



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Agenda
November 4, 2016
2:30 - 4:30 p.m.
Low Haines Conference Room (LIB 307)
Audio: 786-6755 | ID: 284572

I. Call to Order

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

2016-2017 Officers:

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

2016-2017 Senators

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

III. Agenda Approval (pg. 1-4)

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

V. Officer's Reports

A. President's Report (pg.9)

- i. Title IX Haven Training (pg. 10-11)
- ii. Mid-term grade reporting memo (pg.12)
- iii. Student non-attendance memo (pg. 13)

B. First Vice President's Report

C. Second Vice President's Report

D. Past President's Report (pg. 14-23)

VI. Old Business

- A. Faculty Handbook, Ch. IV: Research Travel Grants Revisions (pg. 24-35)

VII. Consent Agenda

- A. Faculty Senate Committee Assignments
 - i. GERC: Toby Long, CAS Natural Sciences
 - ii. UFEC: Steve Wang, Associate Professor (Tripartite)
- B. Graduate Curriculum
 - i. Courses

Chg	BA A617 Technology Management
Add	DN A601 Professional Practice in Dietetics and Nutrition
Add	DN A612 Advanced Nutrition Counseling
Add	DN A615 Public Health Nutrition
Add	DN A630 Applied Research in Nutrition and Dietetics
Add	DN A641 Clinical Nutrition Assessment and Intervention
Add	DN A642 Advanced Clinical Nutrition
Add	DN A650 Dietetics Organizational Leadership and Management
Add	DN A698 Dietetics Nutrition Graduate Project
Add	DN A699 Dietetics Nutrition Graduate Thesis
Chg	ESM A617 Technology Management
Add	PM A630 Systems Engineering Fundamentals
 - ii. Programs

Add	Master of Science, Dietetics and Nutrition
Del	Graduate Certificate, Coastal, Ocean, and Port Engineering
Del	Graduate Certificate, Earthquake Engineering
Del	Graduate Certificate, Clinical Social Work Practice
Del	Graduate Certificate, Social Work Management
 - iii. Disapproval to Delete Graduate Certificate in Marriage and Family Therapy (pg. 36-37)
 Motion: The Graduate Academic Board has reviewed the request for deletion for the Graduate Certificate in Marriage and Family Therapy and we recommend that the program be suspended rather than deleted.
- C. Undergraduate Curriculum
 - i. Courses (pg. 38)
 - ii. Programs

Add	AAS, Surgical Technology
Chg	Bachelor of Arts, Enligh
Chg	Bachelor of Science, Electrical Engineering
Chg	Minor, Creative Writing
Del	Minor, Gerontology
- D. GAB & UAB Cross-Listed Courses Memo (pg. 39)

VIII. Boards and Committees Reports

- A. Graduate Academic Board
- B. Undergraduate Academic Board

- C. General Education Review Committee (pg. 40)
- D. University-wide Faculty Evaluation Committee
- E. Academic Assessment Committee (pg. 41)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg.42-45)
- G. Budget, Planning, and Facilities Advisory Committee (pg. 46)
- H. Diversity Committee
- I. Faculty Grants and Leaves Committee
- J. Institutional and Unit Leadership Review Committee (pg. 47)
- K. Library Advisory Committee
- L. Student Academic Support and Success Committee
- M. Community Campus Committee (pg. 48)
- N. Academic Honesty and Integrity Committee
- O. Research and Creative Activity Committee (pg. 49)
- P. Joint Ad Hoc Committee on Mentoring Institute Proposal
- Q. Joint Ad Hoc Committee on UFEC Criteria for Administrative Faculty
- R. Joint Ad Hoc Committee on Student Evaluation
- S. Joint Ad Hoc Committee on Term Faculty Promotion
 - i. LuAnn Piccard to give verbal report
- T. Joint Ad Hoc Committee on Internationalization (pg. 50)

IX. New Business

- A. UAA Faculty Senate Resolution on Strategic Pathways (pg. 51-52)

Additional Agenda Items:

X. Administrative Reports

- A. Chancellor, Tom Case
- B. Provost of Academic Affairs, Sam Gingerich
- C. Interim Vice Chancellor of Administrative Services, Pat Shier
- D. Vice Chancellor of Advancement, Megan Olson (pg. 53-55)
- E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 56-59)
- F. Vice Provost for Academic Affairs, Susan Kalina
- G. Interim CIO, Adam Paulick (pg. 60-61)
- H. Union Representatives
 - i. UAFT
 - ii. United Academics
- I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 62-65)
- J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 66)

XI. Informational Items & Adjournment

- A. Report from the Community Engagement Council (pg. 67-70)



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Agenda
October 7, 2016
2:30 - 4:30 p.m.
Low Haines Conference Room (LIB 307)
Audio: 786-6755 | ID: 284572

I. Call to Order

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

2016-2017 Officers:

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

2016-2017 Senators

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

III. Agenda Approval (pg. 1-4)

*Amendment to place approved GAB/UAB courses and programs under the consent agenda.
 Approved with amendments.*

IV. Meeting Summary Approval (pg. 5-7)

V. Officer's Reports

A. President's Report (pg.8)

- i. Staff Morale Survey (pg. 9)
- ii. All Committee Chairs meeting agenda (pg. 10)

B. First Vice President's Report

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

D. Past President's Report (pg. 12-18)

VI. Old Business

A. Faculty Handbook, Ch. IV: Research Travel Grants Revisions (pg. 19-30)

Motion to Postpone 2nd reading.

