

UAA Faculty Senate Agenda
December 1, 2017
2:30 - 4:30 p.m.
Lew Haines Conference Room (LIB 307)
Audio: 786-6755 | ID: 284572
[Link to Live Skype Meeting](#)

I. Call to Order

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

2017-2018 Officers

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

2017-2018 Senators

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

III. Agenda Approval (pg. 1-4)

IV. Meeting Summary Approval (pg. 5-10)

V. Officer's Reports

A. President's Report (pg. 11)

B. First Vice President's Report

C. Second Vice President's Report (pg. 12)

D. Past President's Report (pg. 13)

i. Faculty Representation on Statewide Councils (pg. 14-17)

- ii. FA President Report to Senates (pg. 18-22)

VI. Unfinished Business

VII. Consent Agenda

A. Undergraduate Curriculum

i. Courses

Chg	ACCT A101	Principles of Financial Accounting I
Chg	DMS A101	Introduction to Sonography
Chg	DMS A109	OB and Gyn Sonography I
Chg	DMS A205	Principles and Instrumentation II
Chg	DMS A392	Pathophysiology Seminar
Chg	DMS A395	Clinical Practicum III
Chg	ENGL A201	Masterpieces of World Literature I
Chg	ENGL A202	Masterpieces of World Literature II
Chg	ENGL A311	Writing and Rhetoric in Public Life
Chg	ENGL A312	Advanced Technical Writing
Chg	ENGL A490	Topics in English Studies
Chg	HS A220	Core Concepts in the Health Sciences
Chg	MBIO A452	Microbial Genetics
Chg	PSY A345	Abnormal Psychology

ii. Programs

Chg	ACCT-AAS: Associate of Applied Science in Accounting
Del	Automotive Brakes, Suspension, Alignment Occupational Endorsement Certificate
Del	Automotive Electrical Occupational Endorsement Certificate
Del	Commercial HVAC Systems Occupational Endorsement Certificate
Chg	CISY-MNR: Minor in Computer Information Systems
Chg	DGMS-AAS: Associate of Applied Science in Diagnostic Medical Sonography
Chg	HLSC-BS: Bachelor of Science in Health Sciences
Chg	INBS-MINOR: Minor in International Business
Del	Residential & Light Commercial Air Conditioning & Refrigeration Occupational Endorsement Certificate
Del	Sustainable Energy Occupational Endorsement Certificate

B. Graduate Curriculum

i. Courses

Add	ANTH A652	Advanced Studies in Human Biodiversity
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ii. Programs

Chg	CMHL-GRCERT: Graduate Certificate in Children's Mental Health
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C. BA/BS Degree Definitions in Catalog (pg. 23-24)

VIII. Boards and Committees Reports

- A. Graduate Academic Board
- B. Undergraduate Academic Board
- C. General Education Review Committee
- D. University-wide Faculty Evaluation Committee
- E. Academic Assessment Committee (pg. 25)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning
- G. Budget, Planning, and Facilities Advisory Committee
- H. Diversity Committee (pg. 26-29)
- I. Faculty Grants and Leaves Committee (pg. 30)
- J. Institutional and Unit Leadership Review Committee
- K. Library Advisory Committee
- L. Student Academic Support and Success Committee (pg. 31-33)
- M. Community Campus Committee (pg. 34)
- N. Academic Honesty and Integrity Committee
- O. Research and Creative Activity Committee (pg. 35)
- P. Joint Ad Hoc Committee on Mentoring Institute Proposal
- Q. Joint Ad Hoc Committee on UFEC Criteria for Administrative Faculty
- R. Joint Ad Hoc Committee on Student Evaluation
- S. Joint Ad Hoc Committee on Term Faculty Promotion
- T. Joint Ad Hoc Committee on Internationalization
- U. Joint Ad Hoc Committee on Education Abroad

IX. New Business

- A. Resolution Expressing Appreciation to Committee Members for their work and Endorsement of Appendix D in the Tier 1 Implementation Report (pg. 36-37)

- B. Curriculum Handbook Revisions (pg. 38-67)

X. Administrative Reports

- A. Interim Chancellor, Sam Gingerich
- B. Interim Provost, Duane Hrnecir
- C. Interim Vice Chancellor of Administrative Services, Pat Shier
- D. Vice Chancellor of Advancement, Megan Olson (pg. 68-72)
- E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 73-77)
- F. Vice Provost of Academic Affairs, Susan Kalina (pg. 78-80)
 - i. Institutional Self-Study (Susan Kalina, Larry Foster & Jennie Brock)
- G. CIO, Adam Paulick
- H. Union Representatives
 - i. UAFT
 - ii. United Academics, Nelta Edwards
- I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 81-84)
- J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 85-86)
- K. Interim Vice Provost for Student Success, Claudia Lampman

XI. Informational Items & Adjournment



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Summary
November 3, 2017
2:30 - 4:30 p.m.
Lew Haines Conference Room (LIB 307)
Audio: 786-6755 | ID: 284572
[Link to Live Skype Meeting](#)

I. Call to Order

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

2017-2018 Officers

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

2017-2018 Senators

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

III. Agenda Approval (pg. 1-5)

IV. Meeting Summary Approval (pg. 6-10)

V. Officer's Reports

- A. President's Report (pg. 11)
- B. First Vice President's Report
- C. Second Vice President's Report (pg. 12)
- D. Past President's Report (pg. 13)

VI. Unfinished Business

VII. Consent Agenda

A. Approval of the UA Council Charters (pg. 14-81)

B. Undergraduate Curriculum

i. Courses

Chg	<u>ACCT A101</u>	<u>Principles of Financial Accounting I</u>
Chg	<u>ANTH A452</u>	<u>Exploring Human Biodiversity</u>
Chg	<u>ART A224</u>	<u>Beginning Photography</u>
Add	<u>DN A325</u>	<u>Food Nutrition in Modern Alaska</u>
Chg	<u>EE A353</u>	<u>Circuit Theory</u>
Add	<u>EE A495</u>	<u>Electrical Engineering Internship</u>
Del	<u>ENGL A109</u>	<u>Introduction to Writing in Academic Contexts</u>
Chg	<u>MATH A151</u>	<u>College Algebra for Calculus</u>
Chg	<u>MATH A152</u>	<u>Trigonometry</u>
Chg	<u>MATH A211</u>	<u>Mathematics for Elementary School Teachers I</u>
Chg	<u>MATH A212</u>	<u>Mathematics for Elementary School Teachers II</u>
Chg	<u>MATH A306</u>	<u>Discrete Methods</u>
Chg	<u>MATH A490</u>	<u>Selected Topics in Mathematics</u>
Chg	<u>MEDT A101</u>	<u>Phlebotomy and Specimen Processing</u>
Chg	<u>MEDT A132</u>	<u>Phlebotomy and Specimen Processing Techniques</u>
Add	<u>MEDT A132L</u>	<u>Phlebotomy and Specimen Processing Techniques Lab</u>
Chg	<u>MEDT A133</u>	<u>Basic Techniques in Laboratory Medicine</u>
Add	<u>MEDT A134</u>	<u>Immunology and Serology</u>
Chg	<u>MEDT A195A</u>	<u>Phlebotomy Practicum</u>
Add	<u>MEDT A195C</u>	<u>Phlebotomy Practicum / Distance</u>
Chg	<u>MEDT A202</u>	<u>Clinical Chemistry</u>
Chg	<u>MEDT A203</u>	<u>Clinical Microbiology</u>
Chg	<u>MEDT A204</u>	<u>Hematology and Coagulation</u>
Chg	<u>MEDT A206</u>	<u>Immunology and Blood Banking</u>
Chg	<u>MEDT A208</u>	<u>Urine and Body Fluid Analysis</u>
Add	<u>MEDT A211</u>	<u>Blood Banking</u>
Chg	<u>MEDT A301</u>	<u>Molecular and Emerging Diagnostics</u>
Chg	<u>MEDT A303</u>	<u>Advanced Clinical Microbiology</u>
Chg	<u>MEDT A306</u>	<u>Advanced Immunology and Blood Banking</u>
Add	<u>MEDT A307</u>	<u>Clinical Correlations</u>
Chg	<u>MEDT A395</u>	<u>Medical Laboratory Technology Practicum</u>
Chg	<u>MEDT A401</u>	<u>Introduction to Research</u>
Chg	<u>MEDT A495</u>	<u>Medical Laboratory Science Practicum</u>
Chg	<u>PHIL A303</u>	<u>Environmental Ethics</u>
Chg	<u>PHYS A211</u>	<u>General Physics I</u>
Chg	<u>PHYS A211R</u>	<u>General Physics I Problem Solving</u>
Chg	<u>PSY A412</u>	<u>History of Psychology</u>

- ii. Programs
 - Chg [ACCT-AAS: Associate of Applied Science in Accounting](#)
 - Chg [ARTS-MINOR: Minor in Art](#)
 - Del Computer Electronics, Associate of Applied Science
 - Del Digital Arts, Associate of Applied Science
 - Chg [DITC-BS: Bachelor of Science in Dietetics](#)
 - Del Fitness Leadership, Occupational Endorsement Certificate
 - Chg [MAST-AAS: Associate of Applied Science in Medical Assisting](#)
 - Chg [MATH-MINOR: Minor in Mathematics](#)
 - Chg [MLAB-AAS: Associate of Applied Science in Medical Laboratory Technology](#)
 - Chg [MLSC-BS: Bachelor of Science in Medical Laboratory Science](#)
 - Del Nutrition, Bachelor of Science
 - Del Outdoor Leadership, Occupational Endorsement Certificate
 - Del Paralegal Studies, Undergraduate Certificate
 - Chg [PHLE-OECERT: Occupational Endorsement Certificate in Phlebotomist](#)
 - Del Retail Management, Occupational Endorsement Certificate
 - Del Small Business Management, Undergraduate Certificate

C. Graduate Curriculum

- i. Courses
 - Add [MD A604 Ecology of Health and Medicine - Foundations 1](#)
 - Add [MD A605 Ecology of Health Medicine – Foundations 2](#)
 - Add [MD A606 Ecology of Health Medicine – Foundations 3](#)
 - Add [MD A607 Ecology of Health Medicine – Foundations 4](#)

Consent Agenda Approved

VIII. Boards and Committees Reports

- A. Graduate Academic Board
- B. Undergraduate Academic Board
- C. General Education Review Committee
- D. University-wide Faculty Evaluation Committee
- E. Academic Assessment Committee (pg. 82)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning
 - Resolution 110317-1
 - Motion to approve*
 - 40 approve, 0 oppose, 0 abstain*
 - Motion unanimously passes*
- G. Budget, Planning, and Facilities Advisory Committee

- H. Diversity Committee (pg. 83-85)
- I. Faculty Grants and Leaves Committee
- J. Institutional and Unit Leadership Review Committee (pg. 86)
- K. Library Advisory Committee
- L. Student Academic Support and Success Committee (pg. 87-88)
- M. Community Campus Committee
- N. Academic Honesty and Integrity Committee
- O. Research and Creative Activity Committee
- P. Joint Ad Hoc Committee on Mentoring Institute Proposal
- Q. Joint Ad Hoc Committee on UFEC Criteria for Administrative Faculty
- R. Joint Ad Hoc Committee on Student Evaluation
- S. Joint Ad Hoc Committee on Term Faculty Promotion
- T. Joint Ad Hoc Committee on Internationalization

IX. Presentations

- A. Tier One Working Group, Scott Downing
The Registrar has rolled the Tier 1 courses to the new college and that we are working on developing four plans, one for each CAS program affected by the reorganization and one for community campuses. Each program and the community campuses are unique and deserve particular attention.

X. New Business

- A. Resolution Creating an Ad Hoc Faculty Senate Committee on Education Abroad (pg. 89)

THEREFORE BE IT RESOLVED, the University of Alaska Anchorage Faculty Senate is creating an Ad Hoc Committee on Education Abroad in partnership with Academic Affairs. The Committee will help set direction, ensure faculty involvement in the development and review of education abroad programming, and provide input on processes and procedures.

Motion to approve

39 approve, 0 oppose, 1 abstain

Motion passes

B. Motion Supporting the Efforts of Faculty Services to Update and Modify Modes of Accessing the Faculty Handbook

THEREFORE BE IT RESOLVED, the UAA Faculty Senate supports the efforts of Faculty Services to update the Faculty Handbook and to move the Faculty Handbook to an entirely online format. The Faculty Senate commits to assist Faculty Services in this process.

Motion to approve

40 approve, 0 oppose, 0 abstain

Motion unanimously passes

XI. Administrative Reports

A. Interim Chancellor, Sam Gingerich [1:05:11-1:

- *Ron Kamahale spoke on Title IX Releases/Waiver Process*
- *Interim Vice Provost for Student Success, Claudia Lampman spoke on her new position*

B. Interim Provost, Duane Hrcir

- *Taking a few Deans, department heads and Sharon Chamard to the Community Campuses to engage in a better dialogue.*

C. Interim Vice Chancellor of Administrative Services, Pat Shier

D. Vice Chancellor of Advancement, Megan Olson (pg. 90-93)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 94-98)

F. Vice Provost of Academic Affairs, Susan Kalina (pg. 99-101)

- i. Institutional Self-Study (Susan Kalina, Larry Foster & Jennie Brock)

G. CIO, Adam Paulick (pg. 102-103)

H. Union Representatives

- i. UAFT
- ii. United Academics, Nelta Edwards

I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 104-107)

J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 108-109)

XII. Informational Items & Adjournment

Dr. Risa Lieberwitz, AAUP General Counsel and Professor of Labor and Employment Law at Cornell University, was on campus on October 13 to talk about the impact of Title IX on academic freedom, due process, and faculty governance. A video of this talk is available at https://mediaspace.uaa.alaska.edu/media/Lets+talk+Title+IX/0_z50kobup. Many thanks to Eric Baldwin from Academic Innovations & eLearning for filming the talk and making the video available.



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

President's Report

December 2017

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

- Once with Interim Chancellor Sam Gingerich
- Once with Interim Provost Duane Hrnclir
- Once with Interim Vice Chancellor of Administrative Services Pat Shier
- Student Commencement Speaker Selection – speaker interviews and selection meetings
- Board of Regents meeting and reception
- Faculty Alliance
- University Assembly
- Fall Commencement Committee
- Meeting with College of Education faculty

UAA Chancellor Search

An Executive Search firm has been selected and a contract is currently being negotiated.

