing faculty sentiment toward eAAR implementation. This assessment will be in large part built into the Survey exercise and analysis.
3. Make UAA Research and Creative Activity visible throughout the University community.
   a. The committee will seek to work with the Vice Provost for Research and Graduate Studies (VPRGS) and University Advancement to improve and expand regular dissemination of Research and Creative Activity achievements.
   b. The committee will build on last year's initial investigation of peer and aspirational institutions' best practices in publicizing their scholarly work, and will work to revitalize UAA's web presence for Research and Creative Activity.

     c. The need for and utility of a comprehensive, publicly available database of UAA faculty expertise in research and creative activity will be assessed, and a recommendation made as to implementation.

     d. The committee will work with the Office of Undergraduate Research and Scholarship to identify ways to cooperatively promote both faculty research & creative activity *and* undergraduate student research at UAA.

4. Strengthen the infrastructure supporting Research and Creative Activity at the University.

     a. Ongoing areas to address include: research administration; obtaining funds for creative and research activities and travel for scholarly presentations; review of research ethics and safety compliance processes.

     b. Troubleshoot constraints on funding opportunities by identifying bottlenecks and barriers to accessing funding.

     c. Look for ways to improve timely advertising of opportunities and notices of awards, especially as can be included in the effort toward improved web presence mentioned above.

     d. Work with University Administration and Advancement toward opportunities for promoting and enabling faculty Research & Creative Activity to the university's benefit (such as engagement and recognition of donors).

Research and Creative Activity Committee Membership (AY 2017-18)		
FS/COH	David N. Ampong	dnampong@alaska.edu
CAS (humanities)	Rachael (Ray) Ball (co-Chair)	rball11@alaska.edu
COE	Jonathan Bartels	jbartels2@alaska.edu
CBPP/ISER	Andrew Bibler	ajbibler@alaska.edu
FS/CAS (social science)	Robert Boeckmann	rjboeckmann@alaska.edu
CAS (performing arts)	Brian Cook	bcook25@alaska.edu
FS/CoE	Cathy Coulter	cacoulter@alaska.edu
KPC (CBPP)	Thomas Dalrymple	tdalrymp@kpc.alaska.edu
CBPP	Ajit Dayanandan	adayanandan@alaska.edu
FS/CAS (performing arts)	Jill Flanders-Crosby	jaflanderscrosby@alaska.edu
COH	Travis Hedwig	thhedwig@alaska.edu
FS/CAS (natural science)	Nate Hicks (co-Chair)	nkhicks@alaska.edu
CAS (social science)	Zeynep Kiliç	zkilic@alaska.edu
CoENG	Seong Dae Kim	sdkim2@alaska.edu

Resolution
Support for the Alaska Native Themed GER Initiative

WHEREAS, the University of Alaska has a significant Alaska Native population and our campuses are on lands that Indigenous peoples have inhabited for thousands of years and a significant number of our students are Alaska Native;

WHEREAS, in October 2015, the Alaska Native Studies Council (ANSC) brought before the UA Board of Regents the request that every UA student be required to successfully complete at least one Alaska Native themed course, whether an Alaska Native focused general education course (GER) or other curricular offering;

WHEREAS, the UA Board of Regents supported the ANSC request and forwarded the proposal to the UA Statewide GER Coordinating Alignment Task Force for consideration and recommendation;

WHEREAS, the GER Alignment Coordinating Task Force supported the request and recommended UAA, UAF, and UAS each incorporate the requirement in the way that best suits each institution's mission;

WHEREAS, the UA Board of Regents and UA System President Johnsen fully endorsed the addition of an Alaska Native Themed GER in January 2017;

WHEREAS, the USUAS-JC Resolution 1516-05 and USUAA Resolution #16-17 to the UA-BOR endorsed the creation of an Alaska Native GER;

WHEREAS, courses that include Alaska Native content as part of the UA GER will enhance student learning and postgraduate success in Alaska, and Alaska Native Corporations are the state's number one employer and contribute over 25% to the State's GDP, and 75% of UA graduates secure jobs in Alaska;

WHEREAS, an Alaska Native themed GER corresponds to the University of Alaska's Mission Statement regarding our commitment to "serving the higher education needs of the state, its communities, and its diverse peoples;"

WHEREAS, GER courses currently exist in UAA catalog that meet the criteria and Student Learning Outcomes for an Alaska Native themed GER; and

WHEREAS, has formally adopted a Diversity Action and Inclusion Plan that calls for Alaska Native recruitment, retention, and graduation and the development of a diverse and inclusive curriculum; now

THEREFORE BE IT RESOLVED, the University of Alaska Anchorage Faculty Senate supports the adoption of the Alaska Native Themed GER to be moved through the curriculum review and governance process for an initial roll-out in Fall 2018.

A Resolution Concerning Faculty Governance and Tier 1 GER Courses

Whereas, a recent decision made by Interim Chancellor Gingerich concerning the shift of GER Tier 1 courses from the College of Arts and Sciences to the Community and Technical College was made with no apparent input from any faculty members; and

Whereas, the shift of multiple sections of 24 courses from one college to another is clearly a curricular matter; and

Whereas, per the AAUP's "Statement on Government of Colleges and Universities," curricular matters fall with the primary responsibility of the faculty; and

Whereas, per the AAUP's "Statement on Government of Colleges and Universities," the faculty should have a voice and decision-making authority in its areas of primary responsibility.

Therefore, be it resolved that the Faculty Senate expresses its concern and dismay over this breach of principles of shared governance and strongly urges Interim Chancellor Gingerich to adhere to these principles by ensuring the involvement of the faculty in decision-making in all areas of faculty primary responsibility, including but not limited to, curriculum and aspects of student life that pertain to the educational process.

FACULTY SENATE REPORT
October 2017

University Advancement Office   **Vice Chancellor Megan Olson**

Luncheon to honor Vernon L. Smith
Interim Chancellor Gingerich will host a luncheon honoring Nobel Laureate and UAA's first Rasmuson Chair of Economics, Vernon L. Smith at Lucy's on October 13.

Interim Chancellor Gingerich will host donors to the Community and Technical College for an evening at the Chancellor's residence on Thursday, October 19.

New Weidner Center opening
An open house and ribbon cutting for the Weidner Center for Real Estate Management will be held Wednesday, Oct. 25 in Rasmuson Hall. The new space was made possible by a $600,000 gift from Dean and Ana Weidner and includes a classroom and student lounge area designed to enhance teaching, learning and student collaboration.