23 for, 6 opposed, 1 abstain

Motion Passes

B. Mentoring Institute Proposal (pg. 31-36)

Motion to approve proposal

32 for, 1 opposed

Motion Passes

VII. Consent Agenda

A. Faculty Senate Committee Assignments

i. Faculty Grants & Leaves: John Bean, CoENG

ii. Faculty Senate: Eric Andrews, CAS Math & Natural Sciences

iii. UFEC: Marny Rivera (Tripartite), Toby Widdicombe (Tripartite) and Peter Snow (Bipartite)

iv. UAB: Jackie Cason, CAS Written Communication

v. Community Campus: Deborah Bannan

B. Because of the continuing discussions around general education at multiple levels (Statewide alignment, UAA assessment, budgetary constraints, NWCCU accreditation standard compliance, AA degree revision), each with potential to impact GERs, the GERC and UAB recommend we continue the GER new course moratorium. This moratorium was enacted last year for the remainder of AY16 and this motion would continue it through AY17, and would apply only new courses, not revision of existing courses with GER designation.

MOTION: UAA will continue the moratorium on new GER course approvals through AY17.

Motion to approve consent agenda

31 for, 2 opposed, 1 abstain

Motion Passes

VIII. Boards and Committees Reports

A. Graduate Academic Board (pg. 37)

B. Undergraduate Academic Board (pg. 38-39)

C. General Education Review Committee (pg. 40)

D. University-wide Faculty Evaluation Committee

E. Academic Assessment Committee (pg. 41)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 42-43)

- G. Budget, Planning, and Facilities Advisory Committee
- H. Diversity Committee (pg. 44-46)
- I. Faculty Grants and Leaves Committee
- J. Institutional and Unit Leadership Review Committee (pg. 47)
- K. Library Advisory Committee (pg. 48)
- L. Student Academic Support and Success Committee (pg. 49-50)
- M. Community Campus Committee
- N. Academic Honesty and Integrity Committee
- O. Research and Creative Activity Committee (pg. 51-52)
- 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

IX. New Business

- A. Motion on ad hoc committee for Internationalization (see Observations on Internationalization Efforts at UAA, pg. 53-57) with the following goals:
 - i. Conduct a feasibility study regarding an International Summer Business Institute for high school/students and/or professionals.
 - ii. Have meetings with international faculty/department chairs to discuss any issues pertinent to international faculty.
 - iii. Identify issues concerning international students and find consensus to address them.
 - iv. Study the feasibility of organizing a “Festival of Nations” on campus in the spring to bring together campus community as well as external constituency.

Motion to approve consent agenda

31 for, 2 opposed, 1 abstain

Motion Passes

Additional Agenda Items:

X. Administrative Reports**A. Chancellor, Tom Case**

Encouraged participation in the Diversity Action & Inclusion Plan focus groups

Announced Bill Spindle's departure to a new university in San Antonio, TX and Pat Shier stepping up as Interim Vice Chancellor of Administrative Services.

UAA, UAF & UAS Faculty participated in the first University of the Arctic Conference in St. Petersburg, Russia, September 13-16th.

Athletics: Volleyball, Hockey Gymnastics, Basketball are gearing up and in season.

Inducting five new members to the Seawolf Hall of Fame.

Discussed UAA and Title IX Regulations

B. Provost of Academic Affairs, Sam Gingerich**C. Vice Chancellor of Administrative Services, Bill Spindle****D. Vice Chancellor of Advancement, Megan Olson (pg. 58-60)****E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 61-65)****F. Vice Provost for Academic Affairs, Susan Kalina****G. Associate Vice Chancellor CIO, Patrick Shier****H. Union Representatives**

i. UAFT

ii. United Academics

I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 66-71)**J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 72-73)****XI. President Johnsen Q & A****XII. Informational Items & Adjournment****A.**



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

Report of the President

November 2016

Events that have occurred since the September Faculty Senate include:

- Ongoing meetings with Chancellor Case, Provost Gingerich and Vice Chancellor Spindle/Interim Pat Shier
- Attended Academic Council meeting (unable to attend Deans and Directors meeting due to teaching time confliction)
- Attended University Assembly and Student Union meetings
- Motion regarding MS Exchange is still on-hold pending Google After Activity Review
- Resolution regarding shared governance and curriculum
- Proposed UPD relocation
- Participating as member of the Student Affairs Team of Strategic Pathways Phase 2
<http://www.alaska.edu/pathways/>
- Ongoing discussions regarding Curriculum Handbook rewrite
- Title IX Haven Training (see attached)
- Mid-term grade reporting memo (see attached)
- Student non-attendance memo (see attached)

Board of Regents

See the Faculty Alliance report for his year's BOR scheduled meeting dates. Also, note the new procedures for open forums.

<http://www.alaska.edu/bor/>

Faculty Alliance

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

Faculty Senate Executive Board

Your 'Eboard' meets every Thursday from 11:30 a.m. to 1:30 p.m. to discuss issues relevant to faculty. We welcome your input on all issues of concern to you. At most meetings, we have a guest to discuss matters of particular importance to them, so please contact me, or any other board member if there concerns of specific importance to you.

Dave Fitzgerald

dafitzgerald.alaska.edu

RH 207; 786-4482

To: UAA Community
Date: October 20, 2016
Re: Creating a Safe Campus Environment: Haven Training

Dear UAA Community,

We are committed to working together on all UAA campuses to provide a healthy climate that ensures a safe environment in which to work and learn.