Faculty Senate Executive Board

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

Faculty Alliance

The Faculty Alliance, comprising the Faculty Senate President, Immediate Past President, and President-Elect (First Vice President) from UAA, UAF, and UAS, meets on the 2nd and 4th Fridays of each month from 2:30-4:30 pm. These Google Hangouts meetings can be accessed at <https://www.alaska.edu/governance/faculty-alliance/>. The current chair of the Faculty Alliance is Lisa Hoferkamp from UAS. The Spring Faculty Alliance Retreat is scheduled for January 13-14, 2018, in Anchorage.

Board of Regents

Board of Regents has a retreat scheduled for January 18-19, 2018, in Anchorage.

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



Faculty Senate

UNIVERSITY *of* ALASKA ANCHORAGE

Faculty Senate, Board, and Committee Vacancies

Faculty Senate

CAS Humanities (one vacancy)

Board and Committee Vacancies

Undergraduate Academic Board

CAS (one vacancy)

CBPP (one vacancy)

PWSC (one vacancy)

Graduate Academic Board

Faculty Senate At Large (three vacancies)

Faculty Senate, CAS (one vacancy)

GSA (one vacancy)

General Education Review Committee

CAS/Fine Arts (one vacancy)

CBPP (one vacancy)

Faculty Grants and Leaves

College of Health (one vacancy)

Academic Assessment Committee

Faculty Senate At Large (two vacancies)

University-wide Faculty Evaluations Committee

Tripartite (two vacancies)



Date: December 1, 2017
To: UAA Faculty Senate,
From: Dave Fitzgerald

Faculty Alliance members are:

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

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

Topics for November included:

- Faculty representation on UA Councils (see attached document)
- Faculty Regent
- Blackboard response problems UA Blackboard Learn User Group
- College of Ed proposal
- Non-teaching days
- EAB implementation
- IT services email policy/data backups
- GER alignment
- Student fees across campuses

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



Date: November 22, 2017
To: James Johnsen
President, University of Alaska

From: Lisa Hoferkamp
Chair, Faculty Alliance

Subject: Faculty Representation

As per your email response (September 19, 2017) to Faculty Alliance (FA) requests from the August 20-21, 2017 Faculty Alliance retreat and subsequent conversations regarding shared governance, the FA would like to request that the following faculty be appointed to the indicated system-wide councils for a period beginning with the 2018 spring semester (January 2018) and ending at the beginning of the 2018 fall semester (August 2018). At the August 2018 Faculty Alliance Retreat, the FA would like to discuss with you the establishment of permanent faculty representation on statewide councils wherein faculty input serves the academic mission of the University of Alaska. It would be much appreciated if you would provide assurances concerning that future conversation.

With respect to faculty representation on the Research Council, there appears to be some misunderstanding regarding your description of the faculty appointment process. In the email cited above the following text appears (*italics*):

4. Research Council

Your request for one faculty member per university to join the Research Council is accepted. I would suggest that the chancellor make that selection in consultation with the chair of each faculty senate.

The FA has interpreted this to mean that the chancellor at each university will work collaboratively with the faculty senates to determine mutually agreeable faculty representation on the Research Council. Unfortunately, at UAA and UAF this process has not been followed and faculty have been assigned to the Research Council via unilateral decisions from those chancellors. The FA respectfully requests reconsideration of those assignments via a mechanism that embraces shared governance in a meaningful fashion.

The FA looks forward to working with the system-wide councils, particularly if those faculty can facilitate more efficient information exchange between our three universities and work collaboratively with administration to solve the problems that concern us all.

Respectfully,

Lisa Hoferkamp
Chair, Faculty Alliance

Council

Summit Team

Chair: J. Johnsen

Academic

Chair: VPAAR

Research

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

Student Services

Chair: Saichi Oba
VC, Students, UAA - Bruce Schultz
VC, Students, UAF – TBD
VC, Students, UAS - Joe Nelson
Chief Title IX, Statewide - Mary Gower
Director, UA College Savings Plan, Statewide - Lael Oldmixon
Ryan Hill, Staff Alliance Representative
VC, CRCD, UAF - Evon Peter

Human Resources

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

Information Technology

Faculty Membership

FA Chair: Lisa Hoferkamp

FA Chair-elect: Maria Williams

FA Chair-elect: Chris Fallen

FA Chair: Lisa Hoferkamp

Brian Buma
Assistant Professor of Environ. Sciences
University of Alaska Southeast
Anna Liljedahl
Research Associate Professor, WERC
University of Alaska Fairbanks
TBD
University of Alaska Anchorage

Peggy Kuiper
Assistant Professor of Business Admin
University of Alaska Fairbanks

Nicole Cundiff
Associate Professor, Business Admin
University of Alaska Fairbanks

Karl Kowalski, UA CITO	Lisa Hoferkamp
Martha Mason, CIO, UAF, Fairbanks	Associate Professor of Chemistry
Adam Paulick, Interim CIO, UAA	University of Alaska Southeast
Michael Ciri, CIO, UA Southeast	
Vice-President for Academic Affairs and Research	Chris Fallen
Myron Dosch, Chief Financial Officer	Assistant Professor of Physics
Keli McGee, Chief Human Resources Officer	University of Alaska Fairbanks
Gwen Gruenig, Assoc.VP for Planning, Budget and Strategy	
Saichi Oba, Chief Student Services Officer	
Sam Gingerich, Provost, UAA	
Kari Burrell, Vice-Chancellor of Administration UAF	
Joe Nelson, Vice Chancellor for Student Services UAS	
Bob Metcalf, Community Campus Director, Northwest Campus, Nome	
Coalition of Student Leaders, Colby Freel	
Staff Alliance, Kara Axx	

Business

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

Development

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

University Relations

Chair: Michelle Rizk	Dr. David Noon
AVP Public Affairs, Statewide – Robbie Graham	Associate Professor, History
AVC University Relations, UAA – Kristin DeSmith	University of Alaska Southeast

Director of University Relations, UAF – Michelle Renfrew
Public Information Officer, UAS – Keni Campbell
Dean of Community & Technical College, UAA – Denise Runge
Dean of College of Liberal Arts, UAF – Todd Sherman
Senior Public Information Officer, UAF – Marmian Grimes
Director PITAAS, UAS - Ronalda Cadiente-Brown
Public Information Officer Council Representative, UAF – Meghan Murphy
Athletics Representative from UAA – Ian Marks
Public Relations & Marketing Manager, UAA - Kirstin Olmstead
Sue Mitchell, Staff Alliance Representative
Chanda File, Administrative Assistant for SW University Relations/Public Affairs

Institutional Research

AVP IRPA, UA - Gwendolyn Gruenig - chair	Colleen Ianuzzi
CITO, SW – Karl Kowalski	Associate Professor of Mathematics
AV Provost, IR, UAA – Erin Holmes	University of Alaska Southeast
Director, PAIR, UAF – Ian Olson	clianuzzi@alaska.edu
Director, IE, UAS – Brad Ewing	
Provost, UAS – Karen Carey	
VC, Student Affairs, UAA – Bruce Schultz	
Dean, COE, UA - vacant, participate when appointed	
Dean, CA&S, UAA – John Stalvey	
Staff support: Rita Murphy or Kelly Ott, UA IRPA Research Analyst	

Community Campus Directors

Chair: Gary Turner
Vice Chair: Priscilla Schulte
Community Campus Directors (15)
Community and Technical College (CTC) deans
UAS Dean of Career Education
UA Statewide Associate Vice President of Workforce Programs.



FA Chair Report to Alliance Members December 8, 2017

The **Academic and Student Affairs Committee** met on 11/2/17.

Change to BoR Policy 05.12.020 replacing “Statewide Academic Council” with “Academic Council”.

Process improvements for online student services were initiated with an information gathering effort. Students will be surveyed throughout October '17 about their frustrations regarding UA's on-line systems. A team led by Saichi Oba will analyze the gathered information and develop solutions for implementation by fall '18.

Admissions to the MS Degree in Resource and Applied Economics at University of Alaska Fairbanks were suspended. The FA voiced objection to the continued degradation of academic programs at UA noting that efforts at economic expediency will be meaningless if quality educational opportunities no longer exist at UA.

The **Board of Regents** met on 11/9/17 and 11/10/17 at UAA.

The Board approved a UA budget of \$341M for presentation to Governor Walker.

The Board approved renewing President Johnsen's contract.

The Board approved revisions to Regents' Policy 04.06.120 – Annual Leave.

The Board approved the FY18 Presidential Performance Compensation Criteria and Metrics

Regent Purdue questioned the reasonableness of the goals Johnsen has set for UA and asks about the outward-facing appearance of unattainable goals.

The Board approved a Resolution of Appreciation for James F. Lynch

The Board approved tuition increases by 5 percent next academic year and by another 5 percent the year after that.

Regent Davies suggested changes to policy that would clarify faculty & staff training requirements (Title IX specifically).

Audit Committee – An external audit of UA finances; no significant findings. A new external auditor will be identified through committee.

Facilities and Land Management – The BoR approves sale of the UAA 7th and A street property at fair market value. The timber sale on the Chilkat Peninsula is still receiving comments therefore no action taken. The UAF Engineering Bldg will open in F'18. At UAS the Auke Bay Marine Lab purchase is proceeding.

Title IX – May be as late as January before OCR returns comment on UA's resolution efforts.

Recent withdrawal of the 1) 2011 Dear Colleague letter and 2) the 2014 Guidelines does not change UA obligation; all previously established VRAs are

still in effect and signees remain obligated.

Changes brought on by new guidelines: Clear and convincing evidence is now standard of proof rather than preponderance of evidence. Rulemaking efforts by Dept of Ed will begin soon and UA has asked to be involved. UA has asked OCR to hold off asking for UA policy changes until new guidelines are established via this rulemaking effort.

Government Relations (Miles Baker) - Proposed tax bill (Trump): projected increase in tax revenues for education but removes numerous education-based tax cuts (removes tax deduction for interest on student loans, etc). UA's land grant deficit is being kept at the forefront. State of AK legislation – income tax (not expected to move this year), criminal justice bill (passed House, expected to stall in Senate). No long-term revenue fix anticipated (even if income tax passes) therefore expect the legislature to tap the Permanent Fund. Over past 3 years, AK has spent \$14 billion from Permanent Fund to meet budget shortfalls. UA prioritizes protection of Higher Education Fund (last year the governor used this fund for non-designated purposes, e.g. state TERS and PERS contributions; remember this fund serves Alaska Performance Scholars & Alaska Education Grant,

Regent Hughes will be visiting villages to assess the success of the amended process for public testimony. Field hearings are planned for spring '18. In these efforts, BoR members attend village events throughout state. Regent Purdue requested reconsideration of the decision to hold BoR meetings only in Fairbanks, Anchorage and Juneau.

The BoR is considering a brief retreat in Anchorage on January 18, 2018 followed by a more extensive retreat in Fairbanks 5/31- 6/1/18

The BoR will host Advocacy Summit in Anchorage on January 19, 2018

Future agenda items include extensive cross-listing of courses across universities and revisions to the student pay rate.

The **Summit Team** met on 11/16/17

EAB Student Success Collaborative Steering Committee chair Saichi Oba states that each university owns their own advising site with EAB success consultants assigned to each university.

VP Michelle Rizk states Governor Walker will support UA at \$325M level with an additional \$8M going to items on a list of strategic priorities (allotments are not itemized).

VP Michelle Rizk - chancellors, deans, directors, alumni, BoR, External Advisory Group, AK Higher Ed Group are expected to attend the January 19, 2018 BoR Advocacy Workshop.

The FA suggested edits on Concurrent Enrollment UA Regulation were sent to Fred Villa on 11/13/17 and were incorporated as presented. At the ST meeting, the Concurrent Enrollment Policy is described as consistent with the Protection of Minors on Campus Policy.

Kelli McGee - Salary market analyses have been grouped together (faculty, staff, etc): interviews with key stakeholders already completed. An RFP for the analysis will be issued shortly. Annual leave changes - the roll-over deadline is now June 30, 8 hour

personal holiday available, 40 h of leave cash-in per year is available. These changes will be communicated to employees. Administrators are encouraged to communicate the lack of salary increases in FY '19 and leave changes. HR Council is strongly encouraged to integrate Page-Up and Banner.

Gwen Groenig is drafting policy guidelines on use of large data systems.

Karl Kowalski in the process of developing a web accessibility policy via the Web Accessibility Task Force.

The Research Council is considering a system-wide G&C consolidation model, encouraging partnering with state agencies wherein UA is guaranteed 1st choice for contracted research and designing forums, conferences and brochures describing the benefits of UA research to the AK economy. The Council is also assembling a list of research facilities available at each university that is accessible to UA members and contracting partners.

The University Relations Council supports training for Executive Council members on free speech. Public Relations staff at each university should be regularly reminded of UA policy as well as federal and state laws surrounding free speech. General Council should be contacted in any questionable circumstances.

The **Academic Council** met on 11/17/17

The AC is asking the UAF Senate to approve a change to 50 minute hours. As per Saichi Oba, this motion is progressing through Senate. If successful, all T, Th dominant class times will align but MWF will have only one morning and one afternoon course times that align. S.O. states that the UAA Department of Engineering is willing to align MWF courses. While it is not clear, I assume this means that UAA will move to a 60 minute block.

THIS WILL BE AN AGENDA ITEM AT THE 12/8/17 FACULTY ALLIANCE MEETING.

The UAA MPP/MPA program proposal is moving forward. Provost Carey expresses concern regarding eventual move to distance delivery and thus competition with MPA at UAS. The VPASA will discuss this joint program with President Johnsen next week and report back to AC

The E-Learning Subcommittee reported significant push back on out-sourcing of selected programs and would like to hand over the out-sourcing issue to AC. Provost Heinrichs indicates that some programs are considering outsourcing of specific service aspects (e.g. marketing, assessment) and asks that the conversation distinguish academic from non-academic services.

THIS WILL BE AN AGENDA ITEM AT THE 12/8/17 FACULTY ALLIANCE MEETING.

The Concurrent Enrollment Subcommittee will supply the newly revised policy to the universities in July 2018. Praesidium will be at UAA in March and UAF in September. UAS people will be eligible to attend either meeting.

The **System Governance Council** met on 11/20/17

Kara Axx (Staff Alliance) was appointed as chair. Priorities for 2018 were identified as Title IX, UA advocacy and UA system messaging.

The **IT Council** met on 10/31/17, 11/21/17

Video conferencing equipment will no longer be serviced after September 2018. An RFI for new services at 12/18 meeting. Faculty, staff and students are sought that can identify important/needed features of videoconferencing RFI.

THIS WILL BE AN AGENDA ITEM AT THE 12/8/17 FACULTY ALLIANCE MEETING.

The UA-wide HIPPA audit has been completed and the report will be made available. Banner 9 has been adopted and the transition is already underway. Elutian will be at UA the week of 11/27/18 to discuss with stakeholders.

