I. Call to Order

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

2018-2019 Officers

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2018-2019 Senators

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III. Agenda Approval (pg. 1-3)

IV. Meeting Summary Approval (pg. 4-10)

V. Officer’s Reports

A. President’s Report (pg. 11-20)
   i. Faculty Senate Retreat Breakout Session Notes (pg. 21-26)

B. First Vice President’s Report (pg. 27-28)

C. Second Vice President’s Report (pg. 29-30)

D. Past President’s Report
   i. UAA Faculty Morale Survey (pg. 31-38)
VI. Consent Agenda
   A. Faculty Senate Committee Appointments
      i. Faculty Senate - Jackie Cason, At-large
      ii. UAB - Al Grant, CTC
   B. Revised WRTG Placement Scores (pg. 39-41)

VII. Boards and Committees Reports
   A. Graduate Academic Board
   B. Undergraduate Academic Board
   C. General Education Review Committee
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   J. Institutional and Unit Leadership Review Committee (pg. 52)
   K. Library Advisory Committee
   L. Student Academic Support and Success Committee
   M. Community Campus Committee
   N. Academic Honesty and Integrity Committee
   O. Research and Creative Activity Committee (pg. 53)
   P. Joint Ad Hoc Committee on Mentoring Institute Proposal
   Q. Joint Ad Hoc Committee on UFEC Criteria for Administrative Faculty
   R. Joint Ad Hoc Committee on Student Evaluation
   S. Joint Ad Hoc Committee on Term Faculty Promotion
T. Joint Ad Hoc Committee on Internationalization (pg. 54-57)

U. Joint Ad Hoc Committee on Education Abroad

VIII. New Business
   A. Ad Hoc Committee on Faculty Course Evaluation System, Marian Bruce (pg. 58)

IX. Guest Speakers
   A. Anchorage Museum Leadership, Hollis Mickey and Mara Kimmel

X. Administrative Reports
   A. Interim Chancellor, Sam Gingerich
   B. Interim Provost, John Stalvey
   C. Vice Chancellor of Administrative Services, Beverly Shuford (pg. 59-66)
   D. Vice Chancellor of Advancement, Megan Olson (pg. 67-71)
   E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 72-76)
   F. Vice Provost of Academic Affairs, Susan Kalina (pg. 77-79)
      i. Accreditation Update
   G. CIO, Adam Paulick (pg. 80-81)
   H. Union Representatives
      i. UAFT
      ii. United Academics
   I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 82-87)
   J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 88-89)
   V. Interim Vice Provost for Student Success, Claudia Lampman
   K. UAA Process Improvement Team

XI. Informational Items & Adjournment
   A. 
I. Call to Order
II. Roll- (P= Present; A= Absent; E= Excused; T= Telephonic Participation)

2017-2018 Officers

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2017-2018 Senators

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III. Agenda Approval (pg. 1-6)

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

V. Officer’s Reports
   A. President’s Report (pg. 17)
      i. Distinguished Service Awards
   
   B. First Vice President’s Report
   
   C. Second Vice President’s Report (pg. 18)
   
   D. Past President’s Report (pg. 19)
i. Faculty Alliance Report (pg. 20-21)

VI. Unfinished Business

VII. Consent Agenda

A. Undergraduate Curriculum

i. Courses

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

Chg PSY A111: Introduction to Psychology
Chg STAT A200: Elementary Statistics

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

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

ii. Programs
Chg CIVL-MS: Master of Science in Civil Engineering (MSCE)
Chg ECSE-MED: Master of Education in Early Childhood Special Education
Chg SPED-GRCERT: Graduate Certificate in Special Education
Chg SPED-MED: Master of Education in Special Education
C. Curriculum Handbook, Section 5 – Policy Additions and Changes (pg. 22-23)
D. Modification of Graduate Catalog - Project Review Policy (pg. 24)
E. Modification of Graduate Catalog - Reinstatement Policy (pg. 25-26)
F. Modification of Graduate Catalog - Thesis Review Policy (pg. 27-28)
G. DSST Credit Award Changes – Business Ethics (pg. 29)
H. DSST Credit Award Changes – Corporate Finance (pg. 30)

Consent agenda unanimously approved

VIII. Boards and Committees Reports

A. Graduate Academic Board

B. Undergraduate Academic Board (pg. 31-32)

C. General Education Review Committee

D. University-wide Faculty Evaluation Committee (pg. 33)

E. Academic Assessment Committee (pg. 34-35)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 36-38)

G. Budget, Planning, and Facilities Advisory Committee

H. Diversity Committee (pg. 39-42)

I. Faculty Grants and Leaves Committee (pg. 43)

J. Institutional and Unit Leadership Review Committee (pg. 44)

K. Library Advisory Committee

L. Student Academic Support and Success Committee (pg. 45-46)

M. Community Campus Committee

N. Academic Honesty and Integrity Committee

O. Research and Creative Activity Committee (pg. 47-49)

P. Joint Ad Hoc Committee on Mentoring Institute Proposal

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

S. Joint Ad Hoc Committee on Term Faculty Promotion

T. Joint Ad Hoc Committee on Internationalization (pg. 50-53)

U. Joint Ad Hoc Committee on Education Abroad

IX. New Business

A. Welcome New Senators

2018-2019 Officers

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2018-2019 Senators

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

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

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

Motion to amend CTC to UAA
26 Approve, 1 Oppose, 3 Abstain
Motion passes

Motion to approve with amendment
26 Approve, 1 Oppose, 3 Abstain
Motion passes
C. Motion to Endorse FSDC Multicultural Postdoctoral Fellowship Program Post-Report
   (pg. 54-57)
   Motion to approve
   26 Approve, 1 Oppose, 3 Abstain
   Motion unanimously passes

D. Faculty Handbook, Ch. IV Faculty Development Funds (pg. 58-69)
   Motion to approve
   Motion unanimously passes

E. Faculty Handbook, Ch. V Sabbatical (pg. 70-74)
   Motion to approve
   Motion unanimously 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. 75-78)
   E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 79-82)
   F. Vice Provost of Academic Affairs, Susan Kalina (pg. 83-85)
      i. Accreditation Update
   G. CIO, Adam Paulick
   H. Union Representatives
      i. UAFT
      ii. United Academics, Nelta Edwards
   I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 86-91)
   J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig
      (pg. 92-93)
   V. Interim Vice Provost for Student Success, Claudia Lampman
   K. UAA Process Improvement Team
XI. Informational Items & Adjournment

A. Cross-listed courses: SWK A626 & HS A628 reactivated
B. Non-Credit COH - AHEC Scholars Program
C. Non-Credit COH - Cancer (Multiple Seminar Titles)
D. Non-Credit COH - Interprofessional Education Grand Rounds
E. Non-Credit COH - Rural Immersion Institute of the North
F. Non-Credit COH - Substance Abuse (Multiple Seminar Titles)
G. Program Licensure and Certification Published in Catalog (pg. 94-97)
H. 2018-2019 Faculty Senate Membership & Meeting Schedule (pg. 98-99)
President’s Report
9/7/2018 Faculty Senate

Dear Faculty Senators:

Welcome back! I have a few updates on our recent Faculty Senate Retreat, and a few business items.

• Our Parliamentarian for this Academic Year is Kelly Smith – Thank you Senator Smith!
• Regular meetings with Vice Chancellor for Administrative Services Beverly Shuford
• Meeting(s) with incoming Chancellor Sandeen

L-R Larry Foster, Stefanos Folias, Megan Gobeille-Ossiander, Kelly Smith, Herminia Din, Gary Turner, Dorn Van Dommelen (seated), Chancellor Sandeen, Sam Thiru, Paul Dunscomb, Kathy Coulter, John Stalvey
L-R Tim Hinterberger, Grace Leu Burke (partially obscured), Sharon Chamard, Yvonne Chase, Jennifer Brock (seated), Cheryl Siemers, Toby Long, Kitty Deal, Monique Marron, Cathy Coulter, Ryan Harrod, Herminia Din, Larry Foster, Dorn Van Dommelen (seated), Paul Dunscomb (w/hat), Stefanos Falias, Megan Gobeille-Ossianer, Sam Thru, Kelly Smith
L-R: Sam Thiru (back), Jeff Myers, Ryan Harrod

Jennifer Brock
L-R: Kelly Smith, Cathy Coulter, Paul Dunscomb, Jennifer Brock, Herminia Din
Monique Marron, Governance Coordinator
L-R Ryan Harrod, Sam Thiru, Tim Hinterberger, Jeff Myers
L-R: Grace Leu Burke, Kitty Deal, Larry Foster, Toby Long, Yvonne Chase
Retreat Update and brief Summary

The retreat was on Friday August 17\textsuperscript{th} at the Kenai River Campus – and we had 30 Senate members that attended in person, or via distance.

We had a morning session (see agenda below) and were welcomed by Director Gary Turner and his staff and faculty. We had Past President Chamard present initial findings of the Faculty Morale Survey, and new incoming Chancellor Sandeen gave a 15-minute address, and Interim Provost Stalvey did a 5 minute address.

The afternoon was a working session in which we broke into five groups. We addressed three broad themes – COMMUNICATION, RESPECT, and an open ended third strand to be decided by the specific group(s). The Faculty Morale survey was a springboard for the Retreat break out session, which was focused on discussing broad themes that have proven to be a challenge for our institution. The notes that each of the five groups submitted is attached.
The Faculty within the entire UA system have been adjusting to a UA Statewide administration that has not always recognized nor understood shared governance in Higher Education. In addition to budget stress, and changes from UA Statewide that include IT decisions in which the UAA main campus was not properly consulted, there has also been the way in which Strategic Pathways was rolled out, and perhaps most notably the dissolve of the College of Education at UAF and UAA. Additionally, local UAA campus initiatives that have created a challenging atmosphere, including the Tier I GER move from CAS to CTC, too many Interim top level administrative positions, facilities issues that have impacted curriculum/courses, discussion of possible restructure/reduction of Faculty Workloads in the area of Service at the Dean level without faculty input, Compliance on-line training (Title IX, etc.). This is in addition to major initiatives, including Accreditation, 2020, and the Diversity and Inclusion Action Plan, which have involved Faculty at all stages.

The Focus of the retreat was to look at the three broad themes: Communication, Respect, and need for mentoring/training and identify the problems and solutions. The solutions aspect of the discussions was particularly helpful, as it illustrated the willingness of the Faculty to move the agenda forward in creating a highly functional and more engaged working and collaborative environment.

One of the discussions was if UAA could or would adopt a ‘Tenet of Organizational Cultural’. The private sector has been addressing and implementing this into the workplace to create a more highly functional workplace. This will be an ongoing discussion with the Senate, and is just one way that UAA can move forward on making a more respectful, transparent workplace that truly engages Faculty, staff and administration at all levels of problem solving and solutions.  

Clearly, we have a new incoming Chancellor, and Vice Chancellor Administrative Services, which will help stabilize the University. The Faculty Senate Executive Board are optimistic that we will have positive changes with new incoming leadership and welcome these and want to keep the Faculty Senate involved in all communications.

A Final report of the Faculty Senate Retreat will be completed by the second Faculty Senate meeting in October.

________________________________________________________________________

1 Links to examples of Tenets of Organizational Culture and/or Behavior

https://www.forbes.com/sites/strategyand/2016/02/21/10-principles-for-mobilizing-your-organizational-culture/#1ae60993912

https://mentor.unm.edu
10:15 am  go to Ward Rm 102

10:30 am  Official Welcome
Gary Turner, Director of KPC welcomes Faculty Senators and attendees, gives safety minute, introduces Dr. Cheryl Siemers, KPC Assistant Director for Academic Affairs and, Tammie Willis, Associate Director of Residence life, Scott Downing, 1st VP

-Maria Williams, Faculty Senate President introduces incoming Chancellor Sandeen

10:45-11:00-Maria and Scott - Welcome and Retreat Goals Objectives

11:00 – 11:30 Sharon Chamard, Faculty Morale Survey

11:30-11:45 Chancellor Sandeen

11:45-50: Interim Provost Stalvey

11:50-Group Photo and lunch

1:30-3:30 breakout sessions

1:30-40 Breakout Session organization – leads (Williams, Brock, Chase, Chamard, Downing) form groups of 4-5 faculty each*
*Scott will take lead on on-line participants; need to identify a UAA lead?

1:45-2:15 Communication (Brainstorm the issue – 10 minutes – ID solutions)
2:15-2:45 Respect – (brainstorm the issue 10 minutes and ID solutions)
2:45-3:15 Choices (transparency, budget, mentoring, or ?
3:15-3:30 Finalize group report

3:30-4 Each group reports out

4:00 end of Retreat
Notes from all Four break out groups

1st Breakout Question: Communication

Time allotted: 30 minutes

1:45-1:55: Many Faculty have indicated communication, particularly between faculty and administrators, is a big issue. Take 10 minutes to brainstorm specific ways in which this is a problem.

- Statewide wanted the College of Ed to be one college, the faculty from all three campuses said it wouldn’t work, some generated documents, some met with Johnson directly, they were not listened to. Of course the accrediting body said no, but all of the outward messages are that Ed is one college. They’re not. None of it makes sense, there is no rationale, it feels very political. We are not just not listened to, we are willfully blocked out. Our enrollments are down, students believe there is no program at UAA. Every message to the public is still that there is only one college of ed, which is not true. We need our dean and director to go on a PR campaign to assure people we still exist.

- In terms of education, there are outside groups that feel that they should have a say in how it happens (this is an issue through the nation) and it feels like they have Johnson’s ear. This feels insidious. The accreditation helps in this case

- The south wing of the second floor of ADM serves as a black hole into which complaints are delivered, but nothing comes out. Sometimes there is a sweeping memo from upper admin or statewide.

- This has clearly been an issue for a long time, apparently there was a memo re: the Tier I GER that pointed out that this was a big problem that needed more study and action. . . from 1995. Given that we have known about this for so long, it is shocking that it was such a surprise. Informational meetings were only held after the whole issue had blown up.