Sex discrimination, including sexual harassment and sexual violence, is a national, state, community and campus issue. We recognize that we must work together to address this issue in our UAA community. We also recognize that training does make a difference by changing attitudes and raising awareness; therefore, we support mandatory Haven training for all faculty, staff and students.

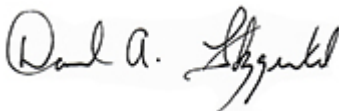
Haven is an online training that provides information about sexual assault, relationship violence, stalking and sexual harassment. **Our goal is for all faculty, staff and students to complete Haven training by November 23, before our Thanksgiving Holiday.** Students and employees who fail to complete this critical training will be contacted by the appropriate university department to facilitate successful completion.

Haven provides a basic understanding of the issues and available resources. It also covers how we can each support our friends, co-workers and fellow students who may be at risk for, or be impacted by, this type of discrimination. With awareness comes the ability to take preventive measures to make our campuses safer.

Sincerely,



Tom Case
Chancellor



Dave Fitzgerald
Faculty Senate President



Elizabeth Winfree
Staff Council President



Sam Erickson
USUAA President



Johanna Richter
USUAA Vice President

MORE ABOUT HAVEN TRAINING

The training covers topics that can be distressful for some. If anyone is uncomfortable at any time during the training, stop and contact our Employee Assistance program directly, 24 hours a day, seven days a week, at [866-465-8934](tel:866-465-8934) (TDD at [800-697-0353](tel:800-697-0353)) or our Student Health and Counseling Center at [907-786-4040](tel:907-786-4040), option 3.

Instructions for Faculty & Staff

- Log on to UAOnline
- Select Employee Services
- Select Employee E-Learning
- Select Haven for Faculty & Staff
- You may start and stop as your time permits. Session is approximately one hour.
- Complete by November 23, 2016
- Approximately 30 days following completion of the session you will receive notification to complete a survey.

Instructions for Students

- Log on to UAOnline
- Select Student Services and Account Information
- Select Student Training
- Select Haven targeted for students ages 18-24
or
Select Haven Plus for post-baccalaureate and non-traditional students ages 24 and up
- You may start and stop as your time permits. Session is approximately one hour.
- Complete by November 23, 2016
- Approximately 30 days following completion of the session you will receive notification to complete a survey and a short session on prevention, safety and supporting survivors.

SUBJECT: Pilot Mid-term Grade Reporting

Members of the faculty,

The Deans, VC Schultz and I have had discussions this summer about steps UAA can and should take to promote student success. This led to the decision to pilot mid-term grade reporting for all 000- and 100-level classes, a strategy commonly used by colleges and universities nationwide.

Research shows that students who receive frequent, consistent, and constructive feedback from faculty on a routine basis are more likely to succeed academically. Reporting midterm grades in entry level courses is a common strategy that formalizes this feedback.

All faculty members teaching 000- and 100-level academic credit-bearing courses are asked to submit grades for students by Friday, October 14. While the function will remain accessible after the 14th, students do need to have feedback early enough to be able to improve or to consider dropping if they have a low grade.

This option is now available for all fall semester courses. The process for submitting mid-term grades is the same process used for final grading. The Registrar has activated a “midterm grade” column which contains a drop down menu of grades. For purposes of midterm grading please do not submit NB or I grades.

Students will be able to view their mid-semester grades via UAOnline. These grades are not recorded on the student’s permanent record, but rather serve as advisory grades used for academic planning and support purposes.

I encourage you to reach out to students who are struggling in your course and let them know that there are a variety of learning resources available on campus that may provide support they need to succeed. As we all know, the personal concern shown by a faculty can make all the difference in helping a student turn it around.

Thank you for all your efforts to encourage student success and learning.

Sam Gingerich
Provost and EVC

Faculty,

Every semester UAA has a number of students who register for courses but then never attend any class sessions. In those cases where no action is taken, this leads to the student failing all classes for nonattendance and to having an unpaid bill for the semester's tuition and fees. In addition, late fees are added.

To address this, I am asking you to report all students listed in your class rosters who have not attended any class. These students should be referred to the Academic Success Alert Program (ASAP) using the Mapworks platform. All teaching faculty have access to the referral system using their UAA login and password at <https://uaa.skyfactor.com/#/login>.

Alternatively, you may email a list of non-attending students to the Mapworks Coordinator Molly Orheim at molly@uaa.alaska.edu. Please include the names and ID numbers of all no-shows. You could also initiate a faculty withdrawal form for these students.

The referral will be directed to a UAA campus support resource who will contact the student directly to provide assistance with appropriately withdrawing from classes. In addition, this will be coordinated with administrative services and students who respond may have charges reversed.

A resource guide for Mapworks is available at <https://www.uaa.alaska.edu/students/student-advising-access-transition/programs/map-works/faculty-resources.cshtml>. In addition, Mapworks has the following training session scheduled:

Tuesday, October 4, 2-3 p.m. in the University Center room 123

Wednesday, October 5, 2-3 p.m. in Rasmuson Hall room 216

Please complete the referral by October 24 in order to provide enough time to connect with the student prior to the November 4 withdrawal deadline.

Thanks for your attention. Feel free to follow up with VC Schultz or with me if you have questions.