Interim Chancellor Gingerich will host donors to the College of Health for an evening at the Chancellor's residence on Thursday, November 2. The event will serve to thank donors and welcome Vice Provost of Health Programs and Dean of the College of Health Jeff Jessee.

Save these commencement dates!

- Fall graduate degree hooding ceremony: 3 p.m., Saturday, Dec. 16, Wendy Williamson Auditorium.

- Fall commencement ceremony: 1 p.m., Sunday, Dec. 17, Alaska Airlines Center.

Homecoming Breakfast is Oct. 13

The UAA Alumni Association will recognize its 2017 Alumni of Distinction recipients at Homecoming Breakfast on Friday, Oct. 13. The morning event will bring alumni back to campus to toast the award recipients and learn about ways to stay engaged with the university.

2017 Alumni of Distinction recipients announced

The Office of Alumni Relations congratulates this year's Alumni of Distinction: Achievement recipient Timothy Gravel, B.B.A. Accounting '90, owner of Kaladi Brothers Coffee; Humanitarian recipient Cessilye

Williams, M.Ed. '02, principal of Clark Middle School in Anchorage; and Emerging Leader recipient Michelle Sloper, B.A. Psychology '08, senior evaluation fellow at Claremont Evaluation Center. The three honorees will

receive their awards at Homecoming
Breakfast on Oct. 13.

CORPORATE GIFTS

Rasmuson Foundation contributed $25,000 to the College of Arts and Sciences for the Imagining Anchorage history project.

The Alaska Community Foundation contributed $20,000 to the R and R Completion Scholarship through two donor advised funds.

Hecla Greens Creek Mining Company, and **Sumitomo Metal Mining Pogo, LLC** each contributed $11,039 to the Visiting Professor of Public Policy.

ENSTAR contributed $7,000 to the Small Business Development Center.

KeyBank Foundation contributed $6,500 to the UAA KeyBank Scholarship.

INDIVIDUAL DONOR GIFTS

C. Harold Wirum made a significant gift to the College of Engineering.

Barbara Ellen Clinton donated to the Excellence in Music Fund.

Barbara E. Mishler contributed to the Molly Ann Mishler Memorial Scholarship.

Bruce P. Chandler made gifts to the School of Nursing and the Dr. Robert Fortune Endowed WWAMI Scholarship.

NEW FUNDS

No new funds to report this month.

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 its first few weeks the program has already raised $31,515.00.

2

MEDIA

UAA appeared in more than 500 articles in August. Coverage highlights include:

- New UAA surgical technology program designed to help meet industry need
- Great Alaska Shootout will end after 2017
- UAA professor gets $300K investment for startup
  Startup created through Seawolf Holdings LLC, investment negotiated by Helena Wisniewski, Vice Provost for Research and Graduate Studies; startup based on research of Joey Yang, Professor and Chair of Civil Engineering
- Wild Alaska salmon not on menus in China...yet
  Research of Angie Zheng, Associate Professor of Quantitative Methods and Economics
- Solar eclipse stories
  Featured faculty experts Erin K.S. Hicks, UAA Planetarium Director/Assistant Professor of Astronomy and Travis Rector, Professor of Physics and Astronomy

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

- KTUU and KTVA interview with Interim Chancellor Gingerich focused on goals of 2017-18 academic year
- WalletHub featured faculty expert John Nofsinger (CBPP) to comment on credit scores and ways students can build their credit
- KTUU coverage of suicide prevention and awareness activities; interview with Hannah Guzzi of the UAA Student Health and Counseling Center
- Fox/ABC Alaska feature story on alumnus Xavier Mason and his acceptance to the University of Oxford for his master's program (two-part story)
- KTVA Workforce Wednesday featured aviation maintenance

Amazing Stories Videos
UAA Advancement is producing four more Amazing Stories videos this fall. These are reputation-building pieces designed to showcase the impact of a UAA degree by sharing the personal success stories of our students, faculty and alumni. These videos will dovetail with the two commercials produced in spring 2017 featuring engineering and education alumni. The individuals selected for this project reflect the breadth of UAA's academic programs and opportunities in the areas of health, humanities, social sciences, natural sciences, interdisciplinary studies and undergraduate research, as well as the diversity of our campus community.

3

SOCIAL MEDIA

Note: UAA is using a new social media management platform. As a result, you may notice that our metrics are being reported differently than in the past.

SEPTEMBER SOCIAL MEDIA
Facebook: Total reach of 36,311 with top post reach of 3,000. 125 new fans (30.6% gain).
Twitter: 55 new followers (76.1% gain); Top post reach of 27,600.
Instagram: 40 new followers (57.4% gain); Top post received 217 likes.
LinkedIn: 229 new followers (0.9% gain); 8 articles resulted in 166 clicks and 38% to 70% engagement.
Overall: 5,495 engagements and 661 link clicks.
Community Total: 64,798 (0.7% gain since August).

PERFORMANCE
FACEBOOK - Top Posts
1. UAA's Dr. Joey Yang's Tundra Tape invention (3K impressions, 270 engaged)
2. David Jensen '89 raised more than $8k for animal rescue after Hurrican Harvey (2K impressions, 147 engaged)
3. Northern Lights post (2K impressions, 102 engaged)

TWITTER - Top Tweets
1. "Sharing the Wealth" project equips teachers with classroom libraries (1.3K impressions, 27.6K reach)

2. Anchorage artist Holly Nordlum '04 presenting on social justice/film (1.3K impressions, 22.1K reach)
3. A message of support and encouragement from Dean of Students (18.8K impressions, 1.2K reach)

INSTAGRAM - Top Posts
1. Happy first day of fall (217 likes, 6.93% engagement)
2. Double rainbow on campus (176 likes, 5.66% engagement)
3. Study group game on campus whiteboard (161 likes, 5.15% engagement)

LINKEDIN - Top Posts
1. Student logistics internship with fire department (13.6K impressions, 34 interactions).
2. Shark research by Dr. Cheryl Wilga (9.5K impressions, 28 interactions)
3. Political Science major Demry Mebane (9K impressions, 25 interactions)

ADVANCEMENT STAFF CHANGES

Chelsea Avichayil is the new alumni outreach specialist in the Office of Alumni Relations. She previously worked for the department in an administrative role. Chelsea is an English major at UAA who plans to graduate in December.