- Everyone wants to be consulted, but very few people want to take responsibility. There needs to be a process and people at least need to feel that their input is being listened to.

I have included problems and solutions in this section

1. Timeliness: Communicate information from senate meetings to faculty in timely manner.
2. Summary: Summarize key decisions of faculty senate meetings in follow-up communication.
3. Transparency: Encourage transparency of decision making by encourage leadership (chancellor, deans, etc.) to share rationale and evidence for decision making.

Theme #1: Communication

- Lack of rationale explained
- Filtered & blocked info by Deans. Information not getting through to faculty
- Limited communication pathways
- Info overload – email system bad at sorting
- Lack of direct dissemination

Theme 1: Communication:

- Physical separation across campuses impacts faculty – all faculty are responsible to communicate with each other & our admin.
- some hesitancy/barriers are: time for unstructured time & hierarchy issues – you need to understand UAA’s structure
Faculty Senate Retreat  
August 17, 2018

- top down decisions with little regard to input from faculty - which also carries over to Respect
- In the absence of timely information rumors will prevail

1:55-2:15: Brainstorm possible solutions to this problem. Put a star next to the top 2-3 ideas that your table thinks have the potential to make the best positive change on campus. Bonus question: if this were a tenet of our organizational culture, how would good communication be put into a statement as an ideal?

- An effort needs to be made to get information out as quickly as possible. Surprise is generally not a good thing. Telegraph your blow. There are plenty of forums in which this can be done.
- Don’t ask questions that you don’t want answers to.
- Communication is not just about talking, it’s also about listening.
- Communication training for administrators – there are not a whole lot of transferrable skills between being a good faculty member and being tapped to be an administrator.
- 360 degree feedback for people in positions of responsibility.
- Opportunities for informal interaction with no agenda, just proving to Statewide and the Regents (and UAA upper admin?) that we are human beings. Invite them to see what we do with students.
- In the cases where decisions are being billed “tough decisions” to save money, show the data on cost savings and state what the justification is.
- Are we communicating what we’re doing? It doesn’t hurt for the faculty to be asked periodically by Advancement what we are doing (the cutbacks in staff does not facilitate this).
- How do we embed communication as a tenant of organizational culture?
  - It’s frankly hard to answer this right now on account of the demoralization.
  - We model the type of behavior we wish to impart to our students.
  - We value transparency and a two-way flow of information.
  - The moral strength of any organization is measurable by how it treats its most vulnerable members, so we are especially committed to hearing the voices of and protecting our most vulnerable colleagues (e.g. non-TT faculty, staff, and students).

- Require that Dean’s Job description highlight communication with faculty. Follow-up with Faculty evaluation of administrators on this theme
- Central website/blog/wikki housing important information
  - Can have discussion threads
- Update Faculty Handbook
  - Good to have repository of knowledge/info

Possible Solutions

- encourage faculty to seek out positions on committees & special projects to access admin. & different faculty
- faculty could teach a ‘weekend’ class across campuses
- faculty could ‘swap’ across campuses – short or long term
- persistent lobbying by Faculty Senate E-Board to Provost/Chancellor to get support from the “Top”
- Provide information in a timely fashion
2nd Breakout Question: Respect

Time allotted: 30 minutes

2:15-2:25: Many faculty have indicated that they do not feel respected on campus. Take 10 minutes to brainstorm specific ways in which this is a problem.

- “You might love UAA, it does not love you”
- Seriously? Lapel pins for 15 years of services? 25? 35? Really? You’ve got to be joking. All of the ways in which our accomplishments can be recognized have gone away. What are the savings from not doing Convocation? The recognition of your colleagues at an official event is important.
- There was a former CAS dean who used to put together a PPT of all the things that faculty had accomplished in the past year, and it used to be a big deal to be included on that PPT.
- Some of the problem is revolving door administrators who do not know the faculty well.
- It’s important to understand that the people who do the value-added work at this institution are the faculty through the teaching and research that we do.
- It seems that lately what the administrators want out of the faculty is our compliance. This is lazy mockery of data-driven decision making.
  - The Title IX training was more about checking a box than actually making any attempt to change our culture.
  - Focusing on enrollments and SCH over providing a good environment where students and faculty can be supported and successful.
  - We should be thoughtfully transforming our issues into actions rather than promoting a compliance, box-checking mentality.
- Faculty are having additional non-resourced items put into their WLs. There are instances where faculty are not being communicated with in the hiring of other faculty into their own department. Editing of faculty WLs without explanations.
- Arbitrary actions of deans clearly show lack of respect to faculty and are injurious to faculty morale. They don’t do good things for students either.
- Removing all vestiges of faculty review from the CBA didn’t help, because we are increasingly supervised by people who have no disciplinary knowledge of what we do.
- General lack of professional interactions with students
- Bully-like behavior among staff/faculty/administrators
- Perception that HR represents Management more than faculty
- Note: administrators can be respectful in personal interactions, but disrespectful in behavior towards department
- Note: lack of respect not a problem overall/everywhere
- RESPECT
  - the larger the department or college, the harder it is to feel appreciated
  - * emails can be easily misunderstood, or be less than respectful & sent out to a large audience
  - vanity or competition
  - tenure vs. non-tenure track faculty – appr
- * a lot of what faculty do is “behind the scenes” and not visible – unknown

Problems

1. Administration decision making without adequate faculty input (Tier One, etc.)
2. Lack of administration support for ceremonies like promotion and tenure.
3. Across the board reductions in faculty service seems to indicate lack of faculty trust in their ability to make workload decisions. Work creep: continuing to be asked to do more with less.

2:25-2:45: Brainstorm possible solutions to this problem. Put a star next to the top 2-3 ideas that your table thinks have the potential to make the best positive change on campus. Bonus question: if this were a tenet of our organizational culture, how would respect be put into a statement as an ideal?

- Respect is a lot of things
  - Respect for process, including WLs and other things
  - Respect for faculty time, and the fact that everything faculty are expected to do takes time (student advising, service)
  - Respect for expertise – we are disciplinary experts (e.g. hiring faculty into departments without that department’s input)
  - Respect for judgement – the opposite of this is the obsession with compliance, petty administrative tyranny

- We would like to see outcomes-based culture rather than compliance-based culture. We do need to be careful as to who decides the outcomes.
- There seems to be a lot of fear
- There is a definite lack of understanding of the responsibilities of mentorship – it’s not in the WLs, and the chair is no longer officially mentoring faculty in their departments through even seeing AARs etc. Junior faculty are not being protected and mentored by their own department, but are being evaluated only at a loftier level by people outside their discipline.
- Constructive action: re-examine chair supervision activities in the CBA – this is long-term
- We do recognize that many of the people who handle compliance are good people who truly believe in their jobs, but the question is whether they are blocking us or helping us
- Respect as a tenant of organizational culture
  - What are you here to do? Are you here to facilitate the primary function of this institution (which is teaching students) or are you impeding it?
  - Here the museum’s document has a lot of good language

Solutions

1. Having a faculty regent (though this would be a UA wide step forward)
2. Increasing support for faculty initiatives and ceremonies
3. More support from administration for faculty discussion and input on issues of service.
- Small, easy-to-do recognitions of good work (not nomination for an award)
- Cultivate gratitude/thanks for the good things
  - People who do their job well
  - Making your job easier
- Communicate to students how to behave in a professional manner

Possible solutions

- celebrate other’s accomplishments/successes
- celebrate our own accomplishments/successes
- have admin consider faculty input in decision making
- * embrace open dialogue, being polite – provide training on etiquette
- increase socialization – can break down barriers & increase understanding
- provide mentors for not-yet tenured & non-tenure track faculty
- provide (require) trainings on communication & respect
- * provide more info to admin & community on what faculty do to build public awareness of accomplishments

3rd Breakout Question: Group’s Choice
Time allotted: 30 minutes
2:45-2:55: Take 10 minutes to brainstorm other items that your group believes are the most pressing issues facing our campus (i.e. transparency, budget, mentoring, etc.).

- Complete lack of process for spending discretionary budgets (or the process is hidden)
- We have been in a cycle lately where administrators have had to say no a lot – the issue is that there are ways to say no without being a complete asshole
- **We’ve had a lot of administration here in the last five years, but we’ve had precious little leadership**
- Institutional culture comes from the top down, it needs to be modeled, and it needs to be appropriately rewarded and punished
- Let’s talk about mentoring
  - There is not only not a lot of mentorship for faculty who are becoming chairs or administrators, but also not a lot of mechanism for tapping and grooming people to slide into leadership positions in the future
  - With the lack of new hires, moving faculty into these positions has become an exercise in cannibalism – look at all the departments who have had junior faculty leave
  - The commitment to Alaska is difficult enough, and we’re not making it easier
  - We faculty senators are a self-selecting group of people who’ve chosen to engage with the organization, but there are a lot of colleagues who just want to do their jobs, and the institution is not making life easier for these faculty either
  - As an organization, we need to commit ourselves to identifying and preparing people to move up within the system, and this includes having people come in at the bottom.
• The discussion focused on the importance of mentoring of faculty and administration. Resources and long term support is needed to sustain mentoring activities.
• There were also discussions of the importance of transparency in making budget decisions, which also is connected to respect and communication.
• The primary discussion of solutions returned to encouraging leadership to be as transparent as possible, use evidence-based decision making, and communicate rationale for decisions clearly and thoroughly.

1:55-2:15: Brainstorm possible solutions to this problem. Put a star next to the top 2-3 ideas that your table thinks have the potential to make the best positive change on campus. Bonus question: if this were a tenet of our organizational culture, how would it be put into a statement as an ideal?

• Who do we want to be and what do we value? Do we value it as lived practice or do we just say that we value it? Think about this in the context of our strategic plans – we need to measure what we value
• There needs to be some degree of accountability for people who are actively not behaving according to our shared values
• There needs to be an anti-bullying policy – we do have a bullying problem at UAA. This needs to be well-defined so that it doesn’t turn into a catch-all to get rid of people we don’t like. Or that the dean doesn’t like.
• How do other institutions do this?
• Faculty lines should be a priority
• Changes should be considered if they fit us and our needs, not just the ‘flavor of the month’ (i.e. prioritization, strategic pathways, Alaska college of Education)
• Use of consultants when expertise exists among the faculty

Theme 3: Faculty Governance as the Driver

- UAA is middle of the road on leadership
- how do you put faculty governance at the center of decision-making

Solutions

- use new admin coming in to drive home that Shared Governance is THE WAY UAA operates
- inform faculty of opportunities to serve on influential boards
- strategically place strong faculty leaders in positions where influence can be best used
- use the Faculty Senate Executive board as contacts to push info to the higher admin
- push for a faculty member to be on the BOR
- position strong faculty influence on working on the next strategic plan
Revision of UAA Faculty Senate Bylaws and Constitution

The Faculty Senate will be revising the bylaws and constitution this year to address changes at UAA since both documents were last revised in April 2016. The Executive Board has identified details such as name changes (School of Engineering is now the College of Engineering) and has been updating that information in draft documents.

Please take some time to review the bylaws and constitution. These documents guide the work of the senate and senate committees and govern the expectations for functions, responsibilities, membership, processes, and reporting.

If you have suggestions for change, please let the Executive Board know. We plan to send a revised set of bylaws and constitution to faculty later this semester in preparation for a first reading.

The following sections from the bylaws and constitution govern the amendment process.

Bylaw Amendment Process

Section 6. (Article 10. Amendments)

A. Amendments to the Bylaws may be proposed by any tenure-track member of the faculty eligible to serve as a Senator.

B. Copies of proposed amendments shall be sent to all members of the Faculty.

C. The President shall schedule a first reading and discussion of the proposed amendment at the first meeting of the Faculty Senate following distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held not sooner than the second regular meeting following the distribution of copies.

D. Following the second reading, the amendment shall by voted on by all faculty members eligible to serve as Senators, as described in Article 3, section 1, of this Constitution. Amendments shall be approved by a simple majority vote. The vote shall be considered invalid if fewer than twenty-five (25%) of the eligible voters respond. A Motion to Reconsider may be made only at the following meeting.

Constitution Amendment Process

ARTICLE 9. AMENDMENTS

Section 1. Amendments to the Constitution may be proposed by any tenure-track member of the faculty eligible to serve as a Senator.
Section 2. Copies of proposed amendments shall be sent to all members of the faculty.

Section 3. The President shall schedule a first reading and discussion of the proposed amendment at the first meeting of the Faculty Senate following distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held no sooner than the second regular meeting following the distribution of copies. Any tenure-track faculty member eligible to serve as a Senator may participate in floor discussions during the first and second readings.