Sam Gingerich
Provost and EVC



DATE: October 31, 2016
TO: UAA Faculty Senate, UAF Faculty Senate, UAS Faculty Senate
FROM: Tara Smith, Chair, Faculty Alliance
RE: October Report of Activities

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

The Faculty Alliance exists primarily to promote communication amongst the Faculty Senates and to/from Statewide leadership. We are an advisory body to the President and we have members serving on the Statewide Academic Council and the chair is an ex-officio member of the Board of Regents Academic & Student Affairs (ASA) committee. We meet via Google Hangouts and anyone is welcome to attend our [meetings](#). Both the ASA and BOR meetings are [livestreamed](#) if you are interested in watching. *Please note that [public testimony](#) is no longer conducted during the regular BOR meetings. It occurs in advance via audio.*

Following this overview are documents related to the work of Faculty Alliance from October. During this month, we have approved two documents to President Johnsen and the Board of Regents. The first is a motion with feedback on the Strategic Pathways process. The second is our response to the accreditation report completed by Dr. Dana Thomas in August, 2016. We also approved budget information request questions and will be submitting them to all three universities and the Statewide Offices. We will send all responses to all three Faculty Senates.

The GER Coordinating Task Force continues its work with the Disciplinary teams. The Writing Placement Community of Practice has begun their work, as well.

We have begun discussions of a request for comparable budget information for FY16/17 from all three universities and Statewide in order to help all of us better understand how cuts and allocations have been distributed across our system. Please feel free to send your ideas to any faculty alliance member. We also received a report from a UAF faculty member last May that faculty benefit rates were prohibitively costly to departments. This was causing them to choose adjunct faculty over fulltime faculty for overload or summer assignments. We are looking into this, as well.

We are compiling the feedback from faculty with the new common calendar. We are continuing our research into benefit rates for summer and overload assignments. Please note that my November meeting with President Johnsen is on the 1st if you would like to contact me with any information or questions. My December meeting with him is on the 6th.

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



UNIVERSITY
of ALASKA
Many Traditions One Alaska

WHEREAS, the central mission of the University of Alaska System is to advance and disseminate knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples, and

WHEREAS, for Strategic Pathways to be successful and credible in supporting that mission, it needs to be fair, deliberate, transparent, and reflect the diversity of existing viewpoints, collect necessary information, and demonstrate careful examination of the impacts of the options being considered; and

WHEREAS, [Regents Policy P03.01.010](#) specifies that faculty participation in university governance be an integral part of the university community's culture whose purpose is to provide an effective opportunity to play a meaningful role in matters affecting their welfare; and

WHEREAS, any restructuring of the university, whether academic or administrative, has a direct impact on faculty work environment, productivity and student learning outcomes; and

WHEREAS, faculty are in the best position to assess and evaluate any impact due to academic and administrative restructuring of the university; and

WHEREAS, faculty being the core of the university should be active participants, be engaged, be adequately represented and be the core of any group or body that develops options or implementation of both academic and administrative restructuring of the university; and

WHEREAS, [University Regulation Chapter 03.01.E.01](#) specifies that it is the responsibility of Faculty Alliance to represent the faculty in areas that may include but are not limited to: coordination on matters relating to academic affairs such as academic program review; the addition, deletion or merging of academic programs; curriculum; subject matter and methods of instruction; degree requirements; grading policy; course coordination and transfer; student probation and suspension; standards of admission and scholastic standards; and other matters affecting the faculty, and/or the general welfare of the university and its educational purposes and effectiveness; and

WHEREAS, the American Association of University Professors (AAUP) specifies in its [Statement on Government of Colleges and Universities](#).

[Item 5](#), “The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board”; and

WHEREAS, the number of faculty appointed to participate in all phases of Strategic Pathways has been low; and

WHEREAS; faculty have not been given an opportunity to choose their own representation, and those faculty who are involved have been given instructions, in certain groups, that limit their capacity to freely discuss the work of these committees with their colleagues and community.

WHEREAS, faculty provide the necessary understanding of the impacts of changes currently being proposed on students the community, and the university; and

WHEREAS, options currently being considered and implemented have a significant impact on curriculum, faculty work environment, faculty productivity and as an extension to student learning outcome; and

WHEREAS, accrediting agencies stipulate the role of faculty in developing curriculum, for example the Northwest Commission on Colleges and Universities [Accreditation Standard 2.C.5](#) states, “Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum...” and the Association to Advance Collegiate Schools of Business (AACSB) [Eligibility Procedures and Accreditation Standards for Business Accreditation, Section 2, page 23](#) specifies, “Faculty resources develop and manage Curricula...”; and

WHEREAS, the Strategic Pathways process contradicts the established structures, processes, authority, responsibility of faculty in program design and curriculum revision at each university; and

WHEREAS, there have been no baseline costs or reductions in costs identified in any of the Strategic Pathways recommendations; and

WHEREAS, the recent Employee Engagement Survey conducted at UAF and the Faculty Morale Survey conducted at UAA indicates a significant

amount of dissatisfaction that is leading to losses of the university's most valuable faculty assets;

THEREFORE, BE IT RESOLVED, that the UA Faculty Alliance strongly recommends that President Johnsen and the Board of Regents not proceed with Strategic Pathways implementation until the following issues are addressed:

- Membership on Strategic Pathways Committees affecting academic programs have a plurality of representation from faculty in those programs, and
- Faculty members on Strategic Pathways Committees be selected by faculty from the programs under consideration; and
- Faculty members be allowed and encouraged to discuss the contents of Strategic Pathways options and implementation plans within the community so that they can collect the necessary feedback to ensure that the conclusions reached by these committees and those of the Summit team be well informed and educated; and
- The University of Alaska Statewide Offices complete and publish cost benefit analysis of Strategic Pathways options being considered prior to the consideration of any option for implementation; and
- Strategic Pathways options be discussed by the Faculty Senates of the respective affected universities and by Faculty Alliance prior to the development of implementation plans.