In response to the UAA resolution stating recurrent problems with Blackboard, it was pointed out that the ITC has no mechanism for persistent problems. Faculty Alliance pointed out that the administrative definition of "downtime" differs from that of students and faculty and this disparity must be considered in attempts to rectify the problem. Given the significant downtime needed for a BlackBoard upgrade, this approach will NOT be pursued at this time. Patches will be installed and these should address UAA slowness issues. The creation of the BB User Group (where faculty can discuss and provide feedback to CIO-MT) is also described as an effort to address BB issues at UAA. Governance groups and faculty technology subgroups are asked to advertise the BB User Group and solicit participation. As a result of a complaint from a UAA student regarding web accessibility, the following notice will now appear on all UA sponsored sites (BlackBoard excluded):

Web Accessibility Notice

The University of Alaska (UA) is committed to providing a website that is accessible to the widest possible audience, including individuals with disabilities. UA websites have been developed to conform to the best practices and criteria defined in the W3C's Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 techniques for web content.

If you have difficulty accessing information on a UA website due to a disability, please contact appropriate site owner using the contact information below. Please let us know the URL (web address) of the material you tried to access, the problem you experienced and your contact information including your name, email address and phone number.

UAA: Please contact webmaster through this form or contact our support center at 786-4646.

UAF: Contact info....

UAS: Contact info....

Prior to 12/1/17 each university must identify point of contact.

Software cost-sharing is under consideration. Efforts will identify universally employed vs site-specific costs (i.e. what is centrally paid for and what is distributed?). The current proposal defines a cost-share mechanism for new and renewed software. Administrative software cost will be based on staff FTE plus a percentage of Crafts and Trade staff. Academic software will follow the Student Credit Hour (SCH) Percentage Model (percentage of overall SCH produced by the campus). SW fee distribution (central vs distributed) will be reviewed prior to

submitting proposal to Business Council where it will be further discussed.

The monthly meeting of the FA Chair and President Johnsen is scheduled for 11/30/17.

On 11/18/17, an email with attached letter was sent to Representative Justin Parrish requesting introduction of a bill that would establish a faculty regent.

On 11/16/17, in an email vote, the FA tabled the 11/10/17 motion to send a letter to the CIO-MT regarding institutional email security expectations of faculty.

Letters, memos, resolutions

- Memo regarding tuition and fee distribution

- Memo to President Johnsen regarding a bill establishing a faculty regent

- Letter to President Johnsen requesting faculty appointments to SW councils

- Memo (follow-up) regarding tuition and fee distribution

Proposed Definitions of BS/BA Degrees

Revised draft 11-22-17

Current Catalog Copy

Baccalaureate Degrees

Baccalaureate, or bachelor's, degrees consist of a minimum of 120 credits and comprise three interrelated parts:

1. General Education Requirements, which provide students a broad overview of the liberal arts and sciences and create the foundation for further study in the major or program, lifelong learning and workplace preparedness. GERs are best taken early in a student's academic career.
2. Major Requirements, which afford students intensive study in a specialized subject, program or professional area. The major prepares a student for employment and/or graduate-level course work.
3. Elective Credits, which are the body of work to complete the 120 credits. These credits may be limited, as in the case of many professional programs, or open for the student's choice, allowing for

students to investigate other areas of interest. Students may choose to declare a Minor (generally 18-24 credits from within the Elective credits) to pursue an additional area of study or qualification. A well-selected minor can strongly complement a student's major area of study.

Baccalaureate degrees are offered at UAA in more than 50 major study areas. Depending upon the program or major, graduation requirements can vary, so students should check with an advisor to get the latest program details.

Draft Additional Language

UAA offers a number of Baccalaureate degrees, depending upon the field of study. The two primary types are as follows:

1. The Bachelor of Arts (BA) degrees generally require additional course work in the liberal arts, humanities, and social sciences and offer greater flexibility in elective credits, with a focus upon broad-based achievement in preparation for graduate school, the corporate or business worlds, or education.
2. The Bachelor of Science (BS) degrees generally require additional course work in math and the natural sciences (with labs), with a focus upon discipline-specific technical classes pertaining to particular professions or preparation for advanced study.

If a program offers both a BS and a BA degree, the programs need to be distinct by a minimum of 12 credits.

UAA also offers the Bachelor of Fine Arts (BFA), the Bachelor of Business Administration (BBA), the Bachelor of Human Services (BHS), the Bachelor of Music (BM), and the Bachelor of Social Work (BSW).

Baccalaureate degrees may also have specialized application and entrance requirements as well as specialized completion requirements. Students are strongly advised to speak with an advisor before declaring a major and signing up for classes.

Academic Assessment Committee October Report to UAA Faculty Senate

Committee Membership

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

Committee Discussion(s)

AY17 General Education Assessment Report
Annual Academic Assessment Survey section on success stories
Outreach to the colleges
Assessment webpage

Plans Reviewed

- Clinical-Community Psychology PhD

Informational Plans Reviewed

- Children's Mental Health GC
- Economics BA
- Economics BBA
- Educational Leadership MEd & Educational Leadership: Principal GC
- English BA
- Environment & Society BS
- General Management MBA
- Phlebotomist OEC

Upcoming Plans

- None

Submitted by: Rachel Graham, AY18 Co-Chair

Date: 22 November 2017



UNIVERSITY of ALASKA ANCHORAGE

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

Friday, November 17, 2017

3:00pm – 4:30pm

ADM 102

Minutes

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



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I. Roll call and welcome

Meeting was called to order at 3pm.

II. Approval of agenda

Agenda was approved.

III. Recap of Fall Diversity Dialogue: Diversity in our Curriculum

1. Action items and subcommittees to be formed:

- a. draft student learning outcomes of diversity GER
- b. inventory existing classes in the UAA course catalogue that satisfy these student learning outcomes.

2. Report back on meeting with Dan Cline

Logistics of accomplishing the above goals were discussed. The group decided that at our December meeting we would work on establishing Student Learning Outcomes. It was also decided that during Spring semester we would aim to compile an inventory of existing classes by splitting the disciplines amongst committee members. The broad representation of committee members provides a logical delegation of disciplines. The committee will aim to complete this second action item by the FSDC March meeting.

IV. Effort lead by Vice Chancellor for Student Affairs Bruce Schultz to publish the faculty and staff endorsements collected in September of the statement reaffirming our commitment to diversity and inclusion at UAA statement.

Erin Hicks updated the group on the status of this effort. The committee is supportive.



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V. Supporting recommendations of the D&IAP report regarding internationalization

- Creating/establishing an International Office that provides support for Students, Faculty and Staff that is more robust than the current office, which only provides minimal support to students.
- Establish a space or center for this office

Song Ho Ha updated the group on this initiative and will update the committee again in December after meeting with Dr. Jeane Breinig. The committee discuss ways to establish a gathering space for international faculty, staff, and students and establishing a mentoring framework.

VI. Updates from Vice Chancellor of Alaska Natives & Diversity - Jeane Breinig.

Dr. Jeane Breinig was not able to attend our meeting, but the committee discussed the roll out of the Multicultural Postdoctoral Program. Concern was raised that the official announcement of the program, including program details and proposal deadlines, was not reaching all faculty. Only two of the FSDC members were aware that the program was announced. There was also confusion over the deadline, which was thought to be either Dec. 1st or 12th. Given the lack of awareness of this opportunity among faculty, the committee was concerned that only a limited number of departments will participate due to a lack of awareness and/or the limited time to produce a competitive proposal. With this reduced pool of applications the committee felt we may then limit the creativity and scope for innovation in adding diversity to our curriculum. The committee will contact Interim Provost Hrn timer and recommend a deadline extension to December 12th to facilitate broader participation of departments across campus and more thorough consideration of the program by all departments.



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VII. Update on FSDC Website/Visibility/Database

Gabe Garcia updated the committee on plans for a survey of faculty involved in diversity (teaching, service, research/creative activities) to update the existing database. The current plan is to run the survey Spring semester and have this information available on the updated FSDC website.

VIII. Recruitment for representation of community campuses

Co-Chairs Erin Hicks and Colleen Kelley will be reaching out to community campuses to invite involvement in FSDC.

IX. Opportunities to be involved

1. Ad-hoc committee formed to consider strengthening of study abroad programs, lead by Dorn van Dommelen
2. Faculty Senate Subcommittee on Internationalization will be considering the lack of ESL classes
3. Supporting recommendations of the D&IAP report regarding internationalization

X. Announcements

1. Erin Hicks elected into Faculty Senate
2. Accreditation briefing will be scheduled for after the winter closure, organized by Institutional Self-Study tri-chairs
3. Look for Diversity Conversations/Gathering hosted by First Alaskans Institute. Considering December or January

XI. Next meeting December 15, 2017 3-4:30pm ADM 102

Meeting adjourned at 4:30pm.

Date: November 13, 2017

To: UAA Faculty Senate

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

Re: Faculty Grants and Leaves Committee Report

The Faculty Grants and Leaves Committee held its initial meeting on Friday, September 29th to elect a chair. We did not have a quorum at that meeting, so the vote for chairs was held via email. Stasia Straley and Rebeca Maseda Garcia were elected to be co-chairs for 2017-18.

The committee met on Friday November 10th to discuss the applications for the FY18 Round II Faculty Development Grants and Research Travel Grants. There were 11 FDG applications and three Category 2 RTG applications reviewed by the committee:

Name(s)	College	Application Type
Abdihodzic, Armin	CAS	Faculty Development Grant
AbuHussein, Ahmed & Kupilik, Matthew	CoENG	Faculty Development Grant
Buckingham, Sara	CAS	Faculty Development Grant
Din, Herminia	CAS	Faculty Development Grant
Kilic, Zeynep	CAS	Faculty Development Grant
Li, Lin	CoENG	Faculty Development Grant
Madsen, Emily	CAS	Faculty Development Grant
Ohle, Kathryn	COE	Faculty Development Grant
Rose, Mei	CBPP	Faculty Development Grant
Taylor, Audrey	CAS	Faculty Development Grant
Tharp, Deborah	CAS	Faculty Development Grant
AbuHussein, Ahmed	CoENG	Cat 2 Research Travel Grant
Flanders Crosby, Jill	CAS	Cat 2 Research Travel Grant
Hicks, Erin	CAS	Cat 2 Research Travel Grant

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

The committee will meet on Friday December 1st to discuss the AY18-19 sabbatical applications.

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

Student Academic Support and Success (SASS)

Friday, November 17, 2017

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

Meeting Agenda

Present: Barbara Brown, Tracy Burke, Connie Fuess, Gregory Hartley, Patricia Jenkins, Kamal Narang, Christina Stuive, Irasema Ortega.

I. Old Business

- a. Review/approve minutes from 10/20/2017 SASS meeting.
Meeting minutes were approved.

II. New Business

- a. Review recent Senate proceedings – Chris: In view of the new information regarding the rate of student compliance with the Title IX training, SASS chair Christina Stuive and co-chair Irasema Ortega decided to retract the SASS resolution to the Senate suspend the requirement as a pre-requisite for registration for the Spring 2018 semester.

Further discussion of the Title IX training materials:

The group agreed to talk to the Dr. Morton-Dean of Students about the vetting of the Title IX training materials.

Concerns about the intrusive nature of the student survey were brought up. In particular, the possibility of traumatizing students who have been victimized in the past.

Other issues in need of clarification before the next round of title IX training included:

1. What are we trying to accomplish with the training?
2. How does the UA vet the vendors and the content of the training?
3. Can we have clarification regarding the direction of the Title IX office by Ron Kamehele?
4. SASS is requesting a copy of the student survey for further review.
5. IS there any follow up is an issue is flagged by the student survey responses?
6. What are the outcomes/ measures generated by the survey?

Co-chair Irasema Ortega will draft an invitation to the Ua staff involved with Title IX training. The group will review and approve the draft:

Dear XXX

We would like to invite you to the upcoming the Student Academic Support and Success (SASS) on December 15 at 2:30 p.m. in Admin 101. The purpose of the meeting is to discuss issues brought up by faculty, counselors and students regarding the Title IX training materials. Your input and clarification will help us support our students and understand the purpose, goals and outcomes of the program.

b. PAC member?

The SASS members explored the possibility of inviting a member from the Professional Advisors Committee to join the SASS meetings. Possible people to invite: Andrea Jones, Tory Volden, Lynda Hernandez

c. Review of the reinstatement policy:

Lora Volden asked SASS to review the reinstatement policy and make a recommendation to the faculty senate. The current policy requires students to take 12 credit units before being re-instated. This places a serious financial burden on these students.

In response to the reinstatement policy:

- We support the new change and recommend decreasing this re-admission credit completion requirement to zero credits. This will align our policy with the other UAs.
- Students should work with an advisor to help them select courses in alignment with the student's needs and ability.
- The group discussed the academic suspension requirement of time away from school.
- The group discussed potential concern regarding alignment between campuses.

Conclusion: More information is needed to make a recommendation regarding the Reinstatement Policy as currently written. Chris will solicit more information from Lora Volden's office.

d. Final Exam Policy review

We understand there are issues with the current schedule.

Nonetheless, there are concerns about the impact the change in the final exam policy will have in courses such as math that require the entire class time (2 hours and 45 minutes) to complete.

e. Dec meeting change?

There will be no change on the December meeting. We will meet as previously scheduled on December 15 at 2:30

III. Open Agenda

IV. Adjourn: 4:00 PM

Community Campuses Committee

Report to Faculty Senate

December 8, 2017

Community Campuses Committee members:

Scott Downing (KPC), Rachel Graham (Mat-Su), Brian Partridge (KPC),
Larry Foster (UAA), Mark Schreiter (KoC), Deborah Boege-Tobin

The Community Campuses Committee (CCC) met on October 6th and November 3rd to discuss issues of common concern to extended campuses. During these meetings, goals for the 2017-18 scholastic year were identified and prioritized. In addition, committee leadership was identified. Brian Partridge (KPC) and Mark Schreiter (KoC) will co-chair the committee for the scholastic year.

Goals

1. Facilitate the initiation of the Community Campus Directors survey. It was identified that this item should be coordinated with similar items from the IULRC.
2. Identify barriers to communication between the community campuses and the main campuses and propose solutions. This includes identifying available technologies and barriers to their utilization.
3. Identify barriers that preclude qualified community campus faculty from teaching upper division courses both online and face-to-face.

Our next meeting is scheduled for 1:30 on December 8th.