Section 4. Following the second reading, the amendment shall be voted on by all faculty members eligible to serve as a Senator, as described in Article III, section 1, of this Constitution. Amendments shall be approved by at least a two-thirds vote. The vote shall be considered invalid if fewer than twenty-five percent (25%) of the voting membership respond. A Motion to Reconsider may be made only at the following scheduled meeting.
Faculty Senate, Board, and Committee Vacancies

Board and Committee Vacancies

- **Undergraduate Academic Board (UAB)**, Meetings are held every Friday, except the first, 2:00 to 5:00
  - FS/CAS seat
  - 2 Faculty Senate seats
  - PWSC representative
  - SOEd representative
  - USUAA representative

- **Graduate Academic Board (GAB)**, Meetings are held the second and fourth Friday, 9:30 to 11:30
  - FS/CAS seat
  - 2 Faculty Senate seats
  - CAS representative
  - GSA representative

- **General Education Review Committee (GERC)**, Meetings are held every Friday, except the first, 12:30 to 1:30
  - UAB seat
  - CAS/Natural Sciences representative
  - CAS/Oral Communication representative
  - CBPP representative
  - Community Campus representative

- **Academic Assessment Committee (AAC)**, Meetings are held the first and third Fridays of every month from 11:00 to 12:30
  - 3 Faculty Senate seats

- **Faculty Grants and Leaves (FGL)**
  - CAS representative
  - CoEng representative
  - COH representative

- **University-wide Faculty Evaluations Committee (UFEC)**, Meetings are held every Friday morning from January to March
  - 2 bipartite faculty seats
  - 1 tripartite faculty seat
• **Budget, Planning, and Facilities Advisory Council (BPFA)**
  o CAS representative

• **Library Advisory Committee (LAC),** Meetings held 1st Friday at 11:30
  o 1 Faculty Senate seat
  o CoEng representative

• **Student Academic Support and Success (SASS),** Meetings are held the 3rd Friday from 2:30 to 4:00
  o 1 Faculty Senate seat
Faculty Morale Survey
UAA Results

Sharon Chamard
Past President, UAA Faculty Senate

337 UAA faculty participated in the survey between April 22 and May 10, 2018

<table>
<thead>
<tr>
<th>What is your position? (n=336)</th>
<th>$f$</th>
<th>%</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Professor</td>
<td>67</td>
<td>19.9</td>
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<tr>
<td>Associate Professor</td>
<td>94</td>
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<td>58.8</td>
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<tr>
<td>Assistant Professor (tenure-track)</td>
<td>57</td>
<td>17.0</td>
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<td>Non-tenure-track Faculty - Teaching</td>
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<td>Non-tenure-track Faculty - Research</td>
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<tr>
<td>Adjunct Faculty</td>
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<tr>
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<td>0.6</td>
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</tr>
<tr>
<td>Other</td>
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<td>1.8</td>
<td>-----</td>
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<tr>
<td><strong>Total</strong></td>
<td>336</td>
<td>100.0</td>
<td></td>
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How long have you worked as a faculty member at UAA? (n=307)
All UAA campuses were well-represented

<table>
<thead>
<tr>
<th>Campus</th>
<th>f</th>
<th>%</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anchorage Campus</td>
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<td>73.9</td>
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<td>5.9</td>
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<td>Mat-Su College</td>
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<td>65.5</td>
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<td>Kodiak College</td>
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<td>2.4</td>
<td>61.5</td>
</tr>
<tr>
<td>Kachemak Bay Campus</td>
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<td>1.8</td>
<td>66.7</td>
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<td>50</td>
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<tr>
<td>Total</td>
<td>305</td>
<td>100.0</td>
<td>48.4</td>
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UAA colleges were also well-represented

<table>
<thead>
<tr>
<th>College</th>
<th>f</th>
<th>%</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
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<td>38.3</td>
<td>65.5</td>
</tr>
<tr>
<td>College of Health</td>
<td>62</td>
<td>18.4</td>
<td>45.9</td>
</tr>
<tr>
<td>Community and Technical College</td>
<td>38</td>
<td>11.3</td>
<td>66.7</td>
</tr>
<tr>
<td>College of Business and Public Policy</td>
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<td>8.3</td>
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</tr>
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<td>College of Engineering</td>
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<td>5.9</td>
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<tr>
<td>College of Education</td>
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<td>4.2</td>
<td>58.3</td>
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<tr>
<td>Consortium Library</td>
<td>9</td>
<td>2.7</td>
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<tr>
<td>Total</td>
<td>300</td>
<td>100.0</td>
<td>47.6</td>
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Two-thirds of faculty reported a drop in their morale

<table>
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<tr>
<th>In the past year, how has your morale as a UAA faculty member changed? (n=304)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It has improved a great deal</td>
<td>5</td>
<td>1.6</td>
</tr>
<tr>
<td>It has improved somewhat</td>
<td>26</td>
<td>8.6</td>
</tr>
<tr>
<td>It has not changed one way or another</td>
<td>71</td>
<td>23.4</td>
</tr>
<tr>
<td>It has declined somewhat</td>
<td>99</td>
<td>32.6</td>
</tr>
<tr>
<td>It has declined a great deal</td>
<td>103</td>
<td>33.9</td>
</tr>
<tr>
<td>Total</td>
<td>304</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Morale is strongly related to satisfaction with resources
Relationships between change in morale and support for research, service, and administrative activities showed similar patterns

- Faculty who said they were extremely dissatisfied with the level of support for any of these things were much more likely to say their morale had declined a great deal in the past year.

How faculty assessed the performance of leaders was also related to morale change

- Overall, there were higher levels of agreement with the statement “the leadership of X is performing well” the closer X is to the faculty member organizationally.
- Faculty in general thought their departmental leadership was performing better than their college leadership, which was seen as performing better than UAA leadership. Statewide leadership was rated as performing least well.
- Those who said their morale had declined somewhat or a great deal had lower levels of agreement compared to those whose morale had increased or stayed the same.
Faculty had higher levels of trust for leaders closer to them organizationally.

Faculty who said their morale had declined somewhat or a great deal trusted all their leaders less than did faculty for whom morale increased or stayed the same.
Faculty said they have more influence over decision-making at lower levels of the institution.

Faculty who said their morale had increased or stayed the same reported higher levels of influence compared to faculty whose morale declined.
There are several factors strongly associated with declines in morale

- Dissatisfaction with resources available to support faculty teaching, research, service, and administrative activities
- Low assessments of leadership performance
- Low levels of trust in leaders
- Sense of lack of influence over decision-making

Length of service as faculty member is not obviously related to change in morale
Rank and tenure status is also not clearly associated with change in morale.

The more hours faculty work, the more likely they are to say their morale declined a great deal in the past year.
Date: August 24, 2018

To: Yvonne Chase, Chair, Undergraduate Academic Board
Denise Runge, Dean, Community & Technical College
Thomas Harman, Co-Chair, CTC Program Improvement & Curriculum Review Committee

From: Shannon Gramse, Chair, Department of Writing

Re: Revised Placement Scores for WRTG classes and Spring 2019 Co-requisite Pilot for WRTG 111

Last fall, writing and English faculty leaders statewide adopted aligned placement scores for the new, untested Accuplacer Next Generation exam, which we began offering in July 2018—see attached December 2017 memo. Statewide alignment allows for either discrete or combined reading and writing scores. Having studied early results of the new exam, the Department of Writing wishes to return to the use of combined scores for placement into writing classes, effective Spring Semester 2019.

<table>
<thead>
<tr>
<th>Accuplacer Next Generation</th>
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<tbody>
<tr>
<td>WRTG 090</td>
</tr>
<tr>
<td>Writing: 235</td>
</tr>
<tr>
<td>Reading: 235</td>
</tr>
<tr>
<td>Or a combined score of ≥ 470</td>
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<tr>
<td>WRTG 110</td>
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<tr>
<td>Writing: 250</td>
</tr>
<tr>
<td>Reading: 250</td>
</tr>
<tr>
<td>Or a combined score of ≥ 500</td>
</tr>
<tr>
<td>WRTG 111</td>
</tr>
<tr>
<td>Writing: 265</td>
</tr>
<tr>
<td>Reading: 265</td>
</tr>
<tr>
<td>Or a combined score of ≥ 530</td>
</tr>
</tbody>
</table>

Since English placement scores don’t expire, UAA should continue to honor our current “Accuplacer Classic” scores.

The Department of Writing also wishes to emphasize this point from the December 2017 statewide faculty memo: “Even as we adopt this revised version of Accuplacer, we underline the well-known limitations of any standardized test in placing students appropriately into our courses, and we remain committed to multiple measures and to student input in the placement process.”

Additionally, beginning in spring 2019, the Department of Writing intends to expand its successful co-requisite Accelerated Learning Program from the WRTG 090-WRTG 110 level to the WRTG 110-WRTG 111 level. This approach allows motivated students to “skip up” a level in their initial WRTG placement while taking a co-requisite support lab (WRTG 092 English Skills Lab) taught by the same instructor that meets immediately after the core class. Students placed in WRTG 110 then would have the option this spring of taking WRTG 111 and WRTG 092 together instead. This is national best practice in developmental education, and we feel is worthy approach in our contexts to helping more UAA students meet their written communication GER.
Date: December 6, 2017

To: Statewide Academic Council
    Faculty Alliance

From: Jackie Cason, UAA
      Scott Downing, UAA (KPC)
      Shannon Gramse, UAA
      Jared Griffin, UAA (KOC)
      Cindy Hardy, UAF
      Trish Jenkins, UAA
      Sarah Kirk, UAA
      Rod Landis, UAS
      Jordana Long, UAA (KOC)
      Kate Quick, UAF
      Sara Rufner, UAA
      Taten Sheridan, UAA (KOC)
      Sarah Stanley, UAF

CC: Lindsey Chadwell, UAA Registrar
    Mark Earnest, UAF Registrar
    Francine Feero, UAA Testing Manager
    Barbara Hegel, UAS Registrar
    Wanda Whitcomb, UAS Testing Supervisor
    Patty White, UAF Testing Manager

Subject: Transition to Accuplacer Next Generation

The College Board is in the process of phasing out the current version of Accuplacer and replacing it with Accuplacer Next Generation. The current Accuplacer test will cease to be available as of January 2019. Anticipating this and the time needed to enact such a change system-wide, we faculty agree that our programs will adopt the new test in June 2018. Also recognizing the need to maintain BOR-mandated alignment across the state, we collectively propose the following new “cut scores” take effect for placement into these Fall 2018 courses:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WRTG 090</td>
<td>Reading Comprehension: 50 Sentence Skills: 60 Or a combined score of ≥ 110</td>
<td>Writing: 235 Reading: 235 Or a combined score of ≥ 470</td>
</tr>
<tr>
<td>WRTG 110</td>
<td>Reading Comprehension: 65 Sentence Skills: 75 Or a combined score of ≥ 140</td>
<td>Writing: 250 Reading: 250 Or a combined score of ≥ 500</td>
</tr>
<tr>
<td>WRTG 111</td>
<td>Reading Comprehension: 80 Sentence Skills: 90 Or a combined score of ≥ 170</td>
<td>Writing: 265 Reading: 265 Or a combined score of ≥ 530</td>
</tr>
</tbody>
</table>
Since English placements, unlike Math, don’t “expire,” the current “Accuplacer Classic” will be honored alongside the new scores. These scores are based on materials from the College Board and 14 schools nationally who already using the new version of the test. Like all placement measures, these scores will require regular study and revision as we measure impacts on student success. Additionally, the College Board will publish a concordance between the old and new tests in the summer of 2018, but this will come too late to begin the curricular, technological, and procedural work our campuses need to begin now to enact this change.

Even as we adopt this revised version of Accuplacer, we underline the well-known limitations of any standardized test in placing students appropriately into our courses, and we remain committed to multiple measures and to student input in the placement process. Our 2012 and 2016 recommendations still reflect national best practices in considering multiple measures for course placement, but in many of our local contexts, we require additional resources and administrative support to put these ideals into action.
ACDLITe Report to the Faculty Senate
September 2018

ACDLITe Members
Veronica Howard, Chair; Toby Long, Co-Chair
Kitty Deal David Fitzgerald Getu Hailu Barbara Harville
Matt Kupilk Joseph Lefleur Micah Muer James Oleksyn
Lynn Paterna Lorelei Sterling Ammie Tremblay Cindy Trussell

Click HERE to review Meeting Minutes May 2018

August 14, 2018

Major Focus - Planning for 2017/2018

Meeting Schedule
- Meetings for the 2017/2018 calendar year
  - August 14, 2018
  - September 14, 2018
  - October 12, 2018
  - November 9, 2018
  - December 14, 2018
  - January 11, 2019
  - February 8, 2019
  - March 8, 2019
  - April 12, 2019
  - May 10, 2019

Membership
- Members & Representation
  - To follow up with members who may not wish to be listed as participating members

Committee projects
- Website Updates
  - Follow up re: edits from 2017
  - Desired content (per Sept. 2017 meeting notes):
    - Meeting details (see faculty senate page)
    - Contact information (delegated email address)
    - Mission (user friendly language)
    - Committee membership
    - Agendas/minutes
    - Products/reports of work that we do

- Annual Events/Projects:
  - Fall Technology Survey - draft in September
  - eLearning Luncheon - begin drafting in October with preliminary results of the faculty technology survey; this will help us choose topics most appropriate and timely for the UAA community.
  - Are we meeting our charge/goal conversation (i.e., what does ACDLITe do for you?):
    - ACDLITe provides information to be taken to for faculty senate and back to individual units and departments.
Updates on upcoming technology changes and other technological issues is important.
Updates on policies for faculty related to teaching is important.
Updates on cutting edge higher ed topics (e.g., accessibility, QM or other quality assurance rubrics for online courses, and inclusive access) is important.
While this information is shared back to the faculty senate, is the news getting out to faculty at large? OR is there a better way to deliver this information?

Issues brought to the Committee’s Attention

- **Course Accessibility:** Faculty in Kodiak requested accessibility certificate or formal recognition to denote in their P&T files. AI&E is happy to provide documentation for faculty who go through training related to accessibility. The question of getting letters for Kodiak faculty was taken back to AI&E to discuss with the group providing the training. **UPDATE:** AI&E can provide letters for folks who put in the work to make their course accessible.
- There does not appear to be a method to denote courses using 100% accessible materials as this is considered a minimum expectation.
  - Some members feel the push for teaching excellence/professional development should be acknowledged and rewarded. The feeling of that conversation is that excellence in teaching **must** be recognized in some way if the university hopes it to continue.
  - Other committee members have concerns about accepting one standard, and the committee should have a conversation before endorsing.
- **RETURN** to the issue of carrots vs. sticks in course design considerations

Report to the Committee from Academic Innovations & eLearning

- **Academic Innovations & eLearning (AI&E) Update (Dave Dannenberg)**
  - AI&E partially back in their space on the second floor of the library. They expect everything (Innovative Design Studio) to be open by Monday 8/20).
  - Currently three instructional designers (Andrew, Tina, and Devin) serve AI&E. AI&E plans to hire two more, one specifically dedicated to accessibility issues. Job searches are ongoing.
  - Richard Webb retiring from the Innovative Design Studio in December; job search beginning soon.
  - Amy Ross/Talbot moved to New York. Request for out of state continued employment was denied by the Chancellor. She’s continuing in the position at modified hours until second week of February. Amy’s new hours will be Monday 5a-12p, Tuesday 5a-1p, Wednesday 5a-2p, Thursday 5a-2p, Friday 5a-2p, and Saturday 3a-6a. AI&E requests representation from the committee for the hiring committee. Hiring likely to begin in early September.
  - Title 3 (Robust Online Learning) grant work ongoing, planning to continue into fourth year of work. Grant reapproval not yet confirmed. Continue to work with online master courses. Focus on Tier 1 CTC courses as well as more accessibility issues. Early alert analytics is incorporated as a part of the grant, but AI&E is working to avoid duplication with the EAB system and Pearson analytics software. EAB is software used by advising staff (student success program) to keep abreast of student issues.
Faculty will soon be able to notify advisors of issues, similar to the MAPworks system used in 2016-2017.