DATE: October 31, 2016
TO: President Jim Johnsen
FROM: Tara Smith, Chair, Faculty Alliance
RE: An Assessment of **Single Accreditation vs Three Separate Accreditations** for the University of Alaska” Three Universities

The Faculty Alliance would like to address “An Assessment of Single Accreditation versus Three Separate Accreditations for the University of Alaska’s Three Universities” by Dana L. Thomas on July 26, 2016 and the Board of Regents discussion thereof on September 16, 2016. The Faculty Alliance unanimously and vigorously supports the central findings that

“Single accreditation is neither necessary nor sufficient to achieve cost savings, enhance the student experience, or improve state higher education performance measures. In addition, the process to merge UA’s institutions would be disruptive, take at least two years, and might not be approved by the Commission. Therefore, undertaking an accreditation merger at this time is not recommended.”

While we agree with the fundamental conclusion and specific recommendation on maintaining the accreditation of each university in the system, we were disappointed at the limited number of faculty consulted in the information-gathering process for the report. Only two faculty members appear on the list of those consulted, and none were currently members of faculty governance. We note that a wide range of administrators and outside experts were consulted, and we thank them for their input on the challenges facing all Alaskan universities. Given that this issue, and the underlying pressures that produced it, have yet to be resolved, we would like to offer our constructive comments, recommendations, and measured cautions. We hope to see an expanded faculty voice in this conversation going forward and urge all academic leadership to continue strong outreach and inclusion efforts to students, faculty, and staff.

The discussion of accreditation changes hinge upon two main issues: the need to cut costs and the need to maintain and improve outcomes (e.g., maintain leadership in Arctic research, improve graduation rates, increase enrollment). Cost-cutting must be carefully considered and options for increased revenue are limited. It is neither possible nor advisable to attempt to offset the budget cuts from the state, the total deferred maintenance of UA infrastructure, rising energy and health care costs, and even modest cost of living salary increases through increased student tuition alone. A massive tuition hike would eliminate a major driver of student enrollment (value/cost) and increase a major barrier to completion (cost). In addition to the need to spend less money, UA must maintain the excellence already achieved and improve in meeting priorities for the state.

The suggestions for internal policy and process changes to address issues of quality fall into two main categories: administrative and academic. This memo addresses each domain (cost cutting, administrative changes, academic changes) separately below and concludes with a summary of our main recommendations in bullet points.

Cost Cutting

The discussion of the “Single Accreditation vs Three Separate Accreditations” report at the September Board of Regents meeting made it clear that a number of regents believe that the organizational changes necessitated by merging accreditations would result in significant cost savings for the entire system. In fact, there are dramatic cost savings that could be implemented much more rapidly and less disruptively than merging accreditation. The regents have as yet not fully exploited powers to influence popular opinions of and attitudes towards higher education generally and that provided by the UA family of institutions specifically. The UA Statewide Offices have real and present opportunities to reduce costs that will improve our system metrics on the cost side immediately. The universities are the direct providers to students and have the most opportunity to impact student outcomes and experiences. The Faculty Alliance offers our thoughts and recommendations for each level of leadership and would like to emphasize our willingness to work collaboratively on improving the culture, outcomes, and experience of higher education in Alaska.

The Board of Regents has rightfully identified the need to enhance the culture of education in Alaska and has committed to working with the Board of Education on toward this end. We commend this spirit of cooperation and inclusion for all Alaskans. We would like to offer the regents the example of the Montana University System Board of Regents “[College!Now](#)” initiative. This initiative promoted the opportunities for education and training available to Montanans in their community colleges. A similar UA initiative need not be limited to community college-level programs. The UA regents are recognized leaders in Alaska and could coordinate their efforts to communicate and promote the value of higher education across the state. We know that the regents are busy, committed individuals, and we recognize their service is important and demanding. We believe they should be fully supported in crafting a public outreach campaign. The diversity of the educational options available to Alaskans is to be celebrated and the Board’s participation in the effort would be welcomed.

The UA Statewide Offices can adapt most quickly to our changing circumstances, and should lead the efforts to cut costs. Their focus should be direct support of our universities’ missions. Statewide funding can be consolidated to those services that are legally required to be at a system-level and only those that the individual universities could not do for themselves. The changes that Statewide could make to reduce its costs overall to the system can be implemented on much more aggressive timelines than actual savings can be realized from cuts to academic programming. Statewide can set a strong example that leads our universities to greater efficiencies and system collaboration, but only if it is willing to make these difficult decisions now. Every study/audit of Statewide has come to the same conclusion: it must be reduced. In fact, most of these studies

occurred in better budget times. Leadership in cost cutting within UA Statewide for the greater good of students has never been more urgent.

The universities must responsibly allocate funding to achieve the mission of each institution. Support services that do not contribute to mission fulfillment cannot be justified in this climate. As the leadership have noted, the institutions have been cut to the extent that delivery of programs and research productivity have been negatively affected, and more cuts loom. The expectations set by our state government, communities, and individual constituents are considerable. The university leadership must be able to demonstrate to the public that their funds are being utilized effectively and their contributions respected.