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

Research and Creative Activity Committee

November 2017 Report to the Faculty Senate

The Research and Creative Activity Committee met on November 11 to discuss the final edits to the Research and Creative Activity Survey and the plan for its launch. Present were: Ray Ball (co-chair), Andrew Bibler, Robert Boeckmann, Brian Cook, Cathy Coulter, Thomas Dalrymple, Jill Flanders-Crosby, Zeynep Kiliç, and Seong Dae Kim. Final edits were made and the survey launched via the faculty listserv on 11/17. During the meeting, we also received and discussed an update from the CPBB on the use of Digital Measures. We agreed that our committee could serve as pilots for a digital eAAR using accounts set up using the already-existing platform.

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

Appendix D:

Faculty Statement on Student Success and Shared Governance

The Tier 1 Committee report provides reasoned recommendations founded on shared assumptions among administrators, staff, and faculty. Although we are mindful that faculty membership on the committee was limited primarily to CAS representatives and not inclusive of the same number of CTC faculty, the committee deliberations provided an opportunity for meaningful dialogue among constituencies who see the campus from different perspectives. We commend our fellow members of the committee who were both open to others' ideas and resolute in expressing their own. We wish to append to the committee report a faculty perspective in order to affirm faculty commitment to student success and to shared governance.

Though faculty were not involved in the decision to move Tier 1 courses from CAS to CTC, our efforts to inform decisions going forward are motivated by a desire to serve students, in their learning and their development. In the interest of student success, we support funding decisions that invest in students' classroom experience, such as course caps that reflect disciplinary recommendations, a higher proportion of full-time and tenure track positions, and faculty development.

To invest in students and their learning is to invest in the faculty who work most directly with them. For this reason, we wish to acknowledge the emotional labor involved in working with first year students, of believing in them so that they can believe in themselves, of helping them find their own voice and agency, of demonstrating methods for problem solving, of supporting them as they fail and try again, so that they may grow in their capacities to think, to know, and to do. Faculty do this emotional labor while at the same time researching and applying evidence-based pedagogies.

We take this opportunity to urge all members of the campus community to adjust their metaphors and to envision Tier 1 not as the basement or the bottom of a pyramid in the climb to higher education but as the center, the core, and the heart of the student experience. The success of this reorganization will depend on the extent to which our campus community can create and steward conditions conducive to student development, conditions that welcome students to connect with our campus, to take advantage of learning resources and co-curricular activities, to discover in classmates opportunities for collaborative learning, and to make meaningful connections across classroom barriers. For these reasons, the success will also depend on the respect and support we extend to faculty and staff taking on new challenges.

In that spirit of connection, faculty members serving on the implementation committee believe that faculty should have a voice and decision-making authority in its areas of primary responsibility. We value shared governance not as a matter of contractual obligation but because our efforts are likely to be more successful when we undertake them together. We believe that the spirit of shared governance works best from a position of mutual respect and trust. Faculty have long held to a primary responsibility where curriculum is concerned

because they design it, review it, teach it, assess it, and recognize its connections. Faculty are the ones in closest contact with students and their learning. We therefore offer the following in an effort to underscore the intrinsic relationships embedded within curriculum.

1. *The how and the why are connected.* At the outset of our work, we faced an inherent challenge in separating the *how* and the *why* of the implementation. For us, the strategies for pursuing a student success goal depend on an evidence-based understanding of a problem, both its meaning and its causes. Committee work began with a set of a priori assumptions about the advantages of the action, and our deliberations, having a strict and limited timeline, did not explore why we are implementing this decision. For this reason, our first and most global recommendation is to involve faculty in the process of establishing a clear metric for student success so that evidence may guide future decisions.
2. *Curriculum and pedagogy are connected.* What we want students to learn will always be connected to an understanding of how people learn, through an interplay of cognition, affect, and metacognition. The disciplines of communication, writing, and math have a history of inquiry into effective pedagogy. The timing of this reorganization comes at the onset of a comprehensive curriculum and pedagogy revision that was part of a statewide alignment mandated by the Summit Team and Board of Regents in 2014, a 3-year process. The piloting of the new curriculum has only just begun and has not yet been assessed. We therefore hope that current efforts may continue in some form.
3. *Skills and knowledge are connected.* The tiered structure of general education is unique to UAA, the largest of the three UA campuses. The tiered structure compartmentalizes skills in Tier I, disciplinary knowledge in Tier II, and then presumably integrates skills and knowledge in Tier III. Communication, writing, and math are areas of knowledge in Tier I and beyond, as well as skill, an idea emphasized in GER assessment. We therefore hope the reorganization will not establish new barriers between Tier I and Tier II by placing them in different colleges and describing Tier I as skills only.

We also wish to remind administrators and faculty that effective work, curricular or otherwise, requires a good working relationship among all members of the university community. When one party takes action without involving the other, both trust and relationships suffer, which reduces the effectiveness of the immediate change and produces apprehension and an unwillingness to work together in the future. In this case, administrators choosing to move curriculum without consulting the faculty who shepherd the curriculum and the students created a tension that was unnecessary for the action; and has created strife among and within the affected departments. It is unknown how costly this damage is and how long it may take to repair. It very well may be years, as was the case from the merger.

Moving Tier 1 courses to the New College will affect students in all majors, and so is clearly an important topic upon which to engage with faculty across UAA.

UAA Curriculum Handbook
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Section 1 – Introduction

1.1 Purpose of the Curriculum Handbook

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

1.2 Principles for Academic Review

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

1.3 Basis for Academic Board Review

Academic board ~~approval~~ review is required for the following:

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

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

1.4 Curriculum Review Board Evaluation Criteria

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

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

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

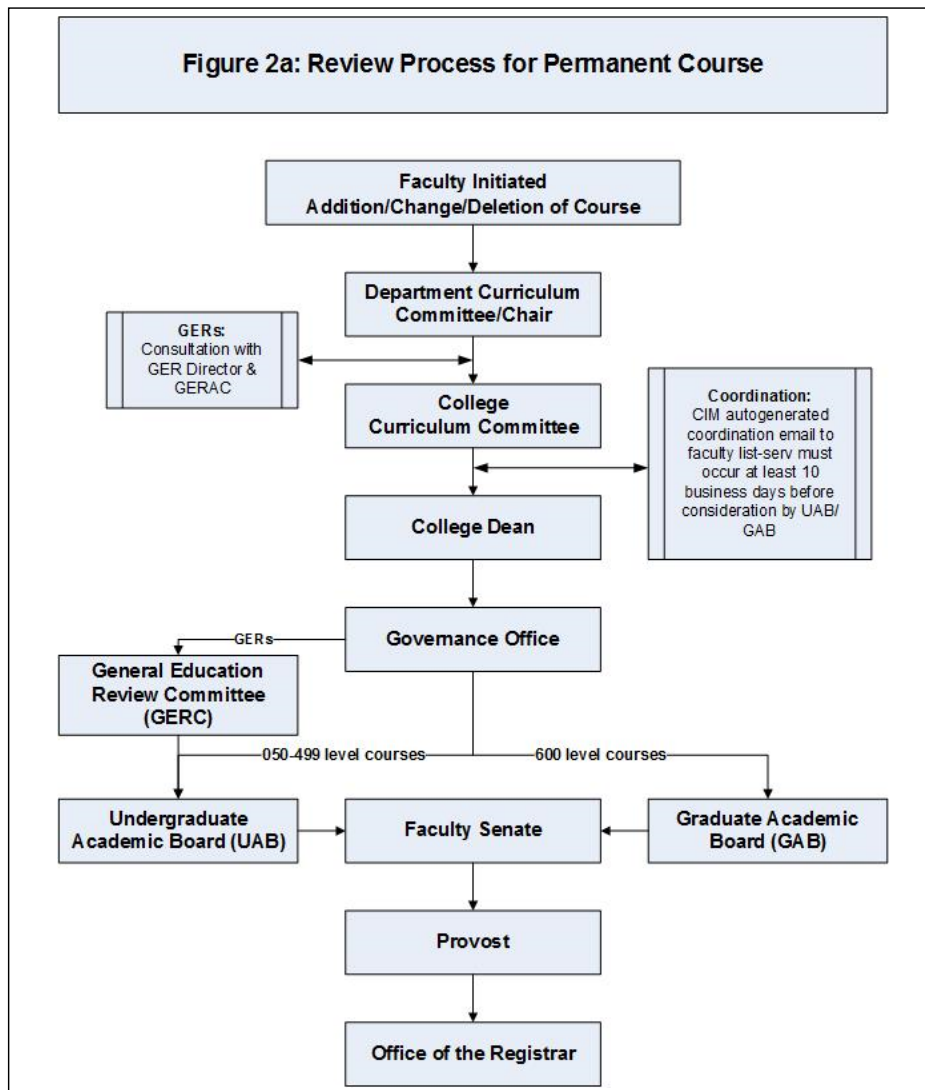
1.4.1 Review of course proposals

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

1.4.2 Review of program proposals

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

Section 2 - Curriculum Review Process for Courses



2.1 Overview

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

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

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

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

2.2 Review Process for Permanent Course

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

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

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

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

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

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

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

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

6. **Governance Office:** The curriculum can be placed on the UAB/GAB agenda when it fulfills the 10-business day coordination e-mail requirement. Curriculum items needing UAB/GAB review **must be in the Governance Office (UAB/GAB) queue by 9:00 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week.

7. **General Education Review Committee (GERC):** GERs must be reviewed by the GERC prior to review by the UAB. This may be completed on the same day. GERC review will cover the items listed in section 2.4.

8. **Undergraduate Academic Board (UAB)/Graduate Academic Board (GAB):** UAB and GAB meeting schedules are posted on the Governance website at the beginning of each academic year.

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

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

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

10. **Provost:** The Provost provides the final approval for all curricular actions at UAA.

2.3 Minor Changes

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

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

Minor changes include:

- Title change
- Course number change at the same level
- Grammatical change in course description
- Co-requisite or prerequisite changes that only affect the prefix department
- Fee change

- Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
- Updating the bibliography

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

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

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

2.4 General Education Requirements (GER)

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

2.4.1 General Education and General Course Requirements

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

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

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

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

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

- How will the instructor convey the general education aspect of this course to the students?

- Do instructional goals tie back to relevant GER outcome(s)?
- How does this course fit with UAA's general education values?
- How does this course play a role in the assessment of general education as an institution?
- How will consistent delivery of general education outcomes be ensured among multiple instructors and venues?
- Will this course offering affect enrollment in other GER courses?
- What programs require this course and what effect will this change have on those programs? What comments or concerns have been raised by those programs about this change?

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

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

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

GER course review process

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

2.4.2 Revision of or Request for GER Course

- GER courses are approved through the curriculum approval process outlined in section 2.2.

~~B.~~ GER changes should have a fall implementation date. To ensure approval is received in time, the faculty initiator should consult ~~the the curriculum website~~ <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml> ~~https://www.uaa.alaska.edu/academics/office-of-academic-affairs/curriculum/index.cshtml~~ ~~curriculum website~~ ~~https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml~~.

~~B.~~

- Additional Considerations:

- Inter-institutional coordination to facilitate transfer between campuses.
 - Courtesy coordination is recommended to determine potential transfer conflicts.
 - Check other campus' catalogs to see if they have a course with the same prefix and number.

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- If this is the case and the non-UAA course is not a GER, consider using a new, unused (at all institutions) course number if making this course a GER at UAA. The registrar's office can provide assistance with course number suggestions.
 - If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.
 - ii. Provides rationale for retaining or adding this course to the GER menu
 - iii. Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
 - iv. The appropriate GER outcomes (category and institutional) must be selected within the CIM system and then justified through the course content guide.
 - Fulfills appropriate institutional [GER student learning outcome\(s\)](#) These can be found at this web address: <https://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/ger/s/>
 - v. Addresses and assesses GER category student learning outcomes. Note: Each category heading is also a hyperlink to the catalog site listing category outcomes.
 - [https://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/gers/](#)
 - [Oral communication skills](#)
 - [Quantitative skills](#)
 - [Written communication skills](#)
 - [Fine arts](#)
 - [Humanities](#)
 - [Natural sciences](#)
 - [Social sciences](#)
 - [Integrative capstone](#)
- NOTE:
- Integrative capstone outcomes relevant to each course should be explicitly reflected in course-specific student learning outcomes. For example, *Integrate perspectives and experiences from previous major and GER course work to address challenges and issues associated with the project.*
 - Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

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

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

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

If compliance is not achieved by the end of the next academic year after notification of noncompliance, GERC will initiate revocation of GER designation and the curriculum process will

then be followed. Faculty wishing to reinstate general education designation for a course must submit a new proposal.

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

2.5 Purge List

2.5.1 Non-GER Courses Purge List

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

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

2.5.2 GER Course Purge List

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

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

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

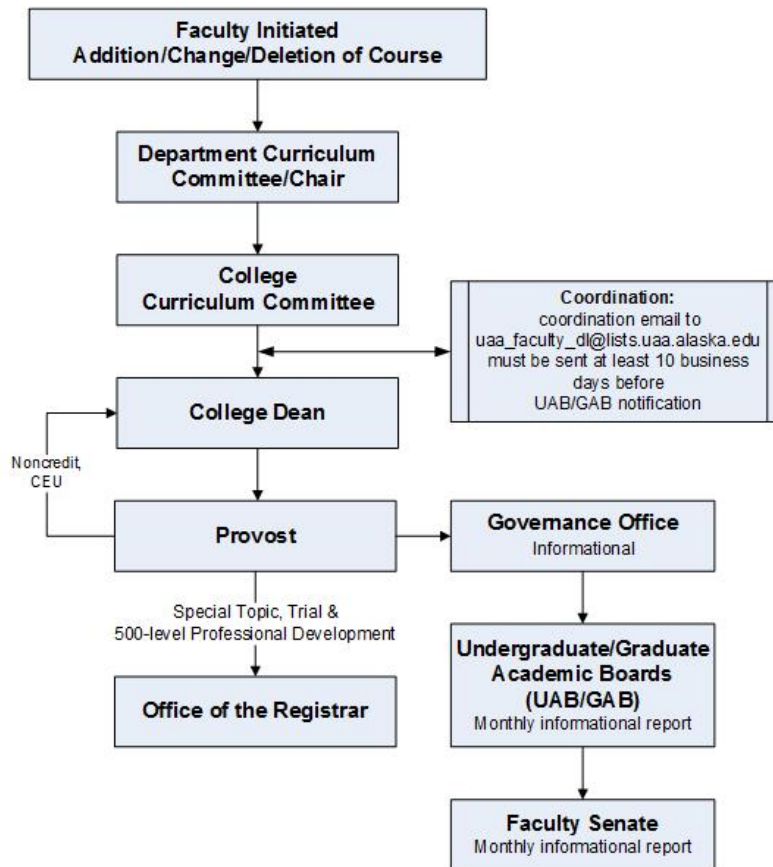
This review process is depicted in Figure 2b.