- **Update on Pearson contract - Part 1: Inclusive Access; Part 2: Konley Readiness Index & Data Analytics.** No clear outcome, and data is not yet forthcoming. Concerns were raised regarding a conflict of interests in the second part of the Pearson contract.
  - **Update on Day 1 Digital/Pearson Inclusive Access contract:** Penny in bookstore indicates few requests from faculty to join Day 1 Digital for Pearson; most D1D requests were from McGraw Hill.
  - **Textbook Affordability project through Student Success Committee looking for representatives.**

**Report to the Committee from Information Technology**

- **Information Technology (IT) Updates (Adam Paulick)**
  - **Personnel updates:** Beverly Shuford new vice chancellor for administrative services overseeing technical issues. Call center (now technical services center) has a new team lead: Maiken Erikson, to replace Mark Wiseman. Security expert Max McGrath is leaving in 6 weeks.
  - **Services:** Desktop service is moving to mostly no-charge model as of July 1. Calls should be routed through the technical services center (6x4646). Issues that need to be resolved on-site will be handled through desktop. Additional charges will be incurred for work stoppage issues (e.g., emergencies excluding classroom computers) and for specialty services (e.g., forensics, moving technological equipment). Office hours will be expanded for desktop personnel.
    - For issues related to technological problems in the classroom that interfere with delivering the course should dial 786-4646, then dial 9 immediately.
  - **SPSS now free for students!** Call IT for setup and support. Labs that formerly hosted SPSS will need to pay for private access; the cost is comparable to the former licenses.
  - **UAA directory is being enhanced.** Some items cannot be edited, but others (like Title and Location) can be edited and faculty/staff should expect an update email with a link to login and edit directly.
    - Concerns were raised at the meeting that the greater direct edit access is appreciated, the directory is woefully out of date due to the lack of support/support staff to keep the information updated. Adam assures that greater administrative rights are available for units who will find and designate to an appropriate individual to edit/update the directory.
    - An earlier version of the directory had a bug where folks were not categorized into any university, hence many staff/faculty may have been omitted from the older directory.
  - **MatSu computer security update:** took out 145/155 servers with eventual FBI involvement. The hack appeared to have started with phishing attack through an administrator’s credentials (reported by Adam from an FBI source). Lessons: data center segregation of servers; adhere to the principle of least privilege, good email hygiene.
  - **Ransomware emails went to staff and faculty over the summer.** The hacker included old passwords for the users that may have been found in a previous hack of a large corporation. Email attempted to blackmail users into paying the hacker in bitcoin with evidence of the old password (a known ransomware attempt). Contact the technical services center (6x4646) if you receive this message.
Web accessibility efforts are ongoing. The next big item for web authors is a tool called SiteImprove, which provides detailed information about why the page may not be accessible and how to fix it. The accreditation committee is especially interested in resolving dead links on the website, and this tool can help identify those issues.

The FY20 budget will include requests for increased classroom support for technological issues, ongoing maintenance, updates for LIB 307, and video conference software standard for the university.

Video conference RFP is ongoing. The ITC would like to get a review on the RFP.

CITO recruitment is progressing; over 60 applicants. Many interviews ongoing.

Last fall, the email administrative guidelines were developed. They have been reviewed by President Johnson and additional edits are being made. When the final language is ready, it will be shared with units.

HIPPA Audit conducted and recommendations made. Resolving the recommendations must be formally approved. Progress will be reported as the project begins.

Resolution of Previous Issues Brought to the Committee: Merged Courses

- Merged Courses Update:
  - Reminder - courses cannot be combined if they are not formally connected through banner.
  - The committee appreciates that the registrar did not require making the change in the middle of the Spring 2018 semester.
  - From Blackboard’s perception, there is no FERPA issue. This opinion of shared course shells not being a FERPA issue is shared with other universities. However, we are bound by the Registrar’s decision.
  - Concern about individual users being activated in previous sections:
    - Students previously enrolled would be reactivated, giving them access to the course. To address this, contact the blackboard administrator to “deactivate” the other users but not remove them.

New items:

- **Course Accessibility:** Faculty in Kodiak requested accessibility certificate or formal recognition to denote in their P&T files. AI&E is happy to provide documentation for faculty who go through training related to accessibility. The question of getting letters for Kodiak faculty was taken back to AI&E to discuss with the group providing the training. UPDATE: AI&E can provide letters for folks who put in the work to make their course accessible.

- There does not appear to be a method to denote courses using 100% accessible materials as this is considered a minimum expectation.
  - Some members feel the push for teaching excellence/professional development should be acknowledged and rewarded. The feeling of that conversation is that excellence in teaching **must** be recognized in some way if the university hopes it to continue.
  - Other committee members have concerns about accepting one standard, and the committee should have a conversation before endorsing.

- **RETURN** to the issue of carrots vs. sticks in course design considerations

Meeting ended at 11:46a

Next Meeting: Friday September 14, 2018 SSB 120B
10:00 a.m. – 12:00 p.m.
August Retreat Meeting Minutes

2018-2019 Co-Chairs

| P  | Erin Hicks, Physics & Astronomy | P  | Thomas Chung, Arts |

2018-2019 Members

| E  | Carrie Aldrich, Writing        | P  | Kathy Kelsey, Biology           |
| P  | Jeane Breinig, Interim Vice Chancellor of Alaska Natives & Diversity | P  | Beth Leonard, Alaska Native Studies |
| E  | Sigrid Brudie, Library         | P  | Emily Madsen, English           |
| P  | Yvonne Chase, Human Services   | P  | Vanessa Meade, Social Work      |
| E  | Amber Christensen Fullmer, Human Services | E  | Virginia Miller, Health Sciences |
| P  | Herminia Din, Arts            | P  | Kat Milligan-Myhre, Biology    |
| E  | Gabriel Garcia, Health Sciences | E  | Kimberly Pace, Political Studies and Women's Studies |
| E  | Songho Ha, History            | P  | Karen Roth, Education           |
| E  | Hiroko Harada, Languages      | P  | Maria Williams, Alaska Native Studies |
| P  | Ryan Harrod, Anthropology     | P  | Anita Moore-Nall, Health Sciences |
| E  | Wei-Ying Hsiao, Education     |       |                                  |

P= Present; A= Absent; E= Excused
August Retreat Meeting Minutes

I. Welcome & self-introductions
   a. What brought you to FSDC? Why is diversity important to you?
   b. Game: Two Truths and a Lie

Meeting started at 11:30 with 14 members in attendance. Many members were unable to attend due to a variety of other commitments, but will be joining our monthly meetings. In response to an email sent to the faculty listserv, membership to FSDC for 2018-2019 has increased to 23 members, as indicated in the member list above. Representation from community campuses is still lacking and additional recruitment will be pursued.

II. Leadership for 2018-2019
   a. Co-Chairs: Erin Hicks & Thomas Chung
   b. Secretary - ?

Kat Milligan-Myhre took meeting notes. FSDC is still seeking a volunteer to fill this role for the monthly meetings.

III. Review Purpose & Mission of FSDC
   a. Review 2017-2018 Goals & Achievements
      1) FSDC statement on diversity and inclusion at UAA, endorsed by faculty and staff, endorsed by Faculty Senate, and published in the Northern Light campus paper in Spring 2018.
      2) Diversity GER: Student Learning Outcomes & course inventory: Draft SLOs were agreed on and shared with Dr. Dan Kline. An inventory of current UAA GERs found at least 56 courses satisfy these draft SLOs and another 72 courses were identified to potentially satisfy these SLOs.
      3) Multicultural Postdoc Fellowship Program: Post-report Recommendations shared with the Provost’s office.
      4) Faculty Senate Motions:
         - Motion to Endorse FSDC Co-Chairs Response to August 2017 Events in Charlottesville, VA to Reaffirm Commitment to Diversity and Inclusion at UAA
         - Resolution that UAA Administration demonstrate a stronger commitment to diversity in hiring/appointing Administrators
         - Endorsement of MCPF post-report recommendations
IV. Diversity GER: Update from Dr. Dan Kline

Dr. Dan Kline provided an update on the recently implemented Alaska Native Themed GER and an overview of the process required for a new UAA GER to be implemented. Dr. Kline noted that enrollment is up in several of the relevant Alaska Native courses this fall in response to the new GER. After review of the Diversity GER over the summer, Dr. Kline recommends:

- Revise the Student Learning Outcomes (SLOs) drafted last year to be four SLOs, rather than three, and to then use a criteria of meeting three out of four SLOs for a course to qualify for the GER.
- Consider SLOs that separate the social science and fine arts.
- Consider an SLO that is generalizable to a major’s discipline.

Committee discussion included the consideration of an even broader definition of diversity to include, for example, ableism and neurotypical. The group also discussed if this should be a “Diversity” or “Diversity & Inclusion” GER. A consensus was reached with “Diversity”.

Next steps: Finalize SLOs to four, add instructional outcomes, reconsider course inventory of qualifying courses based on revised SLOs. Aim to have new SLOs to Dr. Kline by Sept. 4th so he can bring these to the GER committee for discussion.

Specific questions discussed with Dr. Kline:

1) Are advisors receiving training to properly inform students of the new requirement?
   
   Yes, this has been done successfully for the Alaska Native Themed GER.

2) What about transfer of credits/requirements from elsewhere (e.g. UAF)?
   
   It is not yet clear what issues may arise from this, but being proactive is the preference of the committee, and the topic will be considered.

3) What is the process of a given class being classified as “satisfying” the Diversity GER?
   
   Can we get classes through the governance approval processes in a way that will lessen the burden on departments and faculty?

   The Diversity GER will follow the same path as the AK themed GER, which was indeed a batch approval process facilitated by a dedicated group.

V. Review SLOs for Diversity GER

A working group will be set up to achieve this.
VI. Update from Dr. Jeane Breinig, Interim Associate Vice Chancellor, Alaska Natives & Diversity on Diversity & Inclusion Action Plan and other diversity initiatives

Dr. Breinig provided an update on the restructured Diversity Action Council and progress to date on implementation of the D&IAP recommendations. Also announced that UAA has been established to be a Native American Non-Tribal student serving Institution since it meets the 10% student criteria and UAA is Title III eligible.

VII. Review ongoing FSDC Initiatives

a. Diversity & Inclusion GER

b. Multicultural Postdoctoral Fellowship - Erin Hicks

- Two MCPF on campus this fall (Dr. Anita Moore-Nall in Health Sciences & Dr. Heidi Senungetuk in Alaska Native Studies), one department has an offer out, and three departments have searches on-going this fall.

- Since no announcement has been made to solicit proposals for a second year of the program, Dr. Breinig and Erin Hicks will arrange to meet with Interim Provost Stalvey. Erin will also solicit feedback from those departments selected to start a search last year.

Update: Dr. Breinig and Erin Hicks meet with Interim Provost Stalvey 8/21. Erin shared feedback gathered from participated departments. Also discussed were the best hiring practises outlined in “Instilling Equality and Inclusion in Departmental Practices composed” (EAB, 2017) that pertained to the Fellowship program. It was agreed that the Fellowship program will continue to be funded, with the immediate continuation of the three ongoing searches awarded last Spring and a new call for proposals from departments this Spring with an expected round of new searches to take place Fall 2019. In addition, a committee will be established to integrate into the program prior to the new call for proposals the established best hiring practices and recommendations from the campus community, including feedback from participating departments.

c. Visibility: Website and Diversity Database - Emily Madsen

- We are just waiting on the materials to be uploaded onto the new website, the framework for which is complete. New bios were requested from new and returning members.

- Committee would like to redo the diversity survey again this year and to host a searchable database of UAA faculty and staff involved in diversity (initiatives, curriculum, research/creative activity, etc.) on the FSDC website.

d. Mentoring Initiative
- Faculty Senate ad-hoc committee existed last year. This topic was also mentioned by multiple groups as one of interest during the Faculty Senate retreat. The continuation of this ad-hoc committee was discussed with Faculty Senate President Maria Williams and FSDC offered to help support this initiative as needed.

e. Internationalization Initiative

- Faculty Senate ad-hoc committee existed last year. The continuation of this ad-hoc committee was discussed with Faculty Senate President Maria Williams and FSDC offered to help support this initiative as needed.

f. Diversity Dialogues: Fall & Spring

- Topic ideas: (1) invite MCPF to do a seminar/presentation in Spring, (2) panel on international student & faculty needs.