James Evans from the Business Enterprise Institute will start as Advancement's new photographer on October 12th just in time to shoot some events.

STUDENT AFFAIRS
REPORT for FACULTY SENATE

OCTOBER 2017

Office of Student Affairs (OSA) & SA Assessment

Student Affairs is proud to recognize and congratulate the following Student Affairs recipients of Chancellor's Awards of Excellence:

- Dr. Andre Thorn, Director of Multicultural Center, *Award of Excellence for Diversity*
  As a tri-chair for the Diversity Action and Inclusion Plan, Dr. Thorn provided pivotal leadership and developed a way forward for the University to truly attain its mission of providing education in a rich, diverse, and inclusive environment.
- Laura Zamborsky, Financial Literacy Outreach Specialist, *Award of Excellence for Promoting Student Achievement*
  Through her passion for ensuring students fully understand their financial possibilities, Laura has guided many students toward financial sustainability, allowing them to focus on achieving their academic goals.
- Student Health & Counseling Center (SHCC) Health Promotion Team, *Stewardship Award for Safety*
  The SHCC Health Promotion Team for 2016-17 included former Health Promotion Specialist Kate Fitzgerald and student Peer Health Educators Alex Jorgensen, Christine Richter, Michael Quinonez, Sydney Burns and MaKayla Newman. The team received the award for their Bringing in the Bystander® and Gatekeeper—Suicide Awareness and Intervention trainings, which has made a significant impact on the health of the UAA campus community.

Health Promotion Team receiving Chancellors Award for Safety Stewardship

Admissions & Recruitment

Please mark your calendars now for these three key events for potential students:

- Anchorage College & Career Fair, October 15-16
- Preview Day, November 3
- UA Scholars Night, November 7

Enrollment Services staff will be reaching out to colleges to assist with providing information sessions on their academic programs for Preview Day. Please contact Marnie Kaler at 786-1587 or Lora Volden at 786-1560 for more information on how you can be involved with any of the above opportunities.

Fall 2018 application is open and available now.

Career Exploration & Services (CES)

From September 25-29, CES hosted Accounting Week, which is a unique collaboration between CES, UAA Accounting Club, and the UAA College of Business and Public Policy (CBPP) faculty in the Accounting Department. It is an on-campus interview program that connects accounting students and graduates with local and national accounting firms. Eight accounting firms conducted about 100 job interviews with students in the University Hub.

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

On September 14, Brittney Kupec started work as UAA's new Alcohol, Drug, and Wellness Educator. Brittney most recently served as a Prevention Specialist at Gillette College in Gillette, Wyoming.

The Dean of Students Office hosted Safety Awareness Month in September. The month-long series of events included a safety awareness resource fair, as well as events on self-defense, alcohol education, staying safe on campus, gender and violence, among others.

The Dean of Students Office published an online UAA Student Handbook which includes sections on campus safety, complaint procedures, and student rights, freedoms, and responsibilities (catalog.uaa.alaska.edu/handbook).

In addition, the Dean of Students Office printed a Student Handbook: Quick Reference Guide, containing a summary of information in the online handbook. Contact the Dean of Students Office (786-1214 or aydos@uaa.alaska.edu) to receive one.

Student Conduct & Ethical Development Coordinator Megan Wilbur and Care Team Coordinator Lisa Terwilliger are providing presentations on academic integrity and the Care Team to classes, upon request.

The third week of October is National Collegiate Alcohol Awareness Week (NCAAW). The Dean of Students Office is collaborating with multiple departments to offer a variety of events to educate the campus community about state laws and campus policies pertaining to alcohol, how alcohol affects individuals, signs of alcohol poisoning, and ways to cope without alcohol.

Disability Support Services (DSS)

DSS sponsored and attended the most popular event of Deaf Awareness Week in Anchorage: Passport to the Deaf World. Approximately 175 students, staff, faculty, and community members of all ages and skill sets attended this community event at UAA. Passport to the Deaf World focused on learning about the local Deaf community and American Sign Language (ASL). For this event, activities were set up for people to "travel" between stations. Each of the 13 activities was geared toward teaching and reinforcing different skill sets in Deaf communication. Deaf community members led stations and activities included storytelling, description, vocabulary expansion, gesture, and grammar structure. Due to its popularity, this event is now offered twice a year.

Passport to the Deaf World activities

Military & Veteran Student Services (MVSS)

MVSS has seen an increase in the number of students utilizing VA education benefits.

Please remember that MVSS has an office on the lower level of the Student Union and is available to assist UAA military and Veteran students navigate the use of benefits or to provide general service and support.

Multicultural Center

The Multicultural Center partnered with the Alaska Institute of Justice/Alaska Immigration Project to discuss President Trump's immigration policies and DACA on September 26 in Rasmuson Hall.

The Seawolf Success Program hosted by the Multicultural Center had its first mentor/mentee gathering on September 29.

Native Student Services (NSS)

NSS hosted its 2017 fall semester Welcome Potluck on September 8. The event welcomed incoming freshmen and returning Native students to UAA. Following the Welcome Potluck, the Native Student Council student club held their first meeting for the 2017-18 academic year.

On September 29, the NSS Director participated in the Aqqaluk Trust meeting. The Aqqaluk Trust is a foundation with a mission that focuses on educational and cultural activities in Northwest Alaska.

On October 18, NSS will host a "meet and greet" with the Arctic Education Foundation and its beneficiaries. The Arctic Education Foundation focuses on educational benefits for residents and descendants of the Arctic Slope region.

New Student Orientation (NSO)

New Student Orientation is hosted the UAA FUSION (For Unity and Service in Our Neighborhoods) events from September 25-29. University students volunteered to provide service to local non-profit organizations in an effort to help the residents of the Anchorage community. Service sites were provided

by Cook Inlet Housing Authority, Anchorage Parks and Recreation, Alaska SPCA Thrift Store, and Fairview Elementary Family Night.

Office of the Registrar

UAA awarded 316 degrees and certificates for summer 2017.

Office of the Registrar staff are currently testing a DegreeWorks upgrade which they hope to implement within the next few weeks. Following the upgrade, staff will begin testing financial aid eligibility audits in DegreeWorks which will allow staff to ensure degree applicability of classes.

All students are now able to print FREE fall enrollment verifications through UAOnline.

Summer 2018 class schedule proofs were recently distributed to departments. These are due back on December 22.

Office of Financial Aid (OFA)

The 2018/19 Free Application for Federal Student Aid (FAFSA) became available on October 1. Students are strongly encouraged to apply early.