Faculty Alliance represents the constituency with the most direct, sustained impact on institutional mission fulfillment and student success. We stand ready to participate, advise, lead, and innovate with all levels of academic leadership and with our faculty colleagues across the state. Please do not hesitate to call on us.

Administrative Changes

The Faculty Alliance supports the alignment of administrative functions, such as payment deadlines and policies. The common calendar is an example of overlap between administrative functions and academic issues.

The report emphasizes a common student experience, which has some appeal in terms of streamlining processes and leveraging cooperation. However, there is tension between this idea of commonality and the Strategic Pathways goal of enhancing distinction. Alaskan students generally choose one of our institutions based on their region of origin, which means they likely expect to have an academic program in their interests available. Strategic Pathways seeks to emphasize specializations for each university, which will necessarily alter existing regional attendance patterns. To be successful in this framework, each university must have the means to distinguish itself and to communicate its uniqueness to all Alaskans. A common student experience should only be implemented in ways that do not interfere with institutional missions and academic excellence.

While we agree there are several administrative tasks, registration dates, and behind-the-scenes tasks that can be common across universities and that students may appreciate this homogeneity, a common academic experience is not a good target. All too often, the cost of alignment is dampening to innovation. This has already occurred with the common calendar. Prior to the Statewide decision to have one academic calendar, UAA had been in discussions internally with faculty, staff, and students on innovations to their semesters. The majority of UAA students at the time were interested in pursuing intensive, 13-week fall and spring semesters with a 3-week January term in between. While there is evidence that shorter, more intensive courses produce greater learning gains for students, this project had to be abandoned for a mandated, lock-step approach to the academic calendar. The common calendar also costs programs additional staff and faculty time to seek approvals for alternate calendars or schedules based on sound

pedagogical and industry demands, for example the trimester system used by the UAA program in nursing. The common calendar may make taking courses from multiple institutions less challenging but, the number of students doing so before it was implemented indicates course timing was not a significant barrier. We hope that the benefits of alignment activities will be weighed carefully against its costs as we move forward.

Leadership incentives could be helpful in promoting unity of purpose amongst administrators. However, unless these are formulated as a joint enterprise between leadership and faculty, they may simply become a reward to administrators for the work of faculty, and thus undermine both faculty morale and educational quality. We propose engaging with faculty to generate leadership incentives that reward leaders for their own work and that produce meaningful benefit to students.

Promotion and tenure criteria need to be stable and reliable as faculty use them over long arcs of their careers. Rapid changes are disruptive and, as the process is only a periodic review, the rewards would come too far in the future to produce efficient, immediate results. However, incentives could be offered annually to faculty for identified institutional priorities if funding were allocated. The incentives and award criteria should be structured to produce the type of collaboration and results that are critical for student success and mission fulfillment. A transparent review process is also important for incentives to function in the manner intended.

Any performance-based measures used to evaluate mission fulfillment of the universities must focus on their individual missions. Faculty and administration could collaborate to develop incentives, accountability, and effectiveness.

Academic Changes

Faculty Alliance agrees with alignment of academic policies that enhance the quality of educational opportunities for Alaskan students. Faculty must lead these efforts and have proven themselves effective and innovative. We are already collaborating across the system in meaningful ways for students on GER coordination. We appreciate the benefits of the larger common calendar framework.

However, students are individuals and express their individual interests and culture preference through choosing different majors and different universities. Diverse academic options are vital for students to pursue their long-term goals. Strategic Pathways points towards specialization and distinction for each university while seeking to maintain the breadth of programs, research, and creative activity necessary to be vibrant institutions and worthy of public investment.

Recommendations

- Create a statewide outreach campaign based out of the BOR on the value of higher education;
- Enhance public awareness of three distinct universities and the various opportunities this affords all Alaskans in pursuing higher education;

- The President should reduce the cost of UA Statewide Offices immediately and publish cost savings;
- Prioritize mission fulfillment for budget allocations within all three universities;
- Address the need for a permanent chancellor at UAF;
- Pursue incentives as a joint faculty and academic leadership project;
- Allocate funding for faculty incentives for work towards institutional priorities at each university;
- Partner with faculty on institutional performance measures and consider that they may differ by the mission and context of each university;
- Focus efforts on the beneficial *administrative* elements of a common student experience (parts of the common calendar, administrative deadlines, single email and Blackboard login, etc.) and work closely with Faculty Alliance and other governance groups on these projects.

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**CHAPTER IV: FACULTY
DEVELOPMENT FUNDS**

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FACULTY DEVELOPMENT GRANTS

Faculty Development Fund Guidelines

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

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

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

Eligibility and Fund Limitations

A. All proposals must be submitted by a full-time faculty member(s). Term faculty are eligible to apply but must have a contract for the period of the grant. Administrative faculty, adjunct faculty and staff are not eligible to apply.

~~B. The total amount awarded for any one faculty member may not exceed \$4,500 per fiscal/academic year. No more than \$3,000 will be awarded for monies spent for account codes 1000 and 3000 combined, and no more than \$2,000 spent for account codes 2000 and 4000 combined.~~

B.