VIII. Establish goals for 2018-2019

a. Establish preliminary working groups

It was discussed that some members are unable to attend monthly FSDC meetings due to department meetings. Rather than exclude these faculty, they are encouraged to join a working group, which will likely meet outside of the 3rd Friday of the month schedule. The following work groups were identified. Members will pick a working group or two at our Sept. meeting

1. Diversity GER SLOs
2. Diversity GER inventory
3. Diversity GER benchmarks for success (working with DAC)
4. Multicultural Postdoc Fellowship program
5. Website & Database
6. Diversity Dialogues
7. Mentoring initiative – if need exists
8. Internationalization Initiative – if need exists
9. Departmental outreach to facilitate best hiring practices – TBD

IX. Brainstorm topics for FSDC co-chair meeting with Provost & Chancellor this fall

- General goals for the year
- Multicultural Postdoctoral Fellowship
- Diversity GER and transferability of credits
X. 2018-2019 Meeting Schedule (3rd Friday of the month, 3-4:30, ADM 102)

XI. Announcements
   a. Alaska Native Ways of Teaching and Learning Faculty Learning Community (CAFE) August 24, September 21 & 28 11:30-1, room to be announced Register here
   b. Sept. 17th: Graham and Linda Smith will be on campus to host a retreat funded by the Faculty initiative fund from Native Studies council UAA was scheduled to hold the Native Studies conference, but instead will be holding this retreat.
The Committee’s tasks during AY 2017 - 2018 included:

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.

By May 4, 2018, the Committee had surveyed the faculty of three colleges, these being, the College of Engineering, the College of Arts & Sciences, and Kodiak College. Over the course of this last summer, the Committee continued to work with UAA ITS as survey reports were prepared, and thereafter delivered, to the respective Deans and Director, and to the Office of Academic Affairs.
Research and Creative Activity Committee

September 2018 Report to the Faculty Senate

The Faculty Senate Research and Creative Activity Committee (RCAC) tentatively plans to continue its monthly meeting schedule of 2nd Friday, 1 pm, and will therefore have its first meeting of 2018-19 on September 14. At that meeting, goals and planning will be discussed, and co-chairs will be elected. A brief summary of RCAC activities conducted during Summer 2018 is included below.

1. Progress toward electronic annual activity reporting (eAAR) for UAA continued over the summer with work between RCAC and UAA Faculty Services, Procurement, and the prospective vendor Digital Measures. We are still working toward putting in place a service agreement, and to ensure adequate staffing at UAA to achieve a successful rollout. We continue to plan for a launch in Spring 2019, with the system to be in place UAA-wide for voluntary eAAR submission in Fall 2019. A working group will be formed in Fall 2018 to make sure all stakeholders are represented during the early rollout phases (in which platform/interface specifics will be determined).

2. The committee has been in contact with leadership from the UAA Office of Research in order to understand the major personnel changes that have recently occurred (and ramifications thereof), and we will continue to work with them throughout the year to represent the interests of UAA faculty conducting Research & Creative Activity.

3. The committee may be seeking new members for the 2018-19 academic year. Faculty members who are enthusiastic about our committee mission of Making Research & Creative Activity Visible at UAA, please contact committee co-chair Nate Hicks (nkhicks@alaska.edu).

The next meeting is tentatively scheduled for Friday, 9/14, at 1 pm (location t.b.d.)
Final Report Faculty Senate Ad Hoc Committee on Internationalization

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

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

1. Benefits of ESL for International Students and Local Communities

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

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

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

International students bring lasting benefits to local communities, too. Almost half of the international graduates stay in the very region where they have studied (Ruiz, 2014). The implication is that without a well-rounded ESL program, it is unlikely that UAA will have a solid international student base. This, in turn, implies that we will forego the potential benefits from a highly educated and diverse workforce.
The lack of ESL courses at UAA also hinders our ability to serve the needs of local populations. In Anchorage, According to Phil Farson, the Anchorage School District’s English Language Learners (ELL) program director, "Getting students proficient in English is a big priority in a district where one in five students comes from a household where English is not a first language….We have about 6,000 students in the program…There's another 4,000 who no longer require our services. All told, that's 10,000 kids -- or over 20 percent of the Anchorage School District population - - has either been in the ELL program or is currently in it." https://www.adn.com/education/article/anchorage-melting-pot-diversity/2015/05/24/

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

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

1) In response to the elimination of ESL courses, UAA raised TOEFL and IELTS admission scores last spring. As a result, we can no longer accept as many international students as we could when we offered those courses.

2) UAA’s international student visas require students to be registered for a minimum of 12 academic credits per semester. Raising our admission scores did not eliminate the need for students able to take academic credit ESL courses.

3) We now have a lack of English speaking/listening courses of any kind. The Learning Commons (formerly LRC) had a conversation group for a couple of years before the ESL classes were canceled, and they still continue that service. However, the group is once a week, not instructional, and does not count towards the 12 credits required for international student visas. It’s a wonderful program that many oral fluency students used to attend for extra practice--but it is not a replacement for actual courses in speaking and listening.

4) ESL is not the same as developmental English. Each has different goals, curricula, pedagogies, and training for instructors. Our current configuration does not account for this disciplinary difference.

5) It is unfair to pay two adjuncts the same rate to deliver the same PRPE or WRTG course, but expect the one with a TESOL credential to teach ESL and the established course content in the same course.

6) Currently, UAA has reduced the opportunity for students to get individualized or targeted instruction and increased the teaching expectations of faculty hired for developmental English courses.

7) Due to lack of needed and or necessary, as well as cohesive support, it is clear from IR data that there has been a considerable drop of enrollment for International students at UAA. This drop is close to 45%. It is advised that the University address those falling student numbers. As international students do pay additional tuition and bring much needed revenue, which is exceedingly relevant especially during times of budget duress. Specifically, Alaska residents pay $6,892 in tuition, and fees while non-resident students pay $22,150. It would be a substantial economic benefit to support current International
students and perhaps try to increase their numbers. According to the Internationalization 
subcommittee, the national data on economic benefits to U.S. Universities is substantial, 
yet UAA is not actively engaged in recruiting or supporting International students, even 
though this could result in a substantial economic benefit. (UAA D&IAP 2017:38)

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

3. Boise State University’s ESL Institute

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

4. Credit vs. Non-credit Models

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

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

5. Institutional Placement of ESL

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

We think potential locations for ESL include:

1. Keep it in CTC as a separate department from Writing
2. Move it to CAS; the most logical departments would be English or Languages
3. Locate it between Engineering and Business, which are the most likely to recruit students needing ESL services
4. Create a center on campus to serve the entire UAA community

6. Funding ESL

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

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

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

7. Conclusion

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

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

**Committee Members**

Hiroko Harada, Director, The Montgomery Dickson Center for Japanese Language and Culture
Tara Smith, Professor, ESL
Jennifer Stone, Associate Professor, English
Gökhan Karahan, Associate Professor, Accounting & Finance
August 31, 2018

To: Faculty Senate Executive Board

From: Marian Bruce
Director, Faculty Services

Re: IDEA course evaluation system changes

This summer, we were notified that the current instrument and platform (the “legacy system”) for the IDEA course evaluations is being sunsetted and will no longer be available after June 30, 2019. This leaves us with the option of adopting IDEA’s new survey instruments on a new platform, or adopting a brand new course evaluation system. A decision will need to be made quickly because of the timeframe for the legacy system elimination.

I have met with the Faculty eBoard and Interim Provost Stalvey, and they are in agreement that we should have an ad hoc committee that will take a look at the various options and make a recommendation to the Interim Provost on what system should be adopted. The recommendation will need to be made before the end of the fall semester so we have time to transition to a new platform.

Thank you.
Report to Faculty Senate

September 7, 2018
from
Administrative Services
UAA’s official safety app now available

UAA SAFE, the official safety app of the University of Alaska Anchorage, is up and running! This unique app provides students, faculty, staff and visitors with added safety resources while on campus.

UAA SAFE is available on the App Store and Google Play
FY20 Budget
Planning Principles

• Put student success first
• Maintain quality & access to academic programs
• Leverage collaboration across the system
• Focus on our goals & measures
• Experiment with innovative solutions
• Build partnerships
• Put one-time funding to work
• Maximize outcomes and return on investment
• Diversify our revenues
FY20 University System-wide Initiatives

- Title IX
- Compensation
- Facilities Maintenance ($4.8M FY20 request)
- Health Programs
- Education Programs
- K-12 Partnerships
- Research/Innovation
- Internships/Placement
- Continuing and Professional Development
- Educational and Degree Attainment
Next Steps

• 8/16 Universities FY20 Budget Presentations (8am-noon)
• 8/16 Summit Team update on FY20 goals, measures, strategies, and initiatives
• 8/20 Executive Council budget discussion follow-up
• 8/27 Executive Council draft budget and presentation review and comment
• 9/04 Executive Council review September BOR budget and presentation
• 9/06 Post budget document and presentation for BOR meeting
• 9/13-14 Board of Regents (BOR) meeting, first review of FY20 Operating and Capital Budgets; and approval of performance framework
UAA Space Update

Prepared by: UAA Planning Office
August 2018

Student Success Initiative: Enrollment Services and Bookstore Consolidation

Moving student facing programs from the University Center to main campus remains a top priority for the university. The existing bookstore located adjacent to the Student Union has been designated as space that can be better utilized for this purpose. The preliminary enrollment services plan provides a modular furniture solution at this location and maximizes utilization of existing finishes leveraging the project investment that was recently performed in this space.

An outcome of planning to relocate enrollment to the center of campus at the bookstore location is an opportunity to develop a sustainable business model for our bookstore operations. We are actively engaged in exploring multiple options for the bookstore project including modifications to services. Factors in this continued discussion include the importance of: business continuity, access to educational resources for our students, textbook affordability, and how technology is overhauling the industry.

Current estimate of cost: $6.4M

Earliest possible schedule fall 2019, however given that we do not have full funding for this project at this time, a later completion date is probable.
COH Expansion and CTC Consolidation

As part of the BoR goal of doubling health graduates by 2025, COH needs to expand several programs that are distributed across campus in spaces that cannot enable growth. CTC also desires co-location for their activities and needs to right size their program to meet their current needs. This project considers relocating several COH programs to the UC where there is space to expand and grow and it relocates CTC programs to main campus, collocating with other CTC programs.


Current estimate of cost: $3.1M to $4M

Earliest possible schedule is complete by fall 2019; however, given that we do not have full funding for this project at this time, a later completion date is probable.

Next steps: Discussion with stakeholders and further refinement of costs and development of potential funding opportunities including, but not limited to: lease revenue and/or construction bonding
Other space needs that are in development and ongoing:

- Diversity Equity and Compliance office. Currently housed at University Lake Building (ULB) and they do not have adequate space for their program.
- Institute of Social and Economic Research. Currently, located at Bragaw Office Complex (BOC) and can benefit from having improved access to students and closer proximity to faculty resources.
- Business Enterprise Institute located at BOC is growing and requires additional office space and workstations to meet the growth demands.
- Pool Repurposing - In response to mounting deferred maintenance backlog, increased maintenance costs, and questions about return on investment for pool recreation, UAA Facilities conducted a review of possible repurpose concepts for the WFSC pool. This report considered the fact that the existing facility is estimated to fail or require significant investment ($9M) with 5 to 7 years. Next steps: Meet with stakeholders and document concern and impacts based on concept of pool closure.
New to Advancement:

**Director of Marketing and Communications: Dave Webb**

Dave Webb brings more than 25 years of marketing, corporate/market communications and writing experience to UAA. Most recently, Webb served as communications manager for SKF Machine Health in Fort Collins, Colorado, where he was responsible for conceiving and driving worldwide communications strategies for industrial machine maintenance products and services at a $10 billion company. He spent six years as a professional trade journalist writing about companies in Silicon Valley, including IBM, Apple, Intel Hewlett-Packard and more. As founder and former manager of a public relations field office, Webb oversaw the performance of multiple account teams, client relations and new business development. He’s also served as senior account manager for multiple communications firms, where he provided strategic public relations counsel, crisis communications response and media relations.

**Director of Alumni Engagement: Tina Teaford**

For the past 18 years, Tina Teaford has worked as a magistrate judge, a private-practice attorney, municipal prosecutor and as an assistant attorney general for the State of Alaska. Throughout her legal career and volunteerism, she’s established a broad network of professional relationships in Anchorage and Alaska — including with UAA, where she’s both attended and taught courses. For the past 10 years, as magistrate judge for the Alaska Court System, she led and managed a team of five magistrate judges. A longtime Anchorage resident, Teaford has volunteered as treasurer on a board of directors, as a supervisor with the Alaska Business Development Center, as an advisor to Anchorage Youth Court, and as a care provider through Hospice of Anchorage. She is an active supporter of Ushering in the Arts and Anchorage School District programs.

**Director of Philanthropy: Brian Ibsen**

Brian Ibsen comes to UAA with 25 years of experience in higher education fundraising programs; including at Aga Khan University, University of Chicago, Rush University medical Center, the University of New Mexico and the University of Connecticut Foundation. Ibsen brings extensive experience in every part of the fundraising cycle surrounding annual, special, major and principal gifts. Ibsen has also served as a consultant for SDG Resources with clients ranging from NGOs and foundations in Ethiopia, Senegal, South Africa and the U.S., building fundraising capacity and infrastructure, mentoring resource and business development, as well as principal and major gift development, and evaluation and measurement of fundraising achievement.
Chancellor Sandeen Meet-and-Greet and Open House | Friday, Sept. 21 | 2-4 p.m.
Students, alumni, faculty and staff are encouraged to visit the Alumni Association office for an open house and to meet UAA’s new chancellor, Cathy Sandeen. The Alumni Association office is located in the UAA/APU Consortium Library next to Kaladi Brothers Coffee.

Career Networking Night | Thursday, Sept. 27 | 5:30-8 p.m.
Students and recent graduates can register to attend the third Career Networking Night in the Student Union Cafeteria to network and get one-on-one career advice from alumni and employers. Organized in partnership with USUAA and UAA Career Exploration and Services. RSVP required at uaa.joinhandshake.com/events.

Homecoming Breakfast | Friday, Oct. 12 | 7-9:30 a.m.
Start the morning off right by celebrating the year’s Alumni of Distinction recipients at the annual Homecoming Breakfast. The Alumni of Distinction awards provide the UAA Alumni Association the opportunity to recognize and celebrate alumni who have made important contributions in their communities and whose actions honor the legacy of excellence at UAA. Breakfast and award ceremony will be held in the Lucy Cuddy Hall. Space is limited. Contact Alumni Relations at 907-786-1942 or seawolf.forever@alaska.edu for more information.