New this year—starting October 1, students may begin applying for 2018/19 scholarships. The UA Foundation recently purchased a new scholarship software system, AcademicWorks. This software is designed to greatly improve the student application experience. Deadline for scholarships is still February 15, 2018. Since this software is new, OFA encourages students to email feedback or questions to: uaa_scholarships@alaska.edu.

Reminder that the fall $avvy $eawolf Financial Literacy Workshops has kicked off. The fall workshop schedule can be found at uaa.alaska.edu/students/financial-aid/financial-literacy/saavy-seawolf-workshop-calendar.

Residence Life

Residence Life staff accompanied three student staff members to The Northern Light's Red Zone launch party. They hosted a table at the event and talked to students and community members about services offered on the residential campus when a student reports a sexual assault.

Residence Life staff interacting at The Northern Light's Red Zone launch party.

Residence Life staff are working with Student Conduct staff to compare the last three years of residential student conduct for the month of September.

The CITC Prevention Team donated gift cards to the "Are You Afraid of the Dark" activity that was hosted in the Cama-i Room on September 28 for Safety Awareness Month. The activity gave participants a chance to pick an easy and a hard scenario, and then share what they would do in each scenario.

Residence Life staff are partnering with the Financial Aid Office to outreach to North Hall residents to help them complete their financial aid applications.

Student Health & Counseling Center (SHCC)

Since the beginning of the fall semester, the staff of the SHCC has supported students' academic success through the provision of 2,189 health-related encounters. Physical health encounters numbered 1,889 and mental health care encounters numbered 300.

The SHCC Health Promotion Team welcomed Hannah Guzzi, M.A.Ed., as a Health Promotion Specialist. She joins Betty

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Bang, APRN, and five student Peer Health Educators who facilitated the Bringing in the Bystander® (BIB) program to 107 students during the month of September. This team received the 2017 Chancellor's Award for Excellence: Safety Stewardship, for their work promoting healthy and safe relationships. The team will be presenting the BIB training at the Lead on Peace and Equality Alaska Youth Summit in November.

The quadrivalent flu vaccines are now available to UAA students and community. Please call the SHCC to schedule an appointment, or to arrange an outreach clinic for your department.

On October 11, the SHCC will be hosting a Health Fair in Rasmuson Hall from 10:00 am to 2:00 pm. On-campus partners will be present, along with 24 community partners, including the National Park Service who will be highlighting the National ParkRx initiative connecting parks, community, and health agencies for the wellbeing of all.

Student Information Services

Between August 18 and September 18, Student Information Services staff responded to more than 3,800 phone calls. On the September 18 payment deadline, staff served more than 500 students via phone and in person visits.

Student Life & Leadership (SL&L)

Following a successful 2017 Campus Kick-Off, Student Life & Leadership continued to engage new and returning UAA students in campus programming, including several new initiatives.

The Emerging Leaders Program (ELP), one of SL&L's signature leadership programs, selected 28 students to participate in this year's program, which will include retreats, workshops, community engagement opportunities, and a faculty/staff mentorship component. New this year, and based in large part on student feedback, the program will span only one academic year, versus the program's previous length of three semesters (Fall, Spring, Fall). Last year's participants who entered the program assuming a commitment of three

semesters have are being uniquely engaged in serving as peer facilitators at the program's opening retreat and fall workshops. More faculty and staff members volunteered to serve as ELP mentors than students selected for ELP, presenting an opportunity to explore other ways in which to connect ELP students with faculty and staff outside of formal mentorship roles.

Panhellenic Council concluded a successful Formal Recruitment (FR) process, with 32 of 33 matched women accepting their chapter bids for a total chapter membership of 55 this Fall 2017. This number matches Fall 2016 for the highest chapter membership total in recent history in UAA's Greek Life program. Now that the FR process has concluded for Fall 2017, the Panhellenic Exploratory/Extension Committee will be re-established to review this year's performance make a recommendation about future expansion to the Panhellenic Council.

A new initiative of SL&L this year is to offer midweek programming for students in the Student Union throughout Fall 2017. These midweek events, sponsored by Student Activities and Commuter Programs, are intended to engage students in more hands-on and highly-interactive events. Events range in focus from spoken word and open mic nights; to gameshow, board game, and trivia nights; to DIY projects, art workshops, and more.

Reflecting one of its strategic focuses this year—advocacy—USUAA passed two new pieces of legislation this month, including: Resolution #18-02: "Promoting Diversity and Inclusion at the University of Alaska Anchorage" and Resolution #18-03: "Urging Congress To Protect The Deferred Action For Childhood Arrivals (DACA) Program."

Student Life & Leadership Upcoming Events:

- SL&L Presents a New Leadership Series, beginning with "Leadership Lesson: Resume, Resume, What Are You?"—Wednesday, October 4, 4:00-5:00 pm
  Student Leadership Lab, Student Union 206
- Hickory Cartoon Art Show First Friday—Friday, October 6, 5:00-7:00 pm
  Hugh McPeck Gallery, Student Union

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- First Friday Paint Night with Arctic Crown Canvas (in Conjunction With First Friday in Hugh McPeck Gallery)—Friday, October 6, 5:00-7:00 pm
  Cafeteria, Student Union (tickets at UAATix.com)
- Hypnosis Show with Spidey the Mentalist (Part of Homecoming 2017)—Monday, October 9, 7:00-8:00 pm
  Cafeteria, Student Union (tickets at UAATix.com)
- Tickets at UAATix.com
- No Big Heads Opening Reception (Part of Homecoming 2017)—Thursday, October 12, 4:30-6:00 pm
  Hugh McPeck Gallery, Student Union
- 24th Annual A Cappella Festivella Featuring The House Jacks (Part of Homecoming 2017)—Thursday, October 12, 7:30 pm
  Wendy Williamson Auditorium (tickets at UAATix.com)
- UAA Homecoming Dance, "World Traveler" (Part of Homecoming 2017)—Friday, October 13, 7:00 pm
  Denai'ina Center
- Tickets at UAATix.com Radical Reels Tour—Friday, September 22, 7:00 pm
  Wendy Williamson Auditorium
- USUAA General Assembly Meetings—Fridays, 3:00 pm
  Lyla Richards Conference Room, Student Union

Student Outreach & Transition (SO&T)

The University Hub staff celebrated United States Constitution Week from September 14-18. A table adorned in red, white, and blue was arranged at the entrance to the office showcasing the Preamble and "We the People" posters. Copies of the U.S. Constitution were available for students to take. Career Exploration and Services' staff sponsored Constitution trivia on the department's social media page.