Account Codes

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

~~— \$4,500 — Limit per fiscal year~~

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

Funding Notes:

- Travel expenses are limited to direct transportation expenses. **Per diem expenses for food and lodging are not allowed.**
 - There should be no exclusive equipment purchases (limited to the use of the individual) in the proposals. Candidates should indicate how equipment could be of further use to the institution after project completion.
 - Salaries must include benefits. This means that if the award in the personal services category is \$3,000, a portion of it must be deducted to cover benefits. To compute benefits, use the current faculty/staff benefit rates. Please confirm benefit rate with the Human Resources office when calculating benefits for faculty and students receiving salary support from this grant fund.
 - When a project proposal is contingent on the candidate's acceptance into an institute or seminar, a letter of support from the sponsoring organization is required before funds will be released.
- C. A faculty member may apply for more than one award in a fiscal year as long as ~~the totals for each object code do not exceed the limitations noted above in item B and the \$3,000~~4500 limit is not exceeded.
- D. Joint proposals of up to three faculty may be submitted. Proposals should clearly indicate the role of each faculty member in the project; however, all funds must be charged against the limits of a faculty member. Joint proposals should be presented as a complete

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~~unit. For example, a joint proposal could charge \$2,500 in personal services to faculty member A and \$3,000 to faculty member B. A joint proposal could not pay \$1,500 in salary to faculty member A and \$4,000 in salary to faculty member B, although it could pay \$5,500 to one research assistant to help both faculty members.~~

- E. Faculty members may apply for funding in both the research travel and faculty development categories but can be funded for the same purpose from only one funding source. Anyone receiving travel money under this program may not receive travel money from the Research Travel Fund to meet the goals of the same proposal.
- F. Faculty are not eligible to personally receive salary money from the Faculty Development Fund during the time they are on sabbatical leave. However, a faculty member may receive funds from account code 1000, for example, to hire research assistants.

Evaluation Committee

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

chair will select representative substitute(s) from the pool.

Process for Committee Considerations of Faculty Development Fund Proposals.

- A. Proposals for Faculty Development Fund grants will stand on their own merit. Questions will not be addressed to applicants nor will applicants be invited to make presentations.
- B. Faculty Development proposals will be considered at a public meeting specifically called for that purpose. A quorum for the meeting(s) shall consist of two-thirds of the members of the whole committee.
- C. All committee members will review the proposals prior to the meeting(s).
- D. Each member will fill out the rating sheet and then rank the proposals from the highest raw score to the lowest.
- E. The initial member rankings will be submitted to Faculty Services in the Office of Academic Affairs two days prior to the meeting. The individual member's rankings will be combined to produce the initial committee ranking.
- F. The committee members will examine the ranked list of Faculty Development proposals at the public meeting called for that purpose.
- G. The committee, by a two-thirds vote of members present, may identify a proposal as unacceptable and, therefore, to be withdrawn from further consideration. In this case, the reasons for this view will be conveyed to the author of the rejected proposal.
- H. The committee, by a two-thirds vote of members present, may decide to accept the initial ranking as final. If this occurs, steps I to J will be omitted. Failing by a two-thirds vote, the committee will proceed to step I.
- I. The committee will discuss each proposal, and discussion will be limited to ten minutes each.
- J. Rankings will be modified based on committee discussion.
- K. Upon the completion of the ranking, the committee chairperson will transmit the committee ranking and a list of unacceptable proposals to the Provost for final award of funds. ~~That~~ A list of reviewed proposals shall be transmitted to the Faculty Senate as part of the record of committee action.

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- L. The committee shall maintain a record of its proceedings and shall keep all records of rankings.

Application and Funding Process

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

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

- C. ~~Deadlines shall be set to allow timely consideration of proposals and, once set, they should be met. Deadlines are October 15 and March 15. Announcements are made no later than four weeks after the submission deadline.~~ Application deadlines are set to allow for timely consideration of proposals and are as follows:

Round I: ~~Funding~~ July 1 – December 31
~~Application d~~Deadline is March 15

Round II: ~~Funding~~ January 1 – June 30
~~Application d~~Deadline is October 15

Award announcements are made no later than one month after the submission deadline.

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

- E. Applications must include the following information:
1. Cover sheet
 2. Vitae of all project members
 3. Proposals should be submitted following the template *(see the end of this*

chapter], reflecting the categories and evaluation criteria as indicated.

Proposals should be no more than five (5) pages in length in a 12 point font, excluding the cover sheet, vitae, and supplementary attachments. Proposals should be written in “lay language” so that they are easily understood by colleagues from a wide variety of disciplines. Applicants will prepare an abstract of no more than 100 words. The abstract will conform to an exact format provided with the cover sheet. Its purpose is twofold: it assists the reviewers by providing a synopsis of the proposed project, and is copied into a file of “Faculty Development Grants Recently Funded.” This file will be made available by the Office of Academic Affairs to any interested faculty.

4. Not including items 1-3 will make the proposal invalid.

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

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COVER SHEET FOR FACULTY DEVELOPMENT GRANT PROPOSAL

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

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

Name(s) _____ Department _____
 _____ Telephone _____
 Rank _____ School/College _____
 E-mail _____ Bipartite/Tripartite: _____
 Title of Project _____

Objectives to be accomplished during this grant request round _____

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

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

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

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

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

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

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

Funding Level Required	Faculty Member No. 1	Faculty Member No. 2	Faculty Member No. 3
Salary – (1605)			
Benefits – (1970)			
Total Personal Services – (1000)			
Previous award in this FY			
Travel – (2000)			
Previous award this FY			
Contractual – (3000)			
Previous award this FY			
Commodities – (4000)			
Previous award this FY			
SUBTOTAL: 1000 + 3000 (max \$3000)			
SUBTOTAL: 2000 + 4000 (max \$2000)			

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Previous FDG Award in this Fiscal Year			
TOTAL (max \$3,000 per fiscal year \$4500)			