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

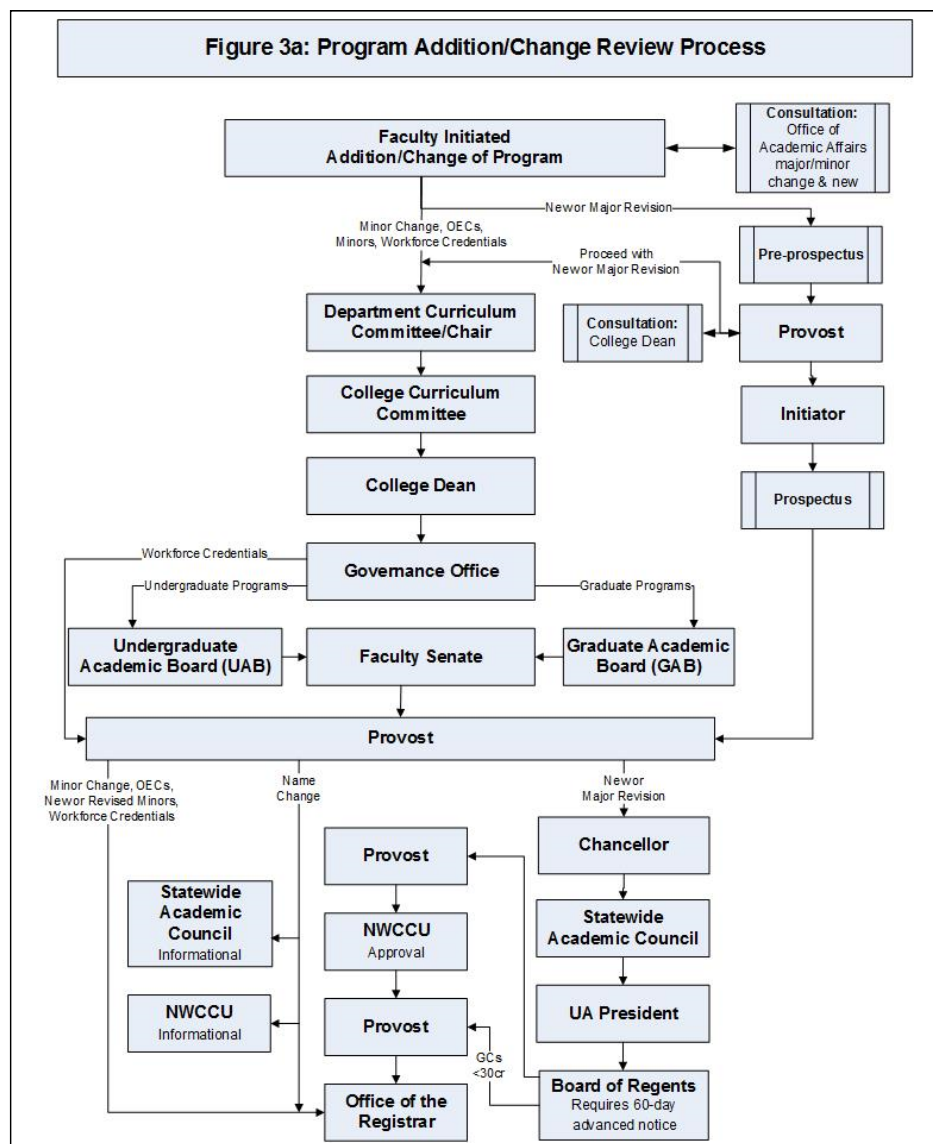
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Figure 2b: Noncredit, CEU, Special Topic, Trial, and Professional Development Course Review Process



Section 3 - Curriculum Review Process for Programs



3.1 Overview

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

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

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

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

3.2 Program Review Process

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

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

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

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

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

Additionally, once the pre-prospectus is approved, faculty will receive an expanded "[full prospectus](#)," which includes additional questions. OAA will work with the faculty initiator to develop the full prospectus and to complete the Board of Regents Program Action Request form. Ideally, by the time

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the curriculum is approved by the Faculty Senate, the full prospectus will be complete and ready for submission by the Provost to the Statewide Academic Council.

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

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

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

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

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

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

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

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

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

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

10. Refer to Figure 3a for the steps beyond OAA/Provost approval that are specific to the type of program review.

3.3 Minor Changes

Definition of a “minor change”: Minor change are defined as changes that do not substantially affect the intent or content of programs. Minor changes are reviewed up through the college curriculum committee. All changes, even minor changes, must be entered into the Program Management system. ⁴ For further assistance in determining whether a change is minor, consult with the UAB or GAB chair.

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

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

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

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

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

3.4 Program Student Learning Outcomes

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

Field Code Changed

Field Code Changed

Student Learning Outcomes or Academic Assessment Plan; however, the Academic Assessment Plan must be complete, approved through the Dean, and submitted to ~~avaae@uaa.alaska.edu~~uaa.aac@alaska.edu for review by the Academic Assessment Committee when a new program is submitted to the academic boards. Following AAC review of the Academic Assessment Plan, an informational item is sent to the Faculty Senate.

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6. If this action requires notifying NWCCU, refer to their website at www.nwccu.org.

3.5 Career Readiness Workforce Credential

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

The development of these programs must first be discussed with the Office of Academic Affairs. Contact information for OAA is available on the [Provost's Office website](http://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml) https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml.

3.6 Academic Program Suspension of Admissions or Deletion

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

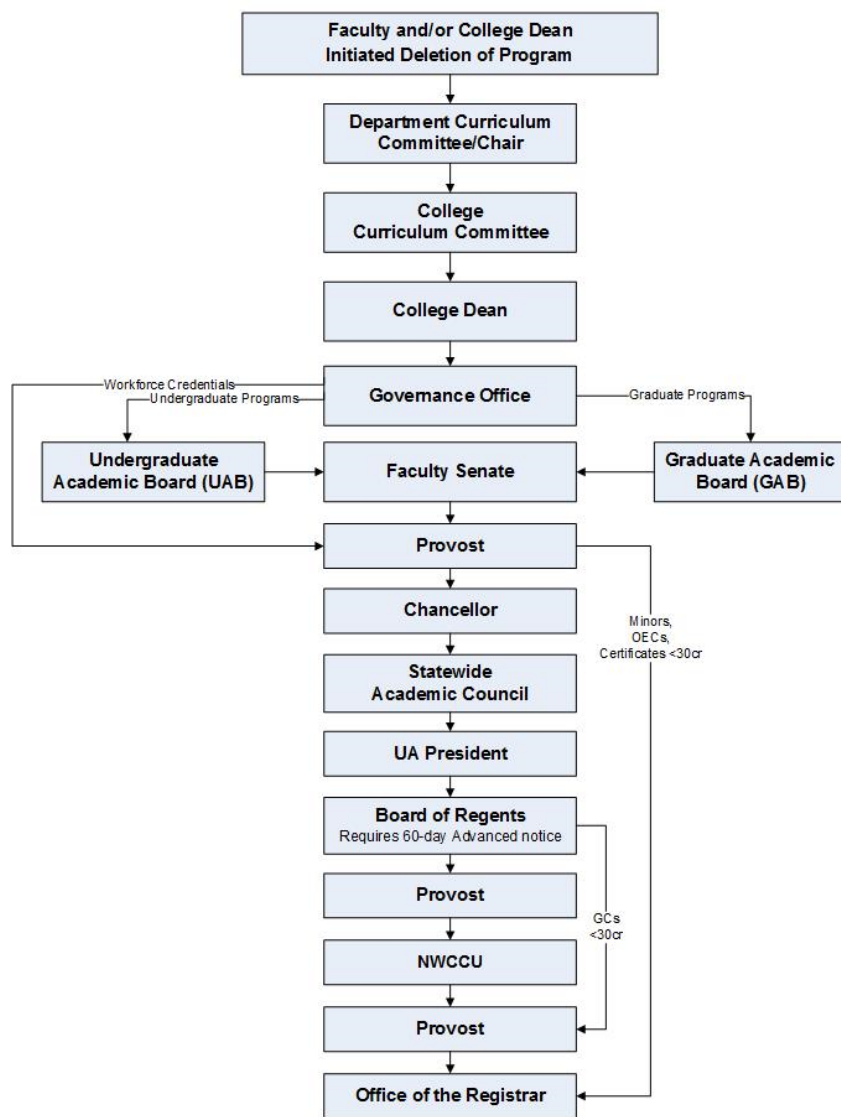
Academic Program Suspension of Admissions or Deletion Guidelines are available at: <https://www.uaa.alaska.edu/academics/office-of-academic-affairs/documents/guidance-for-suspension-5-14-15.pdf><https://www.uaa.alaska.edu/academics/office-of-academic-affairs/documents/susp-admissions-or-deletion-guidelines-5-14-15.pdf>.

Field Code Changed

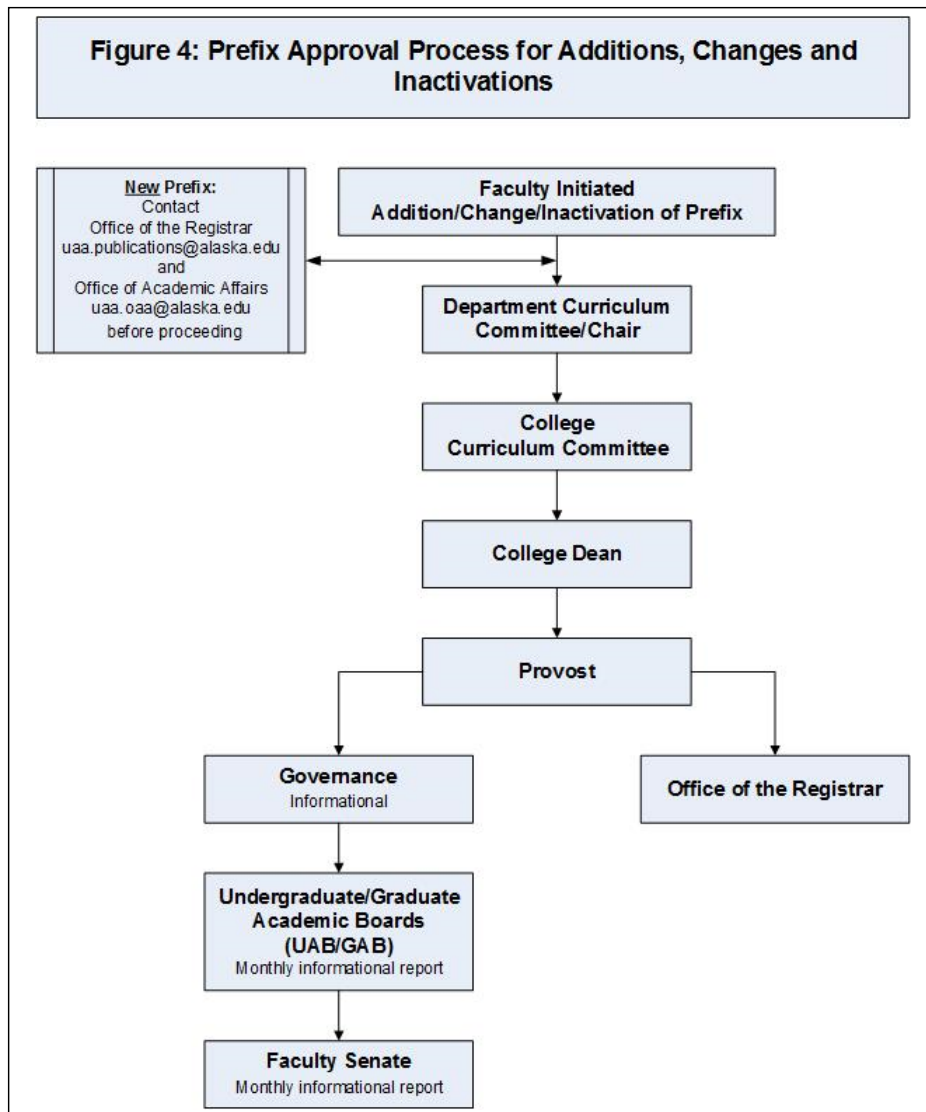
While suspension of admissions is a management decision, deactivation of a program is submitted by faculty through the Program Management system.

This review process is depicted in Figure 3b.

Figure 3b: Academic Program Deletion Review Process



Section 4 - Prefix Approval Process



4.1 Addition, Change or Inactivation of a Prefix

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

Section 8-5 - Policy Additions and Changes

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

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

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

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

Section 5-6 – Further Resources

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

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

Annual deadlines: <https://www.uaa.alaska.edu/academics/office-of-academic-affairs/dates-and-deadlines.cshhtml>
<https://www.uaa.alaska.edu/about/governance/curriculum-proposals/>

Office of Academic Affairs:

<https://www.uaa.alaska.edu/academics/office-of-academic-affairs/academic-affairs-landing-page.cshhtml>
<https://www.uaa.alaska.edu/academics/office-of-academic-affairs/>

Governance Office, Undergraduate and Graduate Academic Boards, Faculty Senate, GER Committee information:

<http://uaa.alaska.edu/governance>

Academic Assessment Committee and plans information:

<https://www.uaa.alaska.edu/about/governance/academic-assessment-committee>

Distance Education Handbook:

https://docs.google.com/document/d/1qbK9gik0ZlVV0B9X7cSf3AarJ_gucYVc8sQeG5PVvhc/edit?usp=sharing

Writing Objectives with Bloom's Taxonomy:

University of North Carolina Charlotte, The Center for Teaching and Learning

<http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives>

<https://teaching.uncc.edu/services-programs/learning-resources/course-design/writing-measurable-course-objectives>

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Appendix A – Stacking Guidance

Stacking criteria:

1. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
2. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
3. Courses may not be stacked informally for scheduling purposes.
4. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance and evaluation of students at different levels, including graduate students vs. undergraduate students.
5. Courses that are at the 500 level may not be stacked with any other course.
6. If stacking status is requested, rationale must be provided.
7. Courses at the 300 level may not be stacked with 600-level courses.

All graduate-level courses must meet certain criteria established by the GAB. In addition, when 400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact of stacking the course on the graduate student experience and how that affects the criteria for 600-level courses. *If a graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students' experience will be maintained in a mixed-level classroom.*

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:

- ***Do the prerequisites (not registration restrictions) differ for the 400- vs. 600-level versions of the course?***
It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is only required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the instructional goals, student learning outcomes and course activities sections of the CCG.
- ***Is the course format predominantly discussion- or seminar-based?***
This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.
- ***Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)***
 - *Is the PRIMARY source of information/reading the primary research literature of the field?*

This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

- o *Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?*

This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.

Some suggested student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

- Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations
- Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)
- Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student's own thesis research
- Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data
- Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.