SO&T, in collaboration with TRIO Programs hosted the Regional Educational Laboratory (REL) webinar, "Leveraging Postsecondary Data to Increase College Access" on September 20. The webinar explored how states and districts are using administrative postsecondary data to increase high school graduates' college access and persistence.

The SO&T Fall Training was held on September 22. SO&T staff celebrated department and program successes, and explored the characteristics of high performance teams. Ryan Hill, Associate Director/MAC Residence Coordinator, led the staff in the Stay on Track team building exercise. Dr. Bruce Schultz, Vice Chancellor for Student Affairs, greeted the SO&T staff and provided updates and insights on the institutional changes underway at UAA.

Transition Advisors

University Hub Transition Advisors designed a tracking tool using Qualtrics. The Qualtrics tool will be used to record all student transition and exploratory advising appointments. The data will be accessible and useful for reporting, sharing of information between Transition Advisors, and an evaluation of the advising service students receive in the University Hub. The advisors launched the Qualtrics tool on Monday, September 25.

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NWCCU Accreditation

Mission:

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

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

UAA's Core Themes:

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

Self-Study Report:

The Self-Study focuses on Mission Fulfillment, as supported by the Core Theme objectives and indicators. With NWCCU's postponement of the site visit to Fall 2018, after a year of engagement around the data, analysis, and draft report, the institution took the time to conduct a gap analysis of the report, correct factual errors, and develop a single voice throughout the document. Please review the report here:

September 1, 2017 Version of the Self-Study https://www.uaa.alaska.edu/academics/office-of-academic-affairs/institutional-self-study/

Fall 2017   Roll out and finalize the Self-Study Report

Spring 2018   Prepare the Institution for the Site Visit

Fall 2018   October 6-8, 2018 Site Visit

Curriculum

Program Approvals
The **Applied Geological Sciences MS** and the **Mechanical Engineering BS/MS accelerated pathway** received final review and approvals in September.

Curriculum Website
Curriculum information, guidance, and access to the electronic curriculum system has been consolidated onto one website:
- Curriculum Website: https://www.uaa.alaska.edu/academics/office-of-academic-affairs/curriculum/index.cshtml

Academic Policy

Academic Dispute Resolution Procedure
- The revised policy was approved and is published in the UAA Catalog here: https://catalog.uaa.alaska.edu/academicpoliciesprocesses/academicstandardsregulations/academicrightsofstudents/
- Dean and Chair templates are available on the Academic Affairs intranet here (requires UAA username and password): https://intranet.uaa.alaska.edu/academic-affairs/office-of-academic-affairs/index.cshtml

Program Student Learning Outcomes Assessment

UAA Academic Assessment Seminar: Taking Stock and Moving Ahead
More than 100 faculty and staff from every UAA campus participated in the annual Assessment Seminar on Friday, September 8th. Topics included-- The State of UAA's Academic Assessment; Biological Sciences: Developing Better Biologist through Coordinated Curriculum Revision and Assessment; GER Assessment; and a presentation on the *Multi-State Collaborative to Advance Quality Student Learning* by Julie Carnahan, Vice President, State Higher Executive Officers Association.

Materials from the Seminar are posted on the [Academic Assessment Committee's website](#) under "Seminars and Workshops."

Annual Academic Assessment Survey: 100% Participation!
This summer, every UAA program completed an Annual Academic Assessment Survey. The general findings are posted on *IR-Reports* here: https://ir-reports.uaa.alaska.edu/Assessment/AACp/Pages/default.aspx.

Annual Academic Assessment Reports: Due October 15, 2017
All active programs, i.e. not those with suspended admissions, must submit an AY17 Annual Academic Assessment Report to their dean/community campus director by posting it to the Academic Assessment Repository on *IR-Reports*: https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx.

General Education Workshop Series
Dan Kline, General Education Director, will facilitate a series of workshops, moving toward a third round of assessment for the quantitative skills, natural sciences, and knowledge integration GER student learning outcomes. There will also be a series of general education forums. The series will repeat in the Spring. *(Note: registration links below allow participants to register for each date's workshop, forum, or both.)*

Date	Location	Time	Title	Register
Fri 10/20 *(Note Date Change)*	**LIB 302A**	10:00-11:30	General Education Assessment Workshop 2: Student Learning Outcomes & Rubric Development	[Register](#)
		11:30-12:30	General Education Forum: Gen Ed High Impact Practices (HIPs) & Student Success	
Fri 11/10	RH 303	10:00-11:30	General Education Assessment Workshop 3: Rubric Development & Student Work	[Register](#)
		11:30-12:30	General Education Forum: Looking Ahead in General Education	
Fri 1/26	LIB 307	10:00-11:30	General Education Assessment Workshop 1: Curriculum Mapping & Shared Assessment	[Register](#)
		11:30-12:30	General Education Forum: Alaska Native-Themed General Education Discussion	
Fri 2/23	LIB 302A	10:00-11:30	General Education Assessment Workshop 2: Student Learning Outcomes & Rubric Development	[Register](#)
		11:30-12:30	General Education Forum: Gen Ed High Impact Practices (HIPs) & Student Success	
Fri 3/23	LIB 302A	10:00-11:30	General Education Assessment Workshop 3: Rubric Development & Student Work	[Register](#)
		11:30-12:30	General Education Forum: Looking Ahead in General Education	
Mon 5/7 Tues 5/8	LIB 307	9:00-1:00	GER/AA Assessment Soiree	[Register](#)

Cyclical Academic Program Review

2018 Program Reviews
Programs scheduled for review in AY2018, and the process guidelines and templates are posted on the Program Review site on *IR-Reports* under the "AY2018" section, and on the Academic Affairs Program Review website.
https://www.uaa.alaska.edu/academics/office-of-academic-affairs/academic-program-review.cshtml

Program Accreditation

Program Accreditation Actions
- The **College of Education** recently submitted a program accreditation self-study.
- **Legal Studies** hosted a site visit in September, and **Culinary Arts** will host one later this fall.