JCPenney Suit-Up Event | Sunday, Nov. 4 | 6-9 p.m.
The downtown Anchorage JCPenney Store will be open after normal business hours for students and recent alumni to get everything they need to look sharp for that next interview. Knowledgeable volunteers will be on-hand to offer wardrobe advice, Sephora will be providing free mini makeovers and samples, and the Portrait Studio will be available to provide professional headshots starting at $29.99. If you’re an expert at dressing for success, volunteer at the event and share your insight. Register for the event at uaa.joinhandshake.com by Sat., Nov. 3. UAA ID number needed to enter the store.
MAJOR INDIVIDUAL & CORPORATE GIFTS

Jerry Ulmer donated $10,000.00 to the Patty McManimin Endowment for Education. Garth and Marie Clegg Jones donated $10,000.00 to the Garth Nelson and Marie Clegg Jones and Family Scholarship/ Judith Caminer donated $10,000.00 to the Judy C. Caminer Scholarship in Public Administration

Rasmuson Foundation donated $1,000,000 to ANSEP-Institutional Sustainability BP Exploration, Inc. donated $242,200.00 to the ANSEP Summer Bridge and the BP/UAA Summer Engineering Academy, the College of Engineering Seminar Series; COEng student tutoring; Society of Women Engineers; UAA Robotics Support; UAA BaJaSAE Support; Excellence in Engineering; UAA ASCE student competitions and the CBPP Excellence in finance and accounting club scholarship. Atwood Foundation completed their pledge of $1.2 million with a final pledge payment of $200,000 to the Robert B. Atwood Chair of Journalism Alyeska Pipeline Service Co. donated $185,000.00 to the Alaska Native Science & Engineering program and the KPC Alyeska scholarship. ConocoPhillips Alaska, Inc. donated $60,000.00 to the Alaska Middle School Academy. Bartlett Regional Hospital donated $50,000.00 to the School of Nursing Expansion Council of Alaska Producers donated $33,795.00 to the Visiting Professor of Public Policy. International Foundation for Research in Experimental Economics donated $10,605.00 to the Visiting Speaker Series Fairbanks Gold Mining Co. donated $10,241.00 to the Visiting Professor of Public Policy. Coeur Alaska, Inc. donated $10,241.00 to the Visiting Professor of Public Policy. Teck Alaska Inc. donated $10,241.00 to the Visiting Professor of Public Policy. Sumitomo Metal Mining Pogo, LLC. donated $10,241.00 to the Visiting Professor of Public Policy. Hecla Greens Creek Mining Company donated $10,241.00 to the Visiting Professor of Public Policy. Sumitomo Metal Mining Pogo, LLC. Donated $10,000.00 to the Montgomery Dickson Center for Japanese Language & Culture. First National Bank Alaska donated $10,000.00 to the Alaska Airshow Association, the Aviation scholarship and the Valdez Last Frontier Theater Conference. Evergreen Business Capital Foundation donated $10,000.00 to the Lemonade Day Alaska.
NEW FUNDS

Theater & Technology - Maintenance, Upgrades & Support
To provide support for facilities, equipment, and technology for the Department of Theater & Dance at the University of Alaska Anchorage.

LaVonne E. Wolf Small Business Administration Scholarship
To provide financial assistance for tuition and other related educational expenses to students at the University of Alaska Anchorage enrolled in the small business administration program.

PHONATHON and ANNUAL GIVING

Ruffalo Noel Levitz (RNL) began working with UA in 2017 to implement a system-wide Phonathon program, housed at UAA's calling center. In FY18 the program raised $102,380 for UAA and $89,734 for UAF, totaling $192,114 from 1592 donors for the UA system. Student callers from the Phonathon program began calling alumni and donors again this year on August 27. The program continues to solicit charitable gifts for UAA and UAF, and has expanded this year to include, for the first time, UAS alumni and donors in the contact pool. Combined Annual Giving efforts in FY18, including Phonathon, digital dialogue, and direct mail solicitations, raised $171,152 for UAA from 1055 donors.

UNIVERSITY RELATIONS NEWS/UPDATES

AUGUST SOCIAL MEDIA

Summary
Social media impressions and engagements increased this month. Our community grew by 3.1 percent, impressions increased by 53.5 percent and engagements increased by 45.8 percent. The rise in impressions and engagements are a result of more content published across platform. LinkedIn was the only platform that saw a decrease in impressions and engagements, but this will increase as we continue to cross-post content between channels.

Community
Twitter: 6,502 (+1.1%)
Facebook: 18,735 (+0.7%)
Instagram: 3,729 (+1.7%)
LinkedIn: 41,324 (+4.7%)
Community Total: 70,290 (+3.1%)

Analytics
Twitter: 66.9k impressions (+24.7%), 1,766 engagements (+115.1%)
Facebook: 161.7k impressions (+90%), 659 engagements (+23.6%)
Instagram: 37.2k impressions (+320%), 936 engagements (+39.3%)
LinkedIn: 25.4k impressions (-5.1%), 236 engagements (-24.6%)
Community Total: 291.2k impressions (+53.5%), 3,797 engagements (+45.8%)
MEDIA

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

- KTUU coverage of the BP Summer Engineering Academies at the College of Engineering
- Alaska Public Media coverage of UAA student Nyariak Kuany in story about academic merit vs financial need in state higher ed programs
- Professor EJ David quoted and his research referenced on NPR’s Morning Edition; David commented in response to movie "Crazy Rich Asians"
- KTUU story and interviews with students in four-week Della Keats Health Sciences Summer Program that introduces rural Alaska and Alaska Native students to careers in the medical field.
- Bruce Schultz, VC Student Affairs, interviewed by KTUU regarding UAA enrollment numbers

Sandeen Videos:

Introduction:  
https://www.youtube.com/watch?v=8RwpV3YcGKc&feature=youtu.be

Faculty and Staff Welcome:  
https://drive.google.com/file/d/1jceqlDYU9VtgNhEHHp1xlfMx6Ip8iSgH/view
Admissions
As of the first week of classes, there were 5,421 applicants for fall 2018, with 4,028 admitted (74%), and 2,794 enrolled (69% yield). Fall 2018 goal was 2,787, which would have been a 101 new student increase over fall 2017.

Admissions’ official written Fall 2019 recruitment plan is nearly complete and will focus locally on the Anchorage and Mat-Su school districts, building relationships and showcasing UAA’s premiere facilities and academic excellence.

However, Fall 2019 admissions are open and Fall 2019 recruitment is under way.

- Admissions kicked off the Fall 2019 communication plan for high school seniors and will begin work on a parent communication plan and high-ability student communication plan.
- Admissions just launched a virtual tour in collaboration with University Advancement which is now live on the UAA website: uaa.alaska.edu/admissions.
- Friday, October 5, is Academic Preview Day when UAA welcomes 400+ high school juniors and seniors to campus to learn about our academic offerings.
- October 14-15 is the Anchorage College & Career Fair
- Also in October, Admissions will be in local high schools offering application days. If you are interested in helping out, please contact Admissions at futureseawolf@alaska.edu.

Finally, the new Executive Director of Admissions has been hired and Cassie Keefer from University of Kansas will be joining UAA on October 22.

Career Exploration and Services (CES)
CES conducted the first All UAA Campus Career Development Meeting with Valdez, Mat-Su, Kenai, Kodiak, and Homer representatives. The group worked on a proposal to expand the Handshake platform to UAA community campuses. This work is in progress and is ongoing.

UAA now has a “Career Events” Calendar on 25Live. This calendar is administered by CES. Any UAA Campus department may submit career and professional development opportunities to this calendar.

Dean of Students Office: Student Conduct; Alcohol, Drug, and Wellness Education; and Care Team
The Care Team Book Club promotes a caring and connecting community. Its first meeting is on September 5 at 4:00 pm in the Rasmuson Lobby. This semester, the theme is community resilience—through reading Orphan Train by Christina Kline. This is a story of resilience in the face of tremendous odds and oppressive loneliness. No preparation is necessary as each book chapter is read and discussed as a group.

The Dean of Students Office finalized their work with the Provost’s Office in regard to the process for reporting issues of possible academic dishonesty. Megan Wilbur, Student Conduct and Ethical Development Coordinator, prepared a new Faculty Guide for Academic Integrity, which will be disseminated this semester.

The Dean of Students Office partnered with the Office of Equity and Compliance and Student Life and Leadership to put on their first Brown Bag Lunch Series about issues...
surrounding masculinity, gender, and culture change. The sessions are open to students, faculty, and staff. The next session will take place on September 20 in the Lyla Richards Conference Room from 12:00 – 1:00 pm. The exact topic is to be determined, but look for the event in the Seawolf Daily and on Facebook!

The Alcohol, Drug, and Wellness Educator, Brittney Kupec, will be hosting Safety Awareness Month events including Coffee with a Cop, Glowga, and a Lavender Lunch. These opportunities will allow students to engage in dialogues about how to stay safe on campus and learn skills to create a culture of safety. Program details will be posted throughout campus and in the Seawolf Daily.

Disability Student Services (DSS)
DSS is implementing a new service for Blind/Visually Impaired (BVI) individuals across campus. Using a grant awarded from the University Technology Council, the DSS assistive technology specialist researched and initiated steps to install an Accessible Wayfinding and Campus Navigation System (AWCNS). This AWCNS is accessible to the public and consists of a free app and website offering real-time, location-specific audio feedback, as well as details regarding any potential hazards end-users may encounter enroute. Bluetooth beacons are strategically installed as part of the navigation system. Maps accompanying the app use high-contrast colors and large print to further aid users. Additionally, both low-vision and tactile maps will be installed in key locations across campus. UAA is setting a new accessibility standard for universities around the globe. Few educational institutions have this type of technology. UAA will be the first to implement an AWCNS of this scale worldwide.

To read more coverage about this newly implemented technology, see The Northern Light article (https://bit.ly/2wp28hK) or the article in the Green and Gold (https://bit.ly/2uK2Teu).

Military & Veteran Student Services (MVSS)
MVSS, along with the Student Veterans of UAA and their new officers, set up a table at Campus Kickoff in order to help welcome all UAA students to the 2018-2019 academic year.

Reba Hale will be leaving the MVSS family as of September 4 and taking the Assistant Registrar position. MVSS is recruiting for the open Military & Veterans Benefits Specialist position now (careers.alaska.edu). The search committee will begin their review of applicants the week of September 4.

As of this time, MVSS has processed 1,092 students for utilization of Department of Defense and Department of Veterans Affairs education benefits for Fall 2018.

Lastly, in July, MVSS had its annual audit with the VA and the report came back with zero discrepancies. While the entire MVSS team believes this is the bar it should always strive to reach, zero discrepancy audits are incredibly rare...and this was second zero discrepancy audit in three years.

Multicultural Center (MCC)
Mr. Leo Medal, Student Success Coordinator, has received the 2018 Chancellor’s Award for Diversity. Leo was recognized for his role in increasing the visibility and representation of diverse voices, and creating an atmosphere of inclusiveness and community.

Native Student Services (NSS)
Native Student Services recently hosted 32 students for the Native Early Transition Program. Participants were introduced to campus resources, advisors, faculty and administrators to facilitate Native student success. Special thanks goes out to Amber Sims for her leadership on this initiative.

New Student Orientation (NSO)
NSO held 11 Howl Days (orientation for new students) events from May through August 2018. Orientations are designed to facilitate the integration of new students into the academic, intellectual, and social culture of the University of Alaska Anchorage. NSO reports the preliminary statistics of 1,029 students and 170 guests attended Howl Days, a total of 1,199 people. This total includes both on-campus and online orientations. The final Howl Days for the season will be in January 2019 for students enrolling for spring semester.
Office of the Registrar
The Office of the Registrar awarded 304 degrees and certificates this summer on the Anchorage campus, which represents 81.28% of summer graduation applicants.

All UAF and UAS courses completed by UAA students during the summer term have been automatically transferred to their UAA record.

The fall add/drop and credit-to-audit deadline is Friday, September 7, at 5:00 pm.

The Office of the Registrar hosted CLSS (read ‘class’) trainings August 8 and 23 for academic schedulers and approvers. CLSS is UAA’s new academic scheduling software and was rolled out last April. Spring 2019 schedules are due in CLSS no later than Friday, September 28.

Office of Financial Aid (OFA)
The Office of Financial Aid has partnered with FATV to bring two new resources to UAA students this fall. First, Get Answers is a series of video snippets that answer frequently asked student questions regarding financial aid, financial literacy, and VA benefits. The videos can be embedded in websites, emails, and social media. In addition to individual videos, playlists exist that are geared to different populations such as first time or continuing students, parents, or alumni. To find the full list of available videos, visit UAA’s FATV website at uaa.financialaidtv.com.

The Office of Financial Aid’s other new feature is an artificially intelligent chatbot available for students to use from any of financial aid’s UAA websites. Students can type their financial aid questions and Spirit will respond with short answers, FATV videos, or referrals to UAA websites that contain more information related to their question.

Both of these services are available 24/7 and are available to student’s on-demand, providing fast, accurate, and convenient financial aid information to students and parents.

Residence Life
Residence Life professional staff members participated in a two-day training of the Campus-Community Emergency Response Team. The training prepared the staff to respond to emergencies before first responders can arrive on campus.

Amy Snyder started her role as the Director of Residence Life on August 20.

The Department of Residence Life hosted over seven days of training for its 40 student staff members. Staff members learned critical skills and procedures including response to Title IX cases, suicide ideation, and homesickness. Staff members also received training on building academic skills and learning about the campus resources at UAA.

The North Hall (FYRE) Convocation took place on August 26. This event had 80 North Hall students, seven parents or legal guardians, the Faculty-in-Residence, and all of the North Hall staff in attendance. The first-year students heard presentations on safety, career exploration, the Learning Commons, and community standards.