As a result of completing this course, students will be able to:

Student Learning Outcomes	Typical Assessments
Demonstrate the ability to conduct a literature search on the course topic material	Written critical reviews and/or oral presentation of literature reviews
Synthesize research fields	Comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student
Integrate course material into experimental design	Written formal research grant proposals, oral or written presentation of the how the course material informs the student's own thesis research
Integrate and apply the course material at advanced levels	Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data
Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.	Observed teaching exercises, teaching evaluations, performance of their students on examinations

Appendix B – Number of Credits/CEUs and Contact Hours

The number of credits/CEUs is in direct relation to the contact hours:

- Over a 15-week semester, 1 contact hour is equivalent to 50 minutes.
- One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time [50 minutes/contact hour x 15 contact hours = 750 minutes]).
- One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.
- One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.
- For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total of 3 contact hours/week in the laboratory will satisfy this requirement).
- For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period.
- For CEU courses, the total number of lecture and laboratory contact hours for the course should be stated. The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual's participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

1. Summary

Semester	=	15 weeks (standard semester length)
One (1) Contact Hour	=	50 minutes per week (or 750 minutes for the course)
Outside Work	=	Additional time typically outside of classroom or laboratory
One (1) credit	=	1 contact hour per week of lecture (15 contact hours of lecture for course)
	<i>or</i>	2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course)
	<i>or</i>	3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)
(Lecture + Laboratory)	=	refers to the number of contact hours for lecture and laboratory <i>per week based on a 15-week semester</i>

2. Credit Examples

- **(3+0)** = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact hours of lecture (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].
- **(2+2)** = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- **(3+2)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).
 - **(3+3)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).
 - **(0+9)** = A practicum or fieldwork type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).
3. **CEU Examples**
- **0.1 CEU** = 1 hour of instruction and no additional hours of work for the course.
 - **1.0 CEU** = 10 hours of instruction and no additional hours of work for course.
 - **1.5 CEU** = 15 hours of instruction and no additional hours of work for course.
 - **3.5 CEU** = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
 - **2.0 CEU** = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.
4. **Minimum Course Length (Compressibility Policy)** – The Compressibility Policy states, “Courses scheduled for less than a full semester may not be offered for more than one credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

Appendix C – Operations of UAB/GAB

UAB and GAB Values - Values Statement:

The Undergraduate and Graduate Academic Boards are dedicated to a shared, rigorous, open, and critical inquiry of curricular excellence in a collegial framework that fosters intellectual vitality and creativity. It is a priority of the Boards to represent the academic values of our peers across the University. We endeavor to serve UAA's diverse and intellectually curious faculty in the creation of opportunities for student success. In our efforts to both represent and support our peers, it is our goal to work collaboratively with faculty initiators and to offer respectful and constructive feedback as we review curriculum, programs, and policy changes or adoptions.

Our values are grounded in both academic integrity and process integrity.

Academic integrity encompasses the values of inclusiveness and innovation, as well as intellectual excellence, rigor and vitality/currency/relevance.

Process integrity includes the values of inclusiveness, fairness and transparency, as well as collaboration, honesty, respect and constructive feedback.

Membership

1. Eligibility

The Constitution of the Faculty Senate, Article 5 Section 3 defines the faculty status required to serve on UAB/GAB. <https://www.uaa.alaska.edu/about/governance/faculty-senate/constitution.cshhtml>

2. Composition

The Bylaws of the Constitution of the Faculty Senate, Section 3 subsection A and C define the composition of UAB and GAB, respectively. <https://www.uaa.alaska.edu/about/governance/faculty-senate/constitution.cshhtml>

Functions and Responsibilities of UAB/GAB

- The Bylaws of the Constitution of the Faculty Senate, Section 3 subsection B and D define the authority and responsibilities conferred upon UAB and GAB, respectively, by the Faculty Senate. <https://www.uaa.alaska.edu/about/governance/faculty-senate/constitution.cshhtml>

Operational Responsibilities and Procedures

1. Members

- Members are responsible for attending all meetings.
- Phone attendance is permitted.
- If a member is unable to attend, that member is responsible for providing a replacement.
- Members act as a liaison between the UAB/GAB and the member's department/school/college.
- Members must inform departments in their school/college when their proposals are on the agenda.
- Members must review the agenda and attachments prior to each meeting.

2. Chair

- The presiding chairs of UAB/GAB are elected by their respective boards and must have served on the respective board for a minimum of one year.
- The chair is responsible for attending all meetings.
- If the chair is unable to attend, he/she appoints an acting chair.
- The chair acts as a liaison between UAB/GAB and others as necessary.
- The chairs sign CARs and represent UAB/GAB at UAA Faculty Senate meetings.
- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.

- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

3. Meeting Schedule

- **Regular Meetings**

- **Undergraduate Academic Board:** During the academic year, UAB meets at 2 p.m. each Friday, except for the first Friday of each month which is the day the UAA Faculty Senate meets. Meetings commence the first week after faculty contracts begin. The schedule is given to UAB members at the beginning of each academic year and posted on the Governance website.
- **Graduate Academic Board:** During the academic year, GAB meets at 9:30 a.m. the second and fourth Fridays of each month. Meetings commence the first week after faculty contracts begin. The schedule is given to GAB members at the beginning of each academic year and posted on the Governance website.

- **Summer Meetings**

Neither UAB/GAB meets during June or July. If any curricular items need action during the summer, the UAB/GAB chair or designee reviews the paperwork with a volunteer group of continuing UAB/GAB members. Under such circumstances, the UAA Faculty Senate Executive Committee acts on behalf of the UAA Faculty Senate (UAA Faculty Senate Constitution Article IV Section 11). Approved actions must be reported to UAB/GAB at the first UAB/GAB meeting of the academic year. No policy changes are considered during the summer.

- **Meeting Notification**

All meetings are public meetings. Meeting announcements, agendas, and locations are posted on the Governance webpage.

4. Agenda and Summary

- **Structure**

- **Date, Time, and Location:** The agenda lists the date, time, and place of the meeting. Meetings may be teleconferenced if necessary.
- **Sections**
 - I. Roll
 - II. Approval of the Agenda
 - III. Approval of Meeting Summary
 - IV. Administrative Report
 - V. Chair's Report
 - VI. Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading
 - VII. CAR or PAR-First Reading
 - VIII. Old Business
 - IX. New Business
 - X. Informational Items
 - XI. Adjournment

- **Definitions**

- **Meeting Summary:** The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.
- **First Reading**
 - Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
 - All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the

department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).

- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Review Committee (GERC).
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
- No vote is necessary to accept an item for First Reading.
- Acceptance for First Reading does not predetermine automatic approval at Second Reading.
- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.
- **Academic Policy:** A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.
- **Second Reading**
 - Second readings usually occur at the next regularly scheduled meeting. All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
 - UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.
- **Informational Items:** The Board may discuss these items and/or request that the items be placed on a future agenda for action.

5. Meeting Procedure

- UAB/GAB meetings are governed by *Robert's Rules of Order*.
- A quorum is a majority of the voting members present.
- Voting is done by a show of hands or yes/no if audio-conferenced.
- Votes are recorded as For, Against, Abstain, or Unanimous.
- A simple majority carries the vote.
- In the event of a tie, the chair casts the deciding vote.
- Proxy voting is not permitted by any UAA faculty boards and committees. Proxy voting is incompatible with the essential characteristics of a deliberative assembly in which membership is individual, personal, and nontransferable, in that voting should take place subsequent to discussion and deliberation.

6. Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the boards and prepares and posts the agendas, summaries, and reports on the governance webpage at <https://www.uaa.alaska.edu/about/governance/>. In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.



FACULTY SENATE REPORT

December 2017

University Advancement Office

Vice Chancellor Megan Olson

CAMPUS EVENTS

Chancellor's Holiday Café - Dec. 5

The chancellor's holiday café will be rolling through campus Thursday, Dec. 5, 8:30 a.m.-2:30 p.m. Enjoy Kaladi Bros. coffee, Krispy Kreme doughnuts and prizes. A collection barrel will be available along the route to accept donations of new or gently used socks, gloves, hats and scarves.

Schedule:

Bragaw Office Center (BOC) 8:30 – 9 a.m.

Administration and Humanities (ADM) 9:30 - 10:15 a.m.

Engineering and Computations Building (ECB) 11 - 11:45 a.m.

Rasmuson Hall (RH) 12:30 - 1:15 p.m.

University Center (UC) 2 – 2:30 p.m.

Save these commencement dates!

Fall Graduate Degree Hooding Dec. 16 and Commencement Ceremony Dec. 17

Don't forget to RSVP for the Graduate Degree Hooding Ceremony on Dec. 16 and Commencement on Dec. 17. Please RSVP by Dec. 8 to confirm your seat at these ceremonies. A link to RSVP and additional information can be found on the commencement website at www.uaa.alaska.edu/commencement.

ALUMNI RELATIONS NEWS/UPDATES

Alumni morning meetup in Seattle

On Thursday, Nov. 16, Interim Chancellor Sam Gingerich joined UA graduates in Seattle for coffee, conversation and updates from their alma mater. 13 graduates of the University of Alaska system—including 11 UAA alumni—welcomed Gingerich and his wife at an early morning meetup at Makers Space, a co-working office near Pike Place Market. The event was organized by the Seattle Area alumni chapter, with help from the Office of Alumni Relations

UAA's first Rhodes Scholar

Samantha Mack, a 2016 graduate with degrees in political science and English, and a minor in Alaska Native studies, was named a [Rhodes Scholar](#) for 2018. From King Salmon, she is the first UAA graduate and first Alaska Native to receive the prestigious award. She is currently pursuing a master's degree in English at UAA, and plans to earn an M.Phil. degree in political theory at Oxford University beginning in October.

DEVELOPMENT NEWS/UPDATES

CORPORATE GIFTS

Costco Wholesale donated \$50,000 to the RRANN Program Scholarship.

GCI Communications donated \$50,000 to the the Building Futures fund.

ATS Alaska fulfilled its previous pledge to the ATS Alaska Scholarship and made an additional pledge of \$26,000.

49th State Angel Fund donated \$25,000 to the Global Entrepreneur in Residence (GEIR) Support.

Wells Fargo donated \$20,000 to Lemonade Day Alaska.

Atwood Foundation donated \$16,000 to the Seawolf Debate's Greatland Debate fund.

Sumitomo Metal Mining Pogo donated \$21,000 to the Montgomery Dickson Center for Japanese Language and the Visiting Professor of Public Policy fund.

INDIVIDUAL DONOR GIFTS

Janet and Richard Faulkner pledged at the Leadership Circle giving level to the Excellence in Nursing and Excellence in Accounting funds, as well as a cash gift to the School of Nursing.

The Randich Family Foundation and Greg and Patsy Romack joined together to donate at the Leadership Circle giving level to the R and R Completion Scholarship—one of UAA's largest privately-funded single scholarship awards.

Gloria M. Okeson pledged at the Aurora Circle giving level to the Alvin S. and Gloria M. Okeson Endowed Scholarship.

Kathleen H. Grace donated at the Gold Circle giving level to establish a new scholarship—GraceGift, which supports two CBPP associate degree students.

Gretchen H. Cuddy donated at the Gold Circle giving level to the Culinary Arts and Hospitality Administration Program General Support.

James and Mary Johnsen donated at the Gold Circle giving level to UAA Alumni General Support.

Patricia and Leonard Linton donated at the Gold Circle giving level to the Patricia W. and Leonard M. Linton Literature Endowment.

Barbara E. Mishler donated at the Gold Circle giving level the Molly Ann Mishler Memorial Scholarship.

Gary and Jane Klopfer donated at the Gold Circle giving level to the Celebrity Chef Invitational and the Culinary Arts and Hospitality Administration Program Endowment.

NEW FUNDS

John S. O'Dell Scholarship to support students attending the Kenai Peninsula College (KPC) Kenai River Campus in Soldotna. Kenai and Nikiski were John S. O'Dell's home and he endeavored to build and strengthen these communities by lifting-up the people around him. Through earnest inquiry and encouragement, John S. O'Dell inspired people to re-invent themselves, elevate their talents and pursue their spark. This legacy gift is intended to perpetuate his inspiration.

Sue Linford Culinary Arts & Hospitality Scholarship to support students majoring in Culinary Arts and Hospitality Administration at the University of Alaska Anchorage.

PHONATHON

Ruffalo Noel Levitz (RNL) began working with UA in September to implement a system-wide Phonathon program, housed at UAA's calling center. The program has raised \$124,261.00 in pledges and cash gifts for UAA and \$58,695.00 in pledges and cash gifts for UAF totaling \$182,956.00 for both MAU's. The donor count for UAA is 1000, UAF is 451 with a total of 1451 for both MAU's.

UNIVERSITY RELATIONS NEWS/UPDATES

MEDIA

UAA appeared in more than 1,800 articles in November. Coverage highlights include:

- Extensive local and national coverage of the 40th and final Great Alaska Shootout (KTUU, Alaska Dispatch, Miami Herald, National Post, New York Daily News, New York Times, etc.)
- KTUU's coverage of Seawolf Caroline Kurgat, who was named National Athlete of the Year, 2017 NCAA Division II Cross Country season by the U.S. Track & Field and Cross Country Coaches Association
- KTVA and KTUU coverage of UAA's piloting and aviation maintenance programs in light of global pilot and technician shortage
- Alaska Dispatch coverage of UAA's Seawolf Debate Arguing Alaska series on topic of immigration
- Extensive local and national coverage of UAA's Rhodes Scholar Samantha Mack (KTUU, KTVA, Alaska Dispatch, New York Times, Yahoo News, Associated Press, Detroit News, National Post, etc)
- NPR program Code Switch interviewed E.J.R. David, UAA associate professor of psychology.