Institutional Effectiveness, Engagement and Academic Support

OCTOBER 2017

INFORMATION UPDATE

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- **The Urban in Alaska Conference is scheduled for 10/27/17 from 9 am – 1:45 pm** with optional afternoon sessions. The conference is free, open to faculty, staff, students, and community members, and features our faculty's community-engaged work in morning breakout sessions with a Rapid Fire Community Engagement session at noon = 2 minute presentations from approximately 25 faculty and a "Report from the Field" on Marsha Olson's Campus Vote Project. Afternoon sessions include a case studies on mental health equity, a Dialogues for Public Life workshop, and a Forum for ARISE, Anchorage Realizing Indigenous Student Excellence, a collective impact project in the community focused on Alaska Native Student Success. Registration is open with more details coming at http://uaa.co1.qualtrics.com/jfe/form/SV_elchlz4iaT0QiKF.

- **CCEL will host Jennifer Domagal-Goldman, the National Manager for The American Democracy Project, on campus Oct. 26-27** (http://www.aascu.org/ADP/). Dr. Domagal-Goldman will be the keynote speaker for the Urban in Alaska conference that Friday and is available for meetings on Thursday, April 26th. Faculty will be invited to lunch with her on Thursday to hear about some of the initiatives of ADP that may connect to their classes or research. ADP is an initiative of AAC&U that was begun as a project with the New York Times in 2003. Intended to be a 3 year project, it continues now in its 15th year.

- **Community-Engaged Student Assistants were awarded scholarships for Fall 2017 to support the community-engaged teaching, research and creative activity of the following faculty and projects:**

Beth Leonard	AK Native Studies	Study of Alaska Native student persistence and academic success
Brandon Briggs	Biological Sciences	UAA STEM Day
Deirdre Bryan	History	Oral History of Intellectual and Developmental Disabilities in Alaska
Donna Aguiniga	Social Work	Bean's Café/UAA collaboration service-learning
Donna Aguiniga & Stephanie Bauer	Social Work/Philosophy	Dialogues for Public Life Program

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Gabe Garcia, Joy Mapaye	Health Sciences, Journalism & Communication	Selling Health: Documentary and Community
Hattie Harvey	Early Childhood Education	Yup'ik Immersion preschool program
Hilary Seitz	Education	Northern Journeys Project
Jonathan Bartels	Education	Alaska Writing Project
Jordan P. Lewis	Biological Sciences	Successful Aging of Urban Alaska Native Elders
Karen Roth	Early Childhood Education	Biannual Creative Activities Fair
Kathryn Ohle	Education	Preserving Native Languages & Encouraging Early Literacy with Children's Books
Kathryn Ohle, Jennifer McKay	Education, Consortium Library	Sharing the Wealth: Connecting New and Existing Educators
Kimberly Pace	Political Science	Model United Nations (PS 324)
Marsha Olson	Journalism & Communication	Campus Vote Project UAA
Mychal Machado	Psychology	Translational comparison of electronic and paper and pen data collection system
Rachel M. Hannah	Biological Sciences/CAS	6th Annual Brain Bee Competition
Rebecca Volino Robinson	Psychology	Pathways to Recovery from Comorbid Homelessness & Substance Abuse
Ryan Harrod	Anthropology	Analysis of Human Remains sent by Aleutian Pribilof Islands Association to the UAA Bioarchaeology Laboratory
Sheila Selkregg	Business & Public Policy	Realizing Solutions: UAA connects to things that matter
Terry Nelson	Management & Marketing	Clark Middle School Leadership Fellows Junior Program
Tracey Burke	Social Work	Managing economic security: The role of St. Francis House in making ends meet
Travis Hedwig	Health Sciences	Alaska Center for FASD supports/advocates for needs of people with FASD
Travis Hedwig	Health Sciences	FASDx diagnostic services & UAA undergraduate student research
Vanessa Meade	Social Work	Veteran's Pathway data analysis

- Christina Gheen is the new Office Manager for CCEL and will be starting her job on 10/2/17. Christina has a long history with the university working with faculty and students, and we are happy to have her joining us!

- The Request for Proposals for the Alex Hills Engineering & Civic Engagement Award will be posted today with an award of $2500 to an engineering student or students for an innovative project with a community partner. Student(s) will be recognized at the annual Community Engagement Forum and poster session on 4/27/18.

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CENTER FOR ADVANCING FACULTY EXCELLENCE

- CAFE is continuing work on expanding the use of AAC&U's recognized **High Impact Practices**. The Center is facilitating ongoing meetings of the team that attended the AAC&U's High Impact Practices Institute in Boston in June (see additional details in last month's report). The team includes Dan Kline, Director of General Education; Jeane Breinig, Interim Associate Vice Chancellor for Diversity and Alaska Natives; Andre Thorn, Director of the Multicultural Center; Francisco Miranda of Undergraduate Research; Judy Owens-Manley, Director of the Center for Community Engagement and Learning (CCEL); and Shawnalee Whitney, Director of CAFE and team leader. The team will present at the upcoming GER Assessment session on 10/13. The team is working with Renee Carter-Chapman's office and CCEL to create additional faculty development resources, including videos (for access "just in time" and via distance), that will be used to support increased adoption of these powerful teaching practices.

- Veronica Howard (Psychology) has led two sessions on **Open Educational Resources** (OER) co-sponsored by CAFE and AI&e. Since their introduction to UAA by AI&e a few years ago, the available free-to-use resources have expanded substantially. As Dr. Howard shared in her session, evidence is emerging about how the adoption of OER contributes to student success in addition to saving them money. Dr. Howard's co-presenters, faculty librarians D'Arcy Hutchings and Lorelei Sterling, shared how they have created a suite of support materials around OER available via the LibGuides on the Consortium Library website.

- CAFE's annual **New Faculty Discussion Group** offered seven new faculty the chance to share ideas and support for navigating their first few months at UAA or their first experiences as tenure-track faculty. The group focuses on Robert Boice's book, "Advice for New Faculty," which introduces the "most reliable research differentiating between new faculty who thrive and those who struggle."

- Especially in the aftermath of Charlottesville, many faculty at UAA and around the country are feeling the need to more directly tackle issues of race, religion, gender, power, privilege, identity and other "difficult dialogues" in the classroom. In two September workshops offered by CAFE on **"Controversial Topics and Difficult Dialogues: Effectively Engaging Students in the Classroom"**, UAA faculty (1) explored strategies for effectively introducing controversial topics and difficult dialogues in the classroom; (2) examined the broader context of the national Difficult Dialogues initiative; and (3) discussed the rights and responsibilities of academic freedom and how to effectively respond to unexpected controversy and/or disruptive students. The workshop, which repeats October 10, is based on UAA's publication, *Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education.* This resource is available in PDF from the UAA Difficult Dialogues website.