Residence Coordinator Meredith McIntire is collaborating with UPD Officer Chris Smock to offer a Rape Aggression Defense (RAD) training for residential students. This training will be held September 24–26 from 5:00–9:00 pm in Commons 106.

Student Health & Counseling Center (SHCC)
SHCC staff engaged in two days of development training on August 13 and 14. Highlighted topics included front desk safety training provided by UPD, team building through ePortfolio with Paul Wasco, an overview of the First Year Advising and Success program with Valerie Robideaux, and webinars from the American College Health Association on the topics of college health benchmarking data, and the assessment, treatment, and ongoing support of a college student with anxiety.

Staff from the health center presented wellness and service information at HOWL Days, International Student Services, Native Early Transition, Middle College, and Residence Life orientations.
The SHCC celebrated five years of collaboration with Residence Life and Housing by providing 455 students with immunization services on August 23, 24, 25 and 26 in the Commons. This was the second year of partnership with the Idaho State Pharmacy students who also engaged with students to provide these services.

Upcoming events include Active Shooter Training with Ron Swartz on August 30, and a semester of providing workshops supporting student wellness and academic success. Please contact the SHCC for a full listing of the workshop offerings.

**Student Life & Leadership (SLL)**

Following a successful 2018 Campus Kick-Off (CKO), Student Life & Leadership (SLL) continues to engage new and returning UAA students in campus programming through Weeks of Welcome (WOW). Highlights as well as the full schedule of events can be found in the Green and Gold: greenandgold.uaa.alaska.edu/blog/66070/uaa-campus-anchorage-weeks-welcome-fall-2018.

CKO and WOW, as well as the upcoming Homecoming Week (October 2018) and Winterfest (February 2019), were coordinated by the newly-created, campus-wide Traditions Committee. The Committee was created as an expansion of the previous CKO Committee to elevate traditions-based programming at UAA through a campus-wide committee, with more student involvement, and more intentional collaboration.

This Fall 2018, SLL welcomes a fourth fraternity to campus, Delta Chi, bringing UAA to a total of six fraternities and sororities available for students wanting to engage in Greek Life. Delta Chi’s expansion efforts are in full swing, led by Divante Hamilton and Logan Rivera, who join us from the fraternity’s international headquarters in Iowa City, IA. Likewise, a busy week of sorority recruitment events begins September 7-14, during which time interested women learn about UAA’s two sororities, leadership opportunities, philanthropic efforts, and the advantages of sisterhood.

Nationally, Greek-affiliated college students demonstrate greater academic performance than their counterparts, which is one of several factors driving SLL’s continued efforts to expand and enhance Greek Life at UAA.

September 2018 also marks the 30th anniversary of *The Northern Light* (TNL), UAA’s student-run newspaper. TNL staff will host a week of celebratory events, September 17-20. UAA students, faculty, and staff are encouraged to participate in these free events, all hosted in the Student Union, culminating with the Redzone Launch Party on Thursday, Sept. 20 from 5:00-7:00 pm in the Student Union Den. The Redzone is the TNL’s annual, award-winning series to raise awareness about campus sexual assault, which is most likely to occur during the first 13 weeks of the academic year (the “redzone”), according to national research.

**Student Life & Leadership Upcoming Events:**

- **UAA Downtown Takeover**—Friday, Sept. 7
  Various Downtown Businesses
  Discounts for UAA students, faculty, and staff with valid ID
  More Info: facebook.com/events/233784650537133

- **Banff Mountain Film Festival World Tour (formerly Radical Reels)**—Friday, Sept., 7:00 pm
  Wendy Williamson Auditorium (For tickets: UAATix.com)

- **Mental Health Lecture & Comedy Show (feat. Adam Grabowski)**—Wednesday, Sept. 26, 7:00-10:00 pm
  Student Union Cafeteria
  More info: adamgrabowski.com

- **Fiesta con Flor De Toloache**—Thursday, Sept. 27, 2:00-3:00 pm
  Student Union, Den
  Co-sponsored by Student Activities & Commuter Programs and the Anchorage Concert Association
  Live concert and informal discussion free and open to the public.

**TRIO Programs**

The UAA TRIO Programs co-sponsored with the Office of Student Affairs a professional development training for students and staff called Storytellers for Change presented by Director and Founder Luis Ortega. Participants learned the art and power of storytelling. A powerful communication
and engagement strategy, storytelling fosters an empathetic, inclusive and equitable programs and institutions. A story-centered approach is grounded on establishing opportunities for communities to come together to listen, learn, and build partnerships to tackle complex social issues. The workshop was held August 22-24; participants included 20 UAA students, 75 high school students from the Anchorage School District, and 35 professional staff from the university.

**TRIO Student Support Services (SSS)**

SSS hosted its annual Summer Bridge Program for students transitioning to college on August 7, 8, and 11. This program ensured students completed admissions and financial aid processes; felt welcome to the UAA community, were able to meet new and returning students, and learned about the services and resources available to support their success. Students were able to learn from a panel of UAA faculty about their college experiences. There were 28 new students and 12 peer mentors that participated in the SSS Summer Bridge.

**TRIO Upward Bound (UB)**

UB hosted its first Summer Academies from June 4 through July 27. High school students grades 9th through 12th participated in college and career exploration, academic skill building, and leadership development. Three students participated in the National Leadership Congress in Washington, D.C., where they met with Alaska Senator Lisa Murkowski. Twenty-nine students visited seven universities and colleges in Washington (state) and Oregon, where they met with other TRIO Program staff and students. This summer experience included a trip to Portage Glacier for TRIO Program participants. The number of high school student participants totaled 91 of the 120 registered in the program.
NWCCU Accreditation

Site Visit: October 8-10, 2018

After more than two years of broad-based campus engagement in the analysis of mission fulfillment, the Year Seven Self-Evaluation Report has been sent to the NWCCU and a review team will visit the campus October 8-10.

The site visit includes three open forums and faculty, staff and students are encouraged to participate.

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<th>Date</th>
<th>Open Forum</th>
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<td>Monday October 8</td>
<td>Students Only</td>
<td>1:00-2:00 p.m.</td>
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<tr>
<td>Monday October 8</td>
<td>Faculty Only</td>
<td>2:30-3:30 p.m.</td>
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<tr>
<td>Tuesday October 9</td>
<td>Staff Only</td>
<td>10:30-11:30 a.m.</td>
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</table>

Things to Think About: What makes UAA distinctive? Where do you see the institution moving? How do you contribute to meeting the mission and core themes? What role do you play in the assessment of student learning? What role will you play in meeting the 2020 Student Success goals?

Self-Study Website: See the Reaffirmation of Accreditation Self-Study Report and Process site for more information about the visit.

Curriculum

AAS Catalog Revisions

Last year faculty approved a revision to the General Education component for all Associate of Applied Science degrees, to be implemented in AY20. This action aligned the associate and baccalaureate degrees, creating clearer pathways for students. In order to meet the implementation date, this year all AAS degrees must review and revise as appropriate their curriculum and catalog copy, to ensure alignment with the revised General Education component.

Related Instruction for Undergraduate Certificates

All Undergraduate Certificates must meet the NWCCU Standard regarding related instruction. A subgroup of the General Education Requirements Advisory Committee (GERA), including faculty representatives from programs with undergraduate certificates, will be charged to put
forward a proposal to the UAB. The proposal should align related instruction for Undergraduate Certificates to related instruction for the associate degrees.

**Academic Policy**

**Student Complaints**
The Record of Student Complaints policy was approved in June. This annual high-level compilation of student complaints across the institution is required by our accreditors and allows the institution to track issues or trends which warrant further investigation or consideration of policy revisions.

**Academic Affairs Policy Site:** [https://www.uaa.alaska.edu/academics/office-of-academic-affairs/academic-policies-and-procedures.cshtml](https://www.uaa.alaska.edu/academics/office-of-academic-affairs/academic-policies-and-procedures.cshtml)

**Program Student Learning Outcomes Assessment**

**New Academic Assessment Homepage:** [https://www.uaa.alaska.edu/academics/office-of-academic-affairs/academic-assessment/index.cshtml](https://www.uaa.alaska.edu/academics/office-of-academic-affairs/academic-assessment/index.cshtml)

**IR-Reports Academic Assessment Repository:**
[https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx](https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx)

**Annual Academic Assessment Seminar: Where Learning Matters**
Please join us for the annual Assessment Seminar on September 7th from 9:00-12:30 in LIB 307 and by video conference to the community campuses (coffee and registration at 8:30). The Seminar will feature keynote speaker David Marshall, Senior Scholar, National Institute for Learning Outcomes Assessment. [Register Now](https://www.uaa.alaska.edu/academics/office-of-academic-affairs/academic-assessment/index.cshtml)

**Annual Academic Assessment Survey: 100% Participation!!!!!**
This summer, every UAA program completed an Annual Academic Assessment Survey. The Annual Academic Assessment Survey Report will be shared at the Assessment Seminar and posted on the Academic Assessment Homepage and the IR-Reports Academic Assessment Repository.

**Annual Academic Assessment Report (Deadline October 15, 2018)**
AY18 Annual Academic Assessment Reports are due by October 15, 2018. Check with your dean if you’re wondering who is responsible for posting your program’s report to the IR-Reports Assessment Repository.

**General Education Workshop Series**
Dan Kline, General Education Director, will facilitate a series of workshops and forums in AY19. The series will repeat in the Spring, culminating with the GER/AA/AAS Assessment Soiree in May. *(Note: registration links below allow participants to register for the date's workshop, forum, or both.)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Time</th>
<th>Title</th>
<th>Register</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 9/14</td>
<td>LIB 302A</td>
<td>11:30-12:30</td>
<td>GER Forum: What’s the Latest in General Education?</td>
<td>Register</td>
</tr>
<tr>
<td>Fri 9/21</td>
<td>LIB 302A</td>
<td>10:00-11:30</td>
<td>GER Assessment Workshop 1: Curriculum Mapping and Shared Assessment</td>
<td>Register</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:30-12:30</td>
<td>GER Forum: Diversity and Inclusion GER Initiative</td>
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**Cyclical Academic Program Review**

The Provost’s findings on AY18 program reviews are posted in the AY2018 folder on IR-Reports Program Review site. The programs up for review in AY19 and supporting materials are posted on the Academic Program Review website and in the AY2019 folder on IR-Reports.

**Program Accreditation**

**Program Accreditation Actions**

- The Social Work BSW/MSW received continuing accreditation on the basis of an AY18 report and site visit.
- The Surgical Technology AAS hosted a site visit in August for consideration of initial accreditation.
- The Human Services AAS/BHS and Computer Science BS submitted self-studies for continuing accreditation in June.
- The Clinical-Community Psychology PhD, Computer Science BS, and Paramedical Technology AAS programs have site visits scheduled in AY19.
- The Automotive Technology UC/AAS and Diesel Power Technology UC/AAS programs have self-studies due without site visits in AY19.

**International and Intercultural Affairs**

**International Partnerships**

This summer, UAA signed cooperative agreements to explore the development of collaborative educational and research projects, joint academic and scientific activities, publications, and faculty and student exchange with three universities: Nanjing Forestry University in China, Kumamoto University in Japan, and Takushoku University in Japan.

UAA also hosted a delegation from the National University of Mongolia to discuss possible partnership opportunities under the cooperative agreement signed in 2017.
To: Maria Williams, Faculty Senate President
From: Adam Paulick, CIO/Associate Vice Chancellor for Information Technology
Date: August 31, 2018
Subject: Faculty Senate Report

Welcome Back
Your information technology team is ready and eager for the new semester. Please do not hesitate to give us a call at 786-4646 with any technology related problem and follow us on Twitter at @uaacallcenter for the latest updates. When you do engage with us for service, please provide feedback by responding to our new survey developed in partnership with UAA’s own Dr. Veronica Howard, Professor of Psychology. The survey is brief, intuitive and integrated into our processes to ensure feedback quickly informs how we deliver service to the campus. The first question gets right to the point:

How happy are you with the support we provided for your technical issue?

Very happy

Somewhat happy

Neither happy nor unhappy

Somewhat unhappy

Very unhappy

What’s New for Fall Semester

New Name and Improved Service
In order to more accurately reflect the work of the team and the multiple ways a request for help can come to us, the IT Call Center has a new name: Technical Service Center or “TSC” for short. While phone calls remain the most common way to contact the Center, email requests are popular and online chat will be available in the coming months. We’re also exploring more personable walk up services.
**Desktop Service Changes**

One of the biggest changes for fall semester is the elimination of most service charges related to work on desktop and laptop computers. As in years past, a call to the Technical Service Center starts the process and a desktop technician will be dispatched to your campus location if the problem cannot be resolved over the phone. Unlike in years past, your department will not be billed $72/hour to resolve the problem.

The new funding model allows us to move from a reactive mode to a proactive mode. Schools, colleges and departments can schedule set times for a technician to visit your office to resolve small problems before they become larger problems.

Additional details regarding the changes can be found at:
[https://www.uaa.alaska.edu/about/administrative-services/departments/information-technology-services/our-services/hardware-software/service-expectations-and-engagement-process.cshtml](https://www.uaa.alaska.edu/about/administrative-services/departments/information-technology-services/our-services/hardware-software/service-expectations-and-engagement-process.cshtml)

**SPSS Free for Students**

In partnership with University of Alaska Southeast and Kenai Peninsula College, ITS has implemented a licensing model change that allows all students at UAA, UAS and KPC to install and use SPSS at no cost. While faculty, staff and lab use still incurs an annual charge, the base licensing now includes more modules at a similar cost. Please encourage your students to contact the TSC if you think they’ll benefit from using their free copy of SPSS.