Amazing Stories Videos

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

NOVEMBER SOCIAL MEDIA

NOVEMBER SOCIAL MEDIA

Facebook: 17,879 fans

Twitter: 6,159 followers

Instagram: 3,291 followers

YouTube: 374 subscribers

LinkedIn: 38,554 followers

Community Total: 66,257

SOCIAL MEDIA PERFORMANCE HIGHLIGHTS

- Facebook engagement is up 35% this month, and last month was already a very engagement-heavy time period.
- Our posts on Rhodes Scholar Samantha Mack were shared by AK Senators Lisa Murkowski and Dan Sullivan, and we were tagged in posts by Governor Bill Walker. This sent our engagement metrics through the roof. Lots of Alaskans very proud and invested in student success.
- Instagram remains our platform with the fastest-growing audience with 2-3% growth per month. Instagram comments and engagement is up 26% from last month.
- Twitter engagement is up 9% from last month with 69K unique impressions

PERFORMANCE

FACEBOOK - Top Posts

1. STUDENT SUCCESS STORY: Samantha Mack UAA's 1st Rhodes Scholar (28K impressions, 1.2K engagements)
2. PROGRAM NEWS: C-WOLF Aviation Call Sign / KTVA Story (4.3K impressions, 89 engagements)
3. COMMUNITY VIDEO: Northern Lights Video Share / NBC (3.6K impressions, 114 engagements)
4. PROGRAM NEWS: New Masters Program in GeoSciences (2.4K impressions, 49 engagements)
5. STUDENT SUCCESS STORY: I am UAA: Jalen Konukpeak (2.4K impressions, 60 engagements)

TWITTER - Top Tweets

1. STUDENT SUCCESS STORY: Samantha Mack UAA's 1st Rhodes Scholar (33.5K reach, 319 engagements)
2. STUDENT SUCCESS STORY: 49 Voices Spotlight: UAA student Niles Morris (26.7K reach, 22 engagements)
3. CAMPUS COMMUNITY EVENT: UAA Career Networking Night Promo (18.6K reach, 17 engagements)
4. PROGRAM NEWS: New Masters Program in GeoSciences (18.2K reach, 44 engagements)
5. STUDENT/PROGRAM PHOTO: College of Health Students @ Chancellor's House (13K reach, 23 engagements)

INSTAGRAM - Top Posts

1. CAMPUS: UAA Housing Winter Village (384 likes)
2. STUDENT LIFE: Halloween Costumes around Campus (212 likes)
3. URBAN WILD: Snowy Mountains View (196 likes)
4. CAMPUS: Fresh Snow at Library (191 likes)

5. UAA HISTORY: Archives Throwback, Vintage Skiwolves (172 likes)

LINKEDIN - Top Posts

1. ALUMNI RELATIONS: UAA Seattle Meetup (13K impressions, 73 interactions)

2. STUDENT-ATHLETE STORY: Caroline Kurgat (12K impressions, 80 interactions)

3. CAMPUS COMMUNITY EVENT: UAA Career Networking Night Promo (8.8K impressions, 24 interactions)

4. FACULTY SUCCESS: Dr. Stephen J. Langdon Awarded by AFN (8.7K impressions, 33 interactions)

5. PROGRAM NEWS: New Masters Program in GeoSciences (8.4K impressions, 36 interactions)

ADVANCEMENT STAFF CHANGES

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STUDENT AFFAIRS

REPORT for FACULTY SENATE

DECEMBER 2017

Office of Student Affairs

The UAA Diversity Action Council (DAC) is once again sponsoring the Student Diversity Awards, which are awarded to students who have significantly enhanced diversity on a UAA campus by increasing visibility of diverse people, cultures, and/or perspectives; creating a welcoming environment; and/or representing diverse student voices through advocacy and participation in UAA student organizations.

Please bring this opportunity to the attention of students who would be excellent candidates for this recognition, which includes a tuition award for the spring semester. In order to be considered, students must complete an application, which includes three brief essay questions and a letter of endorsement from a professional or university reference. Please direct students to uaa.alaska.edu/student-diversity-award for application instructions and further information. The application deadline is Friday, December 8.

Admissions & Recruitment

Marnie Kaler, Interim Director of Recruitment, has accepted a position at the University of Alaska Southeast. Her last day at UAA was Wednesday, November 22. Beginning December 4, Craig Mead will step into the Interim Assistant Director of Recruitment.

Student Affairs Leadership has begun the search process for an Assistant Vice Chancellor of Admissions, Recruitment and Marketing and hope to have this person in place by late spring.

Admissions & Recruitment staff have begun rolling out weekly funnel reports that track the enrollment progress on fall 2018 applicants. A one-page summary will be shared weekly via Vice Chancellor for Student Affairs Bruce Schultz. More detailed information can be found on the IR Share Point Page, under Enrollment Management: <https://ir-reports.uaa.alaska.edu/enrollment>.

Staff is also working with colleges to schedule Academic Insight/Connection open houses for spring term. These

open houses are geared towards fall applicants and provide an opportunity for potential students and their families to interact with academic college in a meaningful way.

Career Exploration & Services (CES)

CES recognized November as National Career Development Month by collaborating with local employers and UAA departments on the following events:

- Salary Negotiation Workshops and two Branding 101 Workshops with the College of Business and Public Policy
- UAA Career Networking Night with UAA Alumni Office and USUAA
- Consumer Security Workshop with Anchorage Better Business Bureau
- Professionalism and Me Workshop with Anchorage Museum of Art
- Two Federal Application Workshops with the Bureau of Land Management

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

Care Team Case Manager Anyon Turner and Care Team Coordinator Lisa Terwilliger attended the National Behavioral Intervention Team Association Conference in San Antonio, Texas to learn about best practices in case management and behavior intervention on college campuses.

Student Conduct & Ethical Development Coordinator Megan Wilbur continued work on the new academic integrity policy, with more involved faculty consultations, the development of fine-tuning the DOSO's faculty notification policy, and finalizing the recording procedure for those academic dishonesty reports being recorded for notation purposes only.

Student Conduct & Ethical Development Coordinator Wilbur and Care Team Coordinator Lisa Terwilliger are planning a training session on the Maxient online student conduct and Care Team database for UAA's community campuses in January.

On December 6, the Dean of Students Office will host another Student Conduct Advocates training in the Lyla Richards



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Conference Room in the Student Union from 10:00 am to 12:00 pm. Please feel free to email or call Student Conduct Administrator Steve Hawkins at sahawkinsjr@alaska.edu or 786-6151 if you are interested in being trained as an Advocate.

Alcohol, Drug, and Wellness Educator Brittney Kupec will be hosting information tables across campus in December to educate the UAA community about marijuana concentrates used in edible foods.

Enrollment Services (ES)

ES staff are working with Financial Services and Statewide to assess current processes and procedures as they relate to compliance of Gramm-Leach-Bliley Act. Staff is also exploring the impact of recent passage of EU's General Data Protection Regulation (GDPR).

Military & Veteran Student Services (MVSS)

MVSS went live with Dynamic Forms on November 10 for its VA Certification Request. This move strengthens the information security of students' submissions as well as continues to move MVSS steadily toward a more automated process for students and staff alike. MVSS will soon be implementing Dynamic Form use in parts of its DoD Tuition Assistance process as well.

Native Student Services (NSS)

On November 1 and 2, Native Student Services hosted the Calista Corporation, which is conducting an enrollment of Calista descendants. On November 3, NSS hosted the Calista Foundation's "Meet and Greet" with students from the Southwest Alaska region and to begin the process of reapplying for the Calista scholarship during the 2018 spring semester.

On November 10, NSS hosted the Bristol Bay Native Corporation (BBNC) Education Foundation for the inaugural "Ask Angela" YouTube outreach series.

From December 1 to December 15, the NSS study lounge will be open for evening and weekend afternoon study.

NSS will be hosting its 2018 spring semester Welcome Potluck on January 19 from 3:00 to 5:00 pm.

New Student Orientation (NSO)

Orientation Coordinator and Transition Advisor Whitney Penn attended the 2017 National Orientation Directors Association (NODA) Annual Conference in Louisville, Kentucky November 5-8. She participated in sessions on how to plan engaging orientations for a new generation of students, training orientation leaders, ensuring diversity is viewable at orientations and incorporating advising into orientation.

Office of the Registrar

The Office of the Registrar recently partnered with Statewide programmers to develop and implement a process that prevents registration changes for athletes in the current semester while allowing athletes to make registration changes in a future semester. It addresses a critical need related to NCAA compliance.

A list of incomplete grades from fall 2016 was disseminated to deans and associate deans at the beginning of November. Per university policy, these incomplete grades will become permanent at the end of this semester unless a change of grade form is received by the Office of the Registrar by December 20, the fall grading deadline.

Applications for fall 2017 graduation are already up over 4% from the total number submitted in fall 2016. The application for graduation deadline is Friday, December 8.

Office of Financial Aid (OFA)

Approximately 400 UAA students have submitted the new 2018/19 scholarship application and feedback has been overwhelming positive. Students, staff, and faculty can search for scholarships offered by campus, department, or major using the search functionality at alaska.academicworks.com. OFA received the Banner upgrades needed to start processing 2018/19 Free Application for Federal Student Aid (FAFSAs) on November 24.

The fall \$avvy \$eawolf Financial Literacy Series attracted 227 attendees this semester. More than 40 students completed



STUDENT AFFAIRS

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the series by attending each of the three workshops offered. The spring workshop dates will be available by the end of December.

Currently enrolled fall students that do not meet satisfactory academic progress (SAP) upon receipt of final grades are expected to receive email notification on December 22. The SAP appeal priority processing deadline is January 12 to submit a completed appeal and have it processed by the end of the spring add/drop period. The first disbursement of spring 2018 aid will occur on January 6. All Federal Work Study (FWS) funds for the current academic year has been encumbered so no additional FWS requests are being approved at this time.

Residence Life

The Residence Life Leadership Cluster worked with the Philosophy Department to host a public deliberation on November 6 on the topic, "What's Tearing Us Apart: The Political Polarization of America." There were approximately 60 people in attendance and really great conversations occurred. Residence Coordinator Edens is discussing continuing the event in the spring term with Faculty-In-Residence Dr. Potter.

Residence Coordinator Edens attended the "Trauma Informed Response: Psychosocial Elements of Trauma" presentation by Erin Patterson, FBI Victim Services Specialist. The event was hosted by Title IX on November 13.

Residence Coordinator Edens worked with the Blood Bank of Alaska to host a Residential Campus Blood Drive on November 17. During the drive, 18 people attempted to give blood and seven were successful donors.

Residence Coordinator Vizcaino, Residence Coordinator O'Grady, and Heath Franklin have completed a draft WiFi policy for the residential campus.

Student Health & Counseling Center (SHCC)

As of November 21, nearly 100% of students living on campus are compliant with the UA Board of Regents' immunization requirements, including protection against mumps. The

recent State of Alaska mumps outbreak is a reminder of the important partnership between the SHCC, Residence Life, Housing, and on campus students in obtaining immunizations mitigating communicable illnesses.

The SHCC Health Promotion Team presented bystander intervention training to Alaska youth attending the Lead On! 2017 Conference, on November 18. This conference is part of the Alaska Network on Domestic Violence and Sexual Assault (ANDVSA), a non-profit, statewide organization committed to eliminating domestic violence, sexual assault, teen dating violence, and stalking against all Alaskans.



Health Peer Educators presenting at the Lead On! 2017 Conference, November 18, 2017.

In addition to providing over 1,138 student health related encounters since November 1, the SHCC has provided outreach flu immunization clinics to the following groups: UAA Veterans, Dean of Students Office, MedEx, UAA Administration, and Human Resources.

Student Life & Leadership (SL&L)

On Tuesday, October 31, the Student Union opened its doors to staff within and beyond the Student to gather in fellowship and celebration for a Halloween Potluck.

From November 9-12, Corey Miller, Student Activities Coordinator, and four students from Student Life & Leadership



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represented UAA at the 2017 NACA West Regional Conference in Reno, NV. NACA, the National Association for Campus Activities, offers both regional and national opportunities for campus activities staff and student leaders to gather together, share best practices and resources, and explore potential activities to bring to campus. NACA is the recognized leader in higher education for providing the knowledge, ideas and resources to promote student learning through engagement in campus life.

On Friday, November 17, the Concert Board in partnership with Student Activities & Commuter Programs, welcomed Maggie Rogers to the stage at the Egan Civic and Convention Center.

Again this year, USUAA in partnership with Seawolf Dining & Catering hosted the Annual Thanksgiving Feast on Thursday, November 23, serving hundreds of free Thanksgiving meals to members of the local community at Gorsuch Commons.

The Green Fee Board saw the successful installation of nine solar panels on the UAA Administration Building in November, one of the Board's most recent sustainability initiatives on campus. The power generated by the solar panels will directly power the building; the Board hopes it will provide between 3 and 7 percent of the building's power in the summer. Though student leaders of the Green Fee Board do hope to install additional solar panels on campus in the future, it will continue to focus its attention on a variety of sustainability efforts as stewards of the \$3 per student Green Fee. For more detailed information about the Green Fee Board's solar panels project, visit: <https://www.alaskapublic.org/2017/11/16/uaa-goes-solar-panel-by-panel>.

Student Life & Leadership Upcoming Events:

- **Foundations Art Show**—Nov. 9–Dec. 8
Hugh McPeck Gallery, Student Union
First Friday Reception on Friday, Dec. 8, 5:00–7:00 pm
- **UAA Crafts Fair**—Saturday, Dec. 2, 10:00 am–5:00 pm
Student Union
Open to UAA community and general public
- **First Tuesday Spoken Word**—Tuesday, Dec. 5, 7:00 pm
Union Station Cafe Lounge, Student Union

- **Late Nights**—Dec. 4–7, 6:00–11:00 pm
Student Union
For more information, visit: uaa.alaska.edu/students/student-life-leadership/activities
- **USUAA General Assembly Meetings**—Fridays, 3:00 pm
Lyla Richards Conference Room, Student Union

Student Outreach & Transition (SO&T)

SO&T is pleased to announce that Kelly Foran, Director for TRIO Support Services and Kaitlin DeMarcus, Former President of the Alaska Association of TRIO Programs (AATP) and Transition Advisor for UAAspire were awarded the 2017 Dr. Arnold Mitchem Leadership and Advocacy Award. This award recognizes those who demonstrate a steadfast commitment to low-income and first-generation students and exercises vigorous and influential leadership in the TRIO community at the state, regional, or national level. The award honors the long and steady tenure of Dr. Arnold Mitchem who guided the Council for Opportunity in Education (COE) for more than 30 years in Washington, DC and across the landscape of higher education.

Scholars @ UAA

Scholars @ UAA has a vacant position. The job posting for the Scholars @ UAA Transition Advisor can be found on UA Careers.

TRIO Programs

TRIO Student Support Services

TRIO Student Support Services (SSS) in celebration of the 52nd anniversary of the Higher Education Act of 1965, the Council for Opportunity in Education, the American Association of Colleges and Universities, and NASPA Student Affairs Administrators in Higher Education supported the first inaugural First-Generation College Student Celebration on November 8.

SSS hosted the following events to celebrate first-generation college students, alumni, and professionals at UAA and to promote awareness of the first-generation community that exists within our campus.



STUDENT AFFAIRS REPORT for FACULTY SENATE

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- **SSS Open House:** Provided an opportunity for the UAA community to get to know TRIO and visit the SSS space on campus. SSS staff and students were available to answer questions about TRIO and discuss their experience as first-generation college students.