- The September 15 **Faculty Networking Mixer** drew approximately 40 faculty. These informal gatherings offer a wonderful opportunity for faculty to make connections across disciplines and departments, and put names to faces of individuals they have previously known only by email. Many

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thanks to UAA Conference and Catering Services and the Varsity Grill for underwriting and co-hosting this event.

CENTER FOR ADVANCING FACULTY EXCELLENCE (continued)

- On September 20, CAFE's **Public Policy Debate and Faculty Forum** ("Corporations are not people.") drew nearly 100 people. The event showcased the internationally-award winning Seawolf Debate Program as well as a faculty response panel, featuring Clayton Trotter (Accounting and Finance), Ian Hartman (History), and Steve John McKay (formerly of Journalism and Communication).

- An **EXITO Student Mentoring 3-part training** for faculty and graduate student mentors of undergraduate researchers began in September and will continue in October. The National Research Mentoring Network (NRMN) provides training and support for research mentors and mentees. In association with the NIH-sponsored BUILD initiative, NRMN has developed a curriculum specifically for mentoring undergraduate research students. Through UAA's participation in BUILD EXITO, and in collaboration with the Office of Undergraduate Research & Scholarship, the NRMN training is available to UAA faculty, the first time it has been offered to faculty or graduate students beyond the EXITO program. The sessions are recommended for all faculty members associated with the Office of Undergraduate Research & Scholarship or who supervise undergraduate researchers. Questions may be directed to Tracey Burke (Social Work) or Eric Murphy (Psychology).

- Two September sessions on **Adjunct Teaching Support** are a continuation of CAFE's support for those teaching part-time at UAA. The sessions, which explored specific evidence-based practices in teaching and learning, were offered in the evening and on different days as a way to enable broader participation across the part-time faculty community.

Of note for October:

- CAFE has arranged for an opportunity for faculty to meet with Interim Chancellor Sam Gingerich and Interim Provost Duane Hrncir at two forums:

  ALL FACULTY: Wednesday, October 4, 3-4 pm, Library 307

  CHAIRS and DIRECTORS: Friday, October 20, 9-10 am, Library 307
  Sessions will be available to Community Campuses via OIT Video Conferencing.

  The meetings will have two purposes:
  * A report back by Interim Chancellor Gingrich on how his office has responded to comments made by faculty and chairs/directors over the past two years in conversations with him as (then) Provost, and

  *A chance to talk with Interim Provost Hrncir about where he can most effectively focus his energies to move things forward over the coming year.

- In a cooperative venture with **Disability Support Services** (DSS), CAFE is offering a Faculty Learning Community on best practices for ensuring access for all students and implementing the principles of **Universal Design**. Led by Karen Andrews, Director of DSS, this three-session series begins October 13 will include at least one hands-on session in which assistance will be available.

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Faculty Fellows selected for the program who attend all three sessions, receive the book *The Guide to Assisting Students With Disabilities: Equal Access in Health Science and Professional Education*, and may be invited to showcase the results of their work at CAFE's Faculty Development Celebration in April.

ACADEMIC INNOVATIONS & eLEARNING

Professional Development

- CAFE & AI&e are finalizing the new UAA Teaching Academy Faculty Resources. This website will be a one stop faculty development and faculty learning community resource to assist all faculty in registering for upcoming events, finding resources, and exploring what other faculty are learning and researching through their participation in faculty learning communities. It is part of our continued effort to guide faculty to our development resources and encourage increased engagement.

- Upcoming event: eTech Fair: Focus Accessibility in Online Environments November 6 - 11, 2017. Call for presenters will go out early October. All sessions will be virtual using BB Collaborate.

Academic Technology

- A UA-system wide Blackboard upgrade has been scheduled for the period after grades are turned in for the Fall semester and before the end of winter break. This follows established UAA practice, so we should not see very little impact. Visual calendar attached at end of report.

- We are working to implement a new tool within UA Learn called Ally which will automatically run all course materials through an accessibility checklist that looks for common accessibility issues. Using advanced Machine Learning algorithms, Ally will also generate a range of more accessible alternatives for the instructor's original materials, and will make these available to all students in the course. If you are interested in being part of a pilot program, please let the AI&e team know.   Ally video

Eportfolio

- We are completing interviews on the eWolf Strategist position with the intent to fill the position in early October.

- There is continued strong interest in access to New Digication currently in beta testing here at UAA. Spring deployment will hinge on Digication completing their accessibility build/enhancements.

- We will be executing a collaboration engagement with Salt Lake Community College (SLCC) on developing training and support materials around New Digication.

- Many new and exciting initial engagements with both Academic and Student Affairs include AKNS/ANTHC digital storytelling, Emerging Leaders Program (ELP), Global Supply Chain Management, and the Master of Business Administration (MBA). There is continued ongoing interest in our efforts by non-UAA organizations.

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- The number of new portfolios created in the last 30 days = 750.

ACADEMIC INNOVATIONS & eLEARNING (continued)

Robust Online Learning Grant / Instructional Design

- We successfully rehired two Instructional Designers to our team. Kathryn Schild will continue working with our Title III Robust Online Learning grant and Tina Coulson is returning to UAA to work with the AI&e team. We hope to complete the rehiring process for the Instructional Designer 2 position in early October.

- Our external grant evaluator was on campus on October 3. We should have her analysis back in time for November's report.

- Debbi Canavan and Heather Nash presented about the online master course model at the Quality Matters conference in September.

- Be sure to check the calendars for upcoming Quality Matters trainings to be held either face to face or online. Contact Debbi Canavan with any questions.

- A clarification is needed: the PSY 111 course that is being piloted this fall by the grant and a faculty member is a course design and development proof-of-concept project that could be used as a model for future course development (as an online master course shell or for any course); it is not an online master course being developed in conjunction with the Psychology department.

eLearning: Distance Student Services

- We hired Jim Smith as the primary proctor for our testing center. He comes to us from the Mat-Su testing center where he worked as a test proctor for the past year. Due to Jim's background, he has been able to assume the duties of the position with ease and is already "at home" with our services.

- The Blackboard Orientation for eLearning Students was made available to 5,335 students during the Fall 2017 semester.