**Enhancements to the UA Account Claiming Process**

You may recall that a handful of alaska.edu accounts were compromised through UA’s Elmo password reset process this past spring through easy to obtain personal information available on the internet. Security was immediately tightened, making it more difficult for new students to claim their UA account. Several enhancements have been made to Elmo to make it easier to use while maintaining security. New features include notifying a new student they have a UA account to claim, and providing a code through an alternate email address to claim the account. Coming soon is a feature to make it easier for returning students who have previously stopped out to get back into their accounts.
CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- After years of service to UAA, **Director Judy Owens-Manley will be retiring at the end of December**. Please watch for news of the celebration of her accomplishments.

- **CCEL has a new Associate Director, Donna Aguiniga, Associate Professor of Social Work**, who is dividing her time this year to be in the Center. Dr. Aguiniga will be acting as Interim Director in the spring of 2019.

- **A new Democracy & Civic Action Week is scheduled for Sept. 17-25** extending from Constitution Day through National Voter Registration Day. Departments and program across campus will present a range of activities to engage both campus and community members in reflections of rights and responsibilities fundamental to a civil society. For more information see the CCEL website. The week will culminate in a **keynote address on 9/25 by Jennifer Domagal-Goldman**, Associate Director of the ALL IN Campus Democracy Challenge.

- **Calls for Community-Engaged Student Assistants and Faculty Mini-Grants** were due 8/24 and 8/31 respectively. CESA applications are in for 31 students from 12 different departments, and mini-grant applications are expected to stretch the modest amounts that we have to award!

- **The Resilient Communities Initiative** grantees (Liz Snyder, Health Sciences & Rachael Miller, APU; Micah Hahn, ICH and Libby Roderick, CAFÉ; Shannon Donovan, Environmental Studies & Sharon Chamard, Justice; and Michael Miller, Education) met in August with evaluator Corrie Whitmore, Health Sciences and a surprise visitor, Nancy Andes, the first Director of CCEL and a generous funder of this project, to assess project status and where they are heading this year. Student internships complement the faculty work in each project, including the evaluation.

- **Student Public Scholars** is a program started last year to grant scholarship awards for students. Five students are designated this year to assist in designing and planning community engagement activities. Michael Mueller, Education, will be a faculty mentor along with Donna Aguiniga.

- **Think Tanks** Save the dates: **9/20 with ACLU and consideration of Civil Rights 11:30-12:45, LIB 307**; also 10/18, 11/15, 2/21, 3/21, 4/11.
• **Urban in Alaska Conference:** Save the dates: 12/16 Lucy Cuddy Center and Rasmuson Hall.

**CENTER FOR ADVANCING FACULTY EXCELLENCE**

Please join us for our fall **Networking Mixer on Friday, September 7 from 4-6 pm in the Alaska Airlines Center’s Varsity Grill to welcome our new faculty.** These informal gatherings offer a wonderful opportunity to make connections across disciplines, units and departments. Many thanks to UAA Conference and Catering Services and the Varsity Grill for underwriting and co-hosting this event.

In May, CAFE offered a **faculty intensive** exploring the implementation of **High Impact Practices** in courses populated by first-year students. We welcomed almost 50 faculty representing six different colleges in Anchorage, KPC, Mat-Su, and Kodiak community campuses, and several Student Affairs professionals. Presenters included experts from UAA (Claudia Lampman, Sandra Ehrlich-Mathiesen, Judy Owens-Manley, and more), as well as national guest speakers Deanna Leone (Cal State Fullerton), David Hubert (Salt Lake Community College), and Patti Clayton (Curricular Engagement).

• Fifteen faculty members received **summer mini-grant support** from CAFE to incorporate selected High Impact Practices (HIPs) into courses serving first-year students. Mini-grant recipients include faculty in Anchorage, KPC, and Kodiak. This faculty cohort will share their projects in upcoming CAFE sessions.

From May through August, CAFE coordinated a **peer-led Promotion & Tenure file preparation group.** Following the success of a similar group from summer 2017, over 30 faculty peers connected weekly for 10 weeks. In each session they explored and worked on preparing a different portion of their files. Faculty who contributed to the success of this group include:

  o **Corrie Whitmore** (Health Sciences), who convened the group;

  o **Jennifer Stone** (English), who convened the 2017 group, started this summer’s series by sharing insights, materials and ideas from last year’s participants; and

  o **Kat Milligan-Myhre** (Biology), who contributed substantial amounts of material to further develop the information gathered last year.

CAFE has already had a busy **fall semester** with a host of orientations, workshops, and faculty learning communities, including:

• **Our annual New Faculty Orientation (NFO)** welcomed a new cohort of over 30 UAA faculty who participated in workshops addressing everything from Diversity, to Inclusion and Student Success, to Universal Design, to Planning your Workload, to Supporting Students of Care and Concern. Participants included teachers at the Anchorage, KPC, and Mat-Su campuses.

• **The annual Adjunct Orientation and Teaching Academy** introduced almost 40 adjunct faculty members to their faculty role in student success, Blackboard, effective teaching
techniques, and more. Those who participated are teaching in Anchorage, Eagle River, and Mat-Su.

- The Fall Teaching Academy, offered in partnership with AI&E, provided two days of programming on topics including Engaging Difficult Dialogues in the Classroom to Teaching the Books of the Year to Improving Your Syllabus. Programming related to the use of academic technologies included training in the use of Blackboard’s Retention Center, Developing Engaging Discussion Questions for Online Courses, Quality Matters, and the Blackboard Gradebook. Over 100 faculty registered for these opportunities to learn, network and receive support and assistance on a wide range of issues.

- CAFE’s annual development session for Chairs and Directors introduced over 20 academic leaders to a wide range of resources and information related to running departments and units at UAA.

- UAA’s Difficult Dialogues Director and CAFE Associate Director Libby Roderick offered two workshops related to Difficult Dialogues, one for Student Life and another for the First Alaskans Institute.

- A workshop on best practices for developing e-files for Promotion and Tenure provided faculty submitting P & T files this fall with a final opportunity to get answers to questions around file submission. The session was led by Jennifer Stone (English), Corrie Whitmore (Health Sciences), Marian Bruce (Faculty Services), and Paul Wasko (eWolf ePortfolios), and was attended by 30 faculty.

- The workshop Faculty Evaluation: Training for Reviewers. As of this writing, approximately 40 people have registered to attend this session coordinated in partnership with the Faculty Services office; the session will be led by Marian Bruce.

- The annual three-part New Faculty Discussion Group is offering 12 new faculty from a range of disciplines 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.”

- A faculty learning community on Alaska Native Ways of Teaching and Learning introduces faculty to traditional Alaska Native ways pedagogies that focus heavily on reflection, silence, visual learning, storytelling, honoring relationships, and Elder- and earth-based learning. The learning community (a repeat from previous years) allows participants to reflect on their current teaching practices and the possibilities for broadening them to include these approaches, discuss key difficult dialogues between Alaska Native communities and academic communities, and tie their work to the student learning outcomes associated with the new Alaska Native-themed GER launching this fall. Approximately 30 faculty are participating in the series, which is co-hosted by the Faculty Senate Diversity Committee.
• A two-day BUILD EXITO Student Mentoring training on culturally responsive mentoring includes faculty and graduate student mentors of undergraduate researchers. The National Research Mentoring Network (NRMN) provides training and support for research mentors and mentees, and 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 plenary session introduced principles of culturally aware mentoring (CAM) to 15 faculty and administrators, while 12 completed the day-long CAM and NRMN trainings led by Dr. Philip Cheng (Henry Ford Health System) and Dr. Steven Lee (Stanford University).

The UAA/APU Books of the Year program is continuing under CAFE’s leadership as part of the Difficult Dialogues initiative. Common intellectual experiences -- like Books of the Year programs -- are a recognized High Impact Practice that supports student success. Shannon Donovan (Geography and Environmental Studies) and Ian Hartman (History) are the 2018-19 Faculty Associates for the Books of the Year. Twenty copies of each of the selected books are on reserve at the Consortium Library for student checkout, and 3 copies of each title have been sent to Community Campus libraries. Each title is also available as an e-book through the library. A wide array of resources are available to help faculty teach some or all of the books in their classes (books for Spring 2019 need to be adopted by early October). Faculty from UAA and APU have selected six books for AY 2018-20 under the theme of “Building Resilient Communities.” The books offer multiple ways to approach this complex topic, ranging from an academic exploration of systems thinking and the synergies between economics, energy, equity and the environment (The Community Resilience Reader) to a call to action on the climate crisis (This Changes Everything) and the best climate solutions (Drawdown) to impassioned essays on community survival by a major Indigenous leader (The Winona LaDuke Chronicles) to creative works highlighting the resilience of individuals and communities impacted by poverty, racism, and extreme weather events (Threadbare and Salvage the Bones). For more information and teaching resources:

[www.uaa.alaska.edu/books-of-the-year](http://www.uaa.alaska.edu/books-of-the-year)

**ACADEMIC INNOVATIONS & eLEARNING**

**Faculty Professional Development**

• Over the summer, three faculty intensives were held. They included
  
  o Tech Fellows 2018 intensive (May)
  
  o Accessibility Intensive (June)
  
  o Program Intensive for the Master of Business Administration (June)

• In August 2018, AI&e partnered with CAFÉ and CCEL to offer the Fall Teaching Academy. The event was well-attended and included sessions from how to develop a syllabus to the best ways to use groups in Blackboard. Guest presenter Sue Burris from Blackboard offered numerous sessions on how to better utilize Bb tools.

• Keep an eye out for Distance Education Week – November 5th-9th
Program Development

- AI&e continues to work with several programs. The Master of Business Administration held their faculty intensive this summer. They are working vigorously on course development and integrating the Digication ePortfolio tool throughout the program. The Master’s degree in Global Supply Chain Management has made excellent progress and is beginning to offer revised courses this fall. AI&e is also partnering with the Associate’s program in the School of Nursing to develop a program revision plan. Early discussions took place this summer and faculty discussions are beginning now.

Blackboard Ally

- **Blackboard Ally, a tool that helps with course content accessibility in Blackboard, will be available to all faculty members in January 2019.** Look for communications and opportunities for training in October and November.

eLearning: Distance Student Services

- eLearning staff administered 2,018 assessments in the eLearning Testing Center in GHH during the summer semester. This is a **20% increase** from the summer semester of 2017.

- eLearning staff have processed approximately 1,700 student proctor forms, setting up testing locations for students.

- RPNow, the online test proctoring service, was set up in 39 (21 main campus courses & 18 UAA extension site courses) online courses for the summer semester, and approximately 893 proctored assessments were completed using RPNow. This is a **24% increase** from the summer of 2017.

ePortfolio:

- **Over the summer, the eWolf team worked with Marian Bruce to re-engineer the promotion and tenure template into New Digication.** The new template features video training materials to assist faculty in developing their P & T files.

- **The College of Health and the Alaska Middle College will be hosting George Steele in September. Dr. Steele has led efforts within NACADA that blend flipped advising models with e-portfolios.**

- **eWolf use within Student Affairs continues to grow.** Discussions are underway with Student Showcase and the Chancellor’s League. In addition, Multicultural Center (MCC) leadership had a recent opportunity to brief Gianina Baker from NILOA, who was very interested in the work MCC has done in the area of e-portfolios and student scholarships (i.e. AHAINA Students of Excellence). eWolf is also working with student workers at the MCC and the Writing Center based on the PEAK model developed in collaboration with Student Affairs.
• This is the last semester that any new portfolio sites can be created using the Classic version of Digication. As of January 2019, all new e-portfolios will be built in New Digication. Users that wish to maintain their Classic sites are free to do so or use the upgrade option to transfer their sites to New Digication.

INSTITUTIONAL RESEARCH

Institutional Research has been busy over the summer working on accreditation and student success efforts.

We have moved IR-Reports to an enterprise environment with an emphasis on speed and access to reports, and it is now an extremely powerful and flexible system. The campus should expect faster and more accurate reporting with this move.

The staff has worked on employee PowerBI dashboards; several reports were migrated to the new system.

IR is happy to attend any meetings to demonstrate the new capabilities and structure of the system.
Office of Alaska Natives & Diversity

September 2018

Diversity and Inclusion Action Plan

The Diversity and Inclusion Plan (D&IAP) chaired by Dr. Boeckmann, Dr. Thorn and Dr. Williams, completed Spring 2017 is posted on the Chancellor’s website.

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

D&IAP Progress to Goals:

Objective III: Develop a system of accountability

The Diversity Action Council (DAC) recommendations for reorganization/repurposing are underway. The new DAC membership includes several new senior leadership positions. The DAC will oversee the D&IAP including developing benchmarks and an accountability system.

Objective II: Provide framework for advocating and managing diversity.

The D&IAP plan recommends UAA establish two separate senior leadership roles pertaining to Alaska Natives & Diversity.

As recommended in the D&IAP, the Interim Associate Vice Chancellor for Alaska & Diversity is in process for becoming a permanent position with focus on Alaska Native engagement and achievement. A Chancellor appointed exploratory committee to examine and make recommendations for a second leadership position (Chief Diversity Officer, or similar) has completed its work. The committee recommends an internal search proceed quickly to fill an interim position.

Objective IV: Examine and support UAA student success.

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

Objective V: Diversify Curriculum and Instructional Strategies.

The Alaska Native themed GER course requirement for students is in place for FALL 18. The Faculty Senate Diversity Committee continues their work developing enhanced curriculum and supporting the new Multicultural post-doctoral positions.

Multicultural Post-doctoral positions. The Provost’s office supported searches for five new multicultural post-doctoral positions AY 17-18. Two searches were successful and UAA welcomes two new faculty in
Health and Alaska Native Studies. Previously approved searches in Philosophy, Psychology, and Sociology will continue this academic year.

**Advisory Council for Alaska Native Education & Research (ANERAC)**

ANERAC supports the Student Success recommendations to co-locate and possibly reorganize Native serving academic and student serving programs. The recommendation to co-locate has started with establishing an Alaska Native faculty office in Native Student Services (NSS). Sharon Lind, professor in College of Business and Public Policy, and Aleut Corporation board chair has moved into NSS office space.