- **First-Generation Panel of Students/Faculty/Staff/Administrators:** The panel consisted of first-generation students and employees who shared about their experiences being first-generation students in college and how it has impacted their lives. Panelists were UAA students Aaron Tolen, Tammalivis Salanoa, and Marisabel Ramirez; and UAA employees Vara Allen-Jones, Bruce Schultz, and Andre Thorn.



- **"Why I'm First" Photography Project:** First-Generation students and employees had an opportunity to write messages about being first-generation and have their individual photos taken with their message. These photos will be used in a video that TRIO will create to showcase the first-generation community at UAA.



TRIO SSS staff hope that this event will be just the beginning of a larger campaign to celebrate and bring awareness to the successes and challenges that first-generation college students face. With the launch of the Diversity and Inclusion Action Plan and the Student Success Committee under Dr. Claudia Lampman, it is an exciting time to celebrate UAA's first-generation population and address the needs of these students campus-wide.

NWCCU Accreditation

Mission:

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

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

UAA'S CORE THEMES:

Teaching and Learning

Research, Scholarship, and Creative Activity

Student Success

UAA Community

Public Square

Self-Study Report: The writing team is revising the report, based on the feedback it received this fall.

Preparations for the Site Visit: The Institutional Self-Study Committee is preparing a briefing PowerPoint and a brochure. Advancement is partnering with the Committee to develop a communication plan to engage the campuses and their communities this spring.

Spring 2018 Prepare the Institution for the Site Visit

Fall 2018 October 6-8, 2018 Site Visit

Curriculum

Curriculum Website: <https://www.uaa.alaska.edu/academics/office-of-academic-affairs/curriculum/index.cshhtml>

WRTG Prefix Change: A HUGE THANK YOU to all faculty and staff, who helped with WRTG prerequisite overrides for Spring 2018 registration. The issue was resolved for the spring, and OAA will be working with the faculty on solutions moving forward.

Academic Policy

ACCUPLACER: A revised version of the ACCUPLACER, used for writing placement by all UA system institutions, will replace the previous version in January 2019. A UAA internal implementation team plans to implement the revised exam by Fall 2018. The team includes representatives of the following: CTC and CAS faculty, representatives of each community campus, the Professional Advisors Committee, the Testing Center, the Registrar's Office, and Institutional Research.

Compliance

Gainful Employment

THANK YOU to the programs for bringing their websites into Gainful Employment compliance for financial aid eligibility!

Moving forward, certificates designated as Gainful Employment or which wish to be considered for that status must show how they meet disclosure and other GE requirements, including program length and cost, as they move through the curriculum process.

Program Student Learning Outcomes Assessment

Annual Academic Assessment Reports

As of November 16, 98% of the reports have been posted on *IR-Reports*: <https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx>. The deans and community campus directors are now providing feedback to the programs.

GENERAL EDUCATION ASSESSMENT FINDINGS AND OUTREACH

GER Director Dan Kline and the General Education Advisory Committee have sent the annual GER assessment findings out to all chairs, deans, and community campus directors, along with a request to meet with key college/campus groups, departments, and programs, to discuss the findings and develop approaches to using the findings to improve student achievement.

General Education Workshop Series

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

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

Cyclical Academic Program Review

2018 Program Reviews

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

Program Accreditation

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

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- Our **November Think Tank with Dr. Liz Snyder and the Alaska Food Policy Council** engaged 25+ participants in an interactive exercise to explore decision-making and choices around food. Snyder proposed a scenario and facilitated discussion around choices families face every day. Spring Think Tanks will be held on **February 8, March 8, and April 12.**
- **Requests for Proposals** are out to faculty and **due December. 8** for spring semester **Community Engaged Student Assistants (CESAs)** and **Faculty Mini-grants.**
- **Response to the Urban in Alaska Conference** on October 27 was very positive; Rapid Fire Community Engagement presentations represented 15 departments and 4 colleges.
- **Dialogues for Public Life Faculty Fellows Donna Aguiniga (Social Work) and Stephanie Bauer (Philosophy)** are continuing their training events on **Monday, December 4, 6:15-8:00 pm** at the BP Energy Center, 900 E. Benson Blvd. At this free Open Space event participants will share their ideas and create their own sessions around the central question: *How can we make Anchorage a more welcoming community?*
- **The Second Bridge Scholarship applications are available for students** to design an experience for themselves with a community partner that pushes the edges of their growth and development. Who do you know that you could encourage, either to work with you as a faculty member and carve out their contribution or to support in their own venture? **Applications due February 2.**
<https://www.uaa.alaska.edu/academics/institutional-effectiveness/departments/center-community-engagement-learning/student-opportunities/second-bridge-award/index.cshtml>.

CENTER FOR ADVANCING FACULTY EXCELLENCE

- **SAVE THE DATES!** CAFE will host its annual **Winter Teaching Academy** on Thursday and Friday **January 11 and 12**, in collaboration with AI&E, CCEL, General Education Assessment and others. The focus of the Academy will be on expanding the use of AAC&U's recognized High Impact Practices (HIPs) at UAA, particularly in General Education classes. Sessions will be designed and delivered by members of UAA's HIPs team (Dan Kline, General Education; Jeane Breinig, Diversity and Alaska Natives; Andre Thorn, Multicultural Center; Francisco Miranda, Undergraduate Research; and Judy Owens-Manley, Center for Community Engagement and Learning). Claudia Lampman, newly appointed Vice Provost for Student Success, will deliver a keynote presentation, open to the entire Anchorage community, on successfully reaching and teaching to the iGeneration. A complete copy of the schedule will be shared via the faculty listserv with registration available online.

CENTER FOR ADVANCING FACULTY EXCELLENCE (CONTINUED)

- On November 9th, in partnership with an array of UAA and off-campus entities, including the Multicultural Center and Faculty Senate Diversity Committee, CAFE co-hosted the acclaimed James Baldwin film “I Am Not Your Negro” followed by a panel discussion. 110 people attended the event; panelists included Dr. Jervette R. Ward (English); Jasmin Smith (Community Member); Anthony Taylor (Black Student Union president), with Dr. Ian Hartman (History) as the moderator. The film spoke to the **2016-17 Books of the Year** theme “Negotiating Identity in America”.
- On a related note, the **UAA/APU Books of the Year (BOY)** selection committee, now supported by CAFE, is in the process of choosing books for the 2018-19 academic year under the theme of “Building Resilient Communities.” A roll-out of the books is scheduled for early **February 2018** to give faculty sufficient time to incorporate the selected books into their fall curricula.
- Because November is **Academic Writing Month**, CAFE offered several events designed to support faculty in their own scholarly writing. Dr. Jennifer Stone (English) led a **workshop on productive writing practices**, and there have been two **Write on Site opportunities for faculty** (one supported by Dr. Ray Ball, History). To help faculty better support student writing, CAFE asked Dr. Jackie Cason (English) to share a resource she thought would help faculty and support their work with students as developing writers. She recommended the article cited below and we distributed it via the faculty listserv in our CAFE Monthly for November.

Hesse, D. (2017, January 3) We Know What Works in Teaching Composition, *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/We-Know-What-Works-in-Teaching/238792>.

- CAFE would like to remind community campus faculty that all faculty development events are accessible via **Blackboard Collaborate** or **videoconferencing**, except in unusual cases. In addition, resources are available via the **CAFE website**. If you have questions about distance delivery or getting access to past programs, please contact Program Coordinator Romanie Roach at rlroach@alaska.edu for more information.
- CAFE Director Shawnalee Whitney continues to work with the **UAA Care Team** in order to ensure that faculty perspectives and concerns are integrated into Care Team responses. Though any member of the University community can make a Care report, many of them come from faculty members, which the Care Team appreciates very much.
- The final **Faculty Networking Mixer** of the semester will occur **Friday, December 1** from 4-6 pm in the Varsity Grill. Many thanks to UAA Conference and Catering Services and the Varsity Grill for underwriting and co-hosting this event.
- On **Friday, December 8**, in partnership with the Office of Sponsored Programs, Joann Sullivan will offer a **Lunch and Learn** session on **Finding Research Funding Opportunities** from 11:30 am – 1 pm.

ACADEMIC INNOVATIONS & eLEARNING

Professional Development

- **Winter Teaching Academy** will take place in January; keep an eye on your email for announcements.
- **Quality Matters online workshops** are offered now in conjunction with UAF and UAS now. Current workshop calendar:
 - Improving Your Online Course (IYOC) 2/2-2/23 (3 weeks)
 - Applying the QM Rubric (APPQMR) 3/9-3/23 (2 weeks)
 - IYOC 3/30-4/20 (3 weeks)
 - APPQMR 5/11-5/25 (2 weeks)
 - IYOC 6/1-6/22 (3 weeks)

Academic Technology

- A **UA-system wide Blackboard update** has been scheduled for the period after grades are turned in for the fall semester and before the end of winter break. This follows established UAA practice, so we should not see very little impact.
- Blackboard Ally, for helping make your course more accessible, will be available to faculty members after the December Blackboard update is complete on **December 22**. Stay tuned for announcements and learning opportunities. **If you are interested in being part of a pilot program, please let the AI&e team know.**

Eportfolio

- **New Digication** - This January (in time for spring semester), New Digication will be made available for use by all UAA students, faculty, and staff. During the spring semester BOTH versions of Digication, Classic (current version) and New, will be available. Faculty will be able to choose the version they wish to use in their courses. In addition, a migration tool will be deployed (scheduled for March) that permits a user to convert their "Classic" site into a "New" site. Interested in New Digication. Check out our [Folio 411 support site](#).
- **Introducing on new eWolf Strategist** - eWolf welcomes Shama Thacker to the team! Shama joins the team from the College of Health where she worked in the School of Nursing. You can view Shama's story on her portfolio at <https://alaska.digication.com/shamai/Home/>.
- **Support for eWolf users** - There are a variety of support services available for eWolf users including: IT Call Center, Digication Help Desk (after hours), the AI&e Innovation Studio, the Writing Center (Learning Commons) and our eWolf Coaches and staff. Please feel free to reach out for assistance.
- **Advisory Committee** - The eWolf Team will be forming an eWolf Advisory Work Group this spring. The Work Group will provide a sounding board for new ideas, opportunities to explore, and feedback on current efforts.
- **Wow that's amazing** - Interested in seeing what a million hits eWolf site looks like? [Check out James Matthews eportfolio](#) (Civil Engineering Student).

eLearning: Distance Student Services

- **Blackboard Orientation for eLearning Students:** eLearning's Blackboard Orientation course was made available to **5,342** students during the fall 2017 semester. To date, **56%** of students have accessed the course.
- **eLearning Exam Distribution & Administration:** eLearning staff have processed **2,400** student proctor forms setting up testing locations and our testing center has processed **2,900** exam appointments to be administered in the Gordon Hartlieb Hall (GHH) testing center during the semester.
- **Online Testing Services - RPNOW:** Our Online Test Proctoring service, RPNOW, has been set up in **51** online courses, with currently **318 unique** students opting into the service (*these numbers are expected to increase as we get closer to finals*).

INSTITUTIONAL EFFECTIVENESS

- Remember you have until December 18 to make a donation to your favorite nonprofit in this year's **UAA United Way Campaign!** Use payroll deduction and spread your donation throughout the year. A small change for you can make a big difference in Anchorage. For all the information go to <https://www.uaa.alaska.edu/academics/institutional-effectiveness/departments/community-campaign/>

INSTITUTIONAL RESEARCH

- Institutional Research has launched several new reports at its **IR-Reports** site. Please log into SharePoint at <https://ir-reports.uaa.alaska.edu/> to see what is new.
- Staff members presented at the **Pacific Northwest Association for Institutional Research and Planning Annual Conference** in Tacoma, WA. Ginger Mongeau presented on building a dashboard to analyze retention and graduation rates. Erin Holmes presented research on the effectiveness of tuition waivers at UAA.

Office of Alaska Natives & Diversity

December 2017

Diversity and Inclusion Action Plan

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

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

D&IAP Progress to Goals:

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

Search committee members are now required to participate in mandatory HR training, including information on unconscious bias. Hiring authorities are charged with taking the necessary time and steps to provide every opportunity to diversify the applicant pool, and they should work closely with HR this occurs. Moving forward, search procedures will continue to be refined and improved.

Five new multi-cultural post-doctoral positions have been announced.

Objective II: Provide framework for advocating and managing diversity.

The plan's recommendation to reorganize and repurpose the Diversity Action Council (DAC) is underway. The plan also recommended two separate senior leadership roles are defined focusing on 1) Alaska Natives and 2) Diversity; crafting of the position descriptions is underway.

Objective III: Develop a system of accountability.

The timeline and accountability system is in development. Once a draft is finalized it will be shared with the re-purposed Diversity Action Council for refinement and input.

Objective IV: Examine and support UAA student success.

To ensure D&IAP student success recommendations are incorporated into UAA's 2020 plan, Jeane Breinig is convening a faculty/staff advisory committee to work closely with the new Interim Vice Provost for Student Success.

Objective V: Diversify Curriculum and Instructional Strategies.

The Faculty Senate Diversity committee hosted a discussion with panel members Maria Williams, Dan Kline, and Jennifer Brock on October 20th 3-4:30 to facilitate conversations about how best to diversify the curriculum. The post-doctoral positions are also expected to contribute to diversifying curriculum.

Objective VI: Focus on Space:

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

Objective VI Include Community Campuses

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

National Coalition Building Institute (NCBI)

The NCBI team led by steering committee, Kimberly Pace, Theresa Lyons, and Diane Taylor, led a one day Inclusivity workshop for 16 faculty, staff, and students on October 13th in Commons 106. The team

is hosting a Winter Gathering Friday December 11-Noon ULB 104. Guests are invited to join them to learn more about the organization and potentially become part of the team.

First Alaskans Institute Workshop on Racial Healing and Institutional Transformation

The Multicultural Center, NCBI, FSDC, and CAFÉ are partnering with FAI to develop a one day workshop to facilitate diversity conversations among faculty, staff, administrators, and students. The date is tentatively set for Friday February 16th

Advisory Council for Alaska Native Education & Research

The Advisory Council Community Partners subcommittee distributed a survey to students and alumni to ascertain the effectiveness of UAA's Native serving programs. The preliminary results will be reviewed in early February.

Alaska Native Business Summit and Inside the Board of Room of an Alaska Native Corporation

On Wed October 18, Sharon Lind, Assistant Professor of Management and Marketing, held the second annual Alaska Native Business Summit in Lib 307. ANSCA corporation CEO's were invited to participate in a series of panel presentations as it relates to Native corporation board best practices. Spring semester, March 30 and April 6th "Inside the Board Room of an Alaska Native Organization " will be offered again. It includes a Chairman's panel of ANSCA Regional Chairs.