- The semester kick-off student eNewsletter was sent out to a total of 5,312 eLearning students and had an open rate of 54%. Our faculty eNewsletter was sent out to 237 eLearning faculty with an open rate of 55%.

- eLearning Exam Distribution & Administration: staff processed 2,000 student proctor forms setting up testing locations. To date, our testing center has processed 1,600 exam appointments to be administered in the Gordon Hartlieb Hall (GHH) testing center during the semester.

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- Online Testing Services: RPNow has been set up in 40 online courses, with currently 274 unique students opting into the service (these numbers are expected to increase as we get closer to midterms & finals).

INSTITUTIONAL EFFECTIVENESS

- Performance '17, a record of UAA's accomplishments and key performance metrics for last year, is now available on the Institutional Effectiveness web page.
  https://www.uaa.alaska.edu/academics/institutional-effectiveness/

INSTITUTIONAL RESEARCH

- IR continues to move toward Microsoft Power BI as a platform for its analytic services. Training and reports are currently available.

- The annual Fact Book is scheduled to be released in October and will be available in print and online.

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UA Learn Annual Winter Break Upgrade

10-week process:
- At least 8 weeks prior to upgrade: Identify Upgrade Day
- 8 weeks prior to upgrade: Communicate testing & upgrade schedule with stakeholders
- 7 weeks prior to upgrade: Technical staff install upgrade onto classes-test.alaska.edu
- 6 weeks prior to upgrade: User acceptance (Phase I testing) in classes-test.alaska.edu
- At least 2 weeks prior to upgrade: Campus communication & advertising of upgrade outage
- 2 weeks prior to upgrade: Reserved window for addressing major issues (w/Phase II testing), if needed
- Upgrade occurs: 10 hour outage window
- Up to 2 weeks after upgrade: Technical Debrief including a review lessons learned, adjusting documentation, etc.
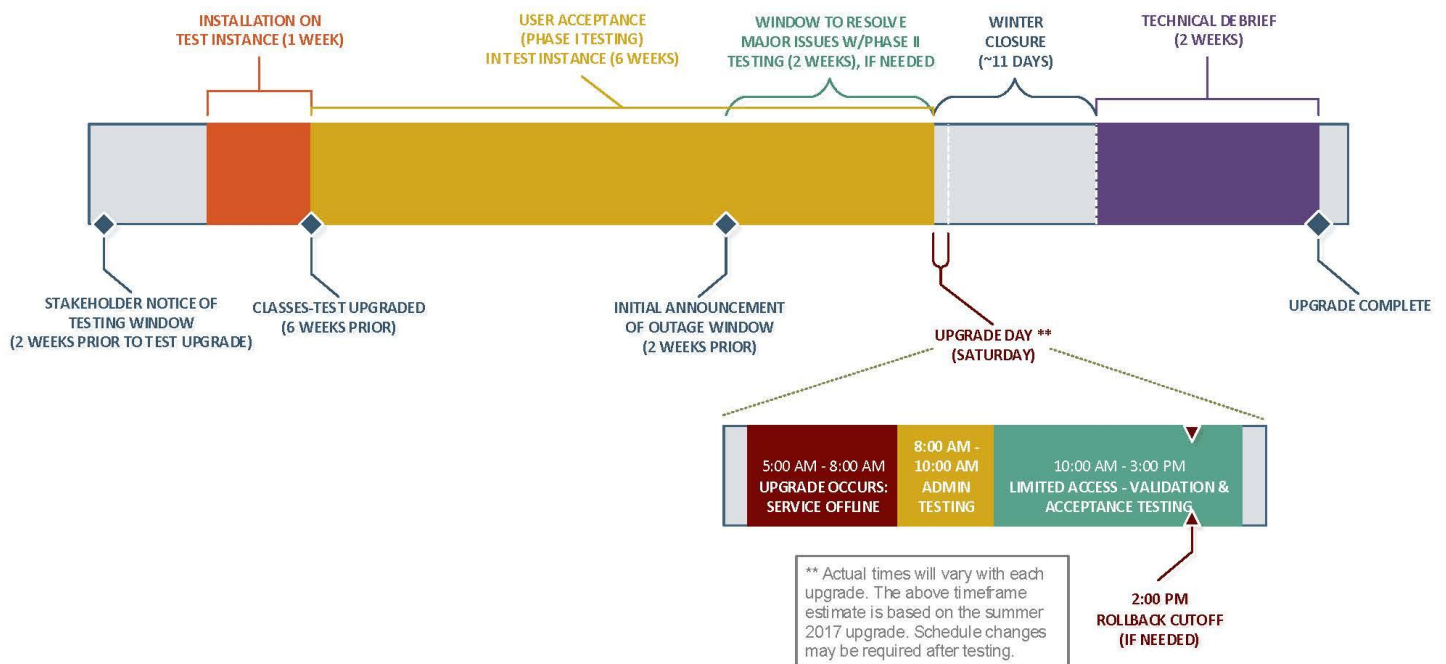
Office of Alaska Natives & Diversity

October 2017

Diversity and Inclusion Action Plan

The Diversity and Inclusion Plan (D&IAP)) chaired by Dr. Williams, Dr. Boeckmann, and Dr. Thorn 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

The tri-chairs presented key highlights of the plan to faculty, staff, and students on Tuesday September 12 1-3pm. They led a lively discussion with over 100 in-person, and video conference attendees including faculty, staff, and students. Chancellor and senior leadership (cabinet and deans) have committed to the plan implementation. In response to Objective 1: Increase faculty and staff diversity, Ron Kamahele, Director of Human Resources, will work with Jeane Breinig to develop a plan to quickly implement best hiring practices, including strategies to ensure diverse pool, and enhanced search committee training. The Provost announced his support of the D&IAP multi-cultural post-doctoral recommendation and will soon announce five opportunities. The Chancellor's Diversity Action Council (DAC) is under reorganization and the new composition and purpose will be soon be announced.

National Coalition Building Institute (NCBI)

The NCBI team led by steering committee, Kimberly Pace, Theresa Lyons, and Diane Taylor, will host a one day Inclusivity workshop for faculty, staff, and students on October 13th in Commons 106.

Advisory Council for Alaska Native Education & Research

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

Alaska Native Business Summit

On Wed October 18, Sharon Lind, Assistant Professor of Management and Marketing, will host the second annual Alaska Native Business Summit in Lib 307. ANSCA corporation leaders have been invited to participate in a series of panel presentations as it relates to Native corporation board best practices.