Dean/Extended College Director Signature

Date

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

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

Project Title:		
Funding period:	/ / to / /	; Amount: \$
Principal investigator:		
Location:	Phone:	Fax:
Collaborators:		
Summary:		

OUTLINE AND RATING SHEET FOR FACULTY DEVELOPMENT FUND PROPOSALS

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

Minimum Requirements:

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

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

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

2. Viability of the Proposal (25 possible points)

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

3. ~~Other~~ **Other** (10~~25~~ possible points)

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

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~~b. (15 pts.) **Presentation of Proposal.** Follows correct format; information is complete (each item in the outline is addressed); appropriate length; includes documentation, cover sheet, and vitae; written in clear, understandable, "lay" language for individuals in any discipline to understand; uses correct grammar and spelling. (0-15)~~

Total Score (0-~~75~~99) _____

RESEARCH TRAVEL GRANTS

Research Travel Grants

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

Eligibility ~~and~~ Fund Limitations

- A. All research travel proposals must be submitted by a full-time faculty member, although a faculty member may request funds for travel of a student or research assistant. All student research travel must be shown to clearly support the research effort of the faculty member submitting the proposal. Term faculty are eligible to apply but must have a contract for the period of the grant. Administrative faculty, adjunct faculty and staff are not eligible to apply.
- B. Research Travel funds have been divided into two distinct categories for disbursement.
1. **Category 1** -- Funds for travel to meetings for the purpose of presenting papers or actively participating in workshops, etc., for the **PRESENTATION** of research and/or creative activities. The Office of Academic Affairs will review all Category 1 applications and compile separate lists of those which do and do not meet established Research Travel guidelines and may submit those lists to the committee ~~within one week of the deadline.~~

2. **Category 2** -- Funds for travel for the **ACQUISITION OR PROCESSING** of quantitative or qualitative data or samples (e.g., college samples, computer facilities, electron microscope, collection of socio-cultural information, etc.), and funds for travel for the purpose of developing proposals for creative activities and/or research. Category 2 applications are reviewed and voted on by the Faculty Grants and Leaves Committee.

- C. Funds will be disbursed from the available pool of funds on a pro rata basis, up to a maximum of \$750 per travel grant. Applications for more than the maximum are reduced to the maximum \$750 before the pro rata share is calculated. ~~Funds will be disbursed from the available pool of funds on a pro rata share of a maximum of \$750 per travel grant.~~ This disbursement will be handled by the Office of Academic Affairs/Faculty Services.
- D. No applicant may receive funds more than one time from any one category each fiscal year.
- E. 1. Travel funds are for reimbursement of transportation expenses only. Such transportation expenses may include (when fully justified) the cost of rental cars. Submissions for airline travel should reflect super-saver fares whenever possible, but coach will be used when that is the only fare available. The maximum airfare that will be reimbursed will be coach class airfare. The Faculty Services Office will be responsible for reviewing airfares for reasonableness prior to assigning pro rata shares. Expenses for lodging,

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conference registration fees, meals, purchases of papers, telephone calls, and similar travel-related expenses are specifically excluded.

2. Travel funds will be disbursed in advance of the travel only for the purchase of transportation tickets. Otherwise, the funds will be distributed on a travel reimbursement basis at the conclusion of the planned travel. Reimbursement requests for travel funds are to include receipts verifying the actual expenses.
3. Travelers must submit a Travel Authorization in advance of travel for pre-approval by Faculty Services, and a Travel Expense Report after travel.

- F. Faculty members may apply for funding in both the research travel and faculty development categories but can be funded for the same purpose from only one funding source. Anyone receiving travel money under this program may *not* receive travel money from Faculty Development Funds to meet the goals of the same proposal.

Evaluation Committee

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

Application and Funding Process

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

Round I: July 1-December 31.

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

Round II: January 1-June 30.

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

2. Funds not awarded during ~~any granting round~~Round I shall carry over to ~~the Round II next round~~. Funds not awarded by April 15 may be transferred to other faculty development accounts by the Provost ~~for Academic Affairs~~.
 3. If by a three-fourths majority the Awards Committee feels that the split between categories or rounds should be changed, it shall have the authority to do so without further review by the Faculty Senate. Such a change requires an affirmative vote of three-fourths of the committee, not three-fourths of those present at a meeting.
- C. Retroactive Category 1 Funding
1. ~~Applicants~~Faculty members who did not apply for Category 1 travel funding ~~who did not apply for funds~~ during either Round -may apply for retroactive funding- ~~during Round II~~-Any funds available at the end of Round II (~~May~~ June) may be used to fund these retroactive applications.
 2. Faculty may apply for retroactive travel funds provided the travel occurred during the fiscal year in which application is made AND provided the intention to apply retroactively for funding is conveyed to the Faculty Services office in writing.
 3. Applications for retroactive travel funds must be submitted to the Office of

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- Academic Affairs no later than June 1st for determination of whether there is retroactive funding available. Applicants will be notified after June 15th about the status of retroactive funds. Applications should include receipts for airfare and ground transportation.
- D. Successful applicants are required to submit a report on the results of their travel within three months of the end of the round in which travel was funded. For those presenting a paper, the report shall include a copy of the paper presented and an estimate of the audience size.
- E. If an your applicant's ~~tion for~~ Category 1 Research Travel is funded and the applicant ~~you~~ does not present the paper or the paper is not accepted, the funds may not be used.
- F. Application Formats
1. Category 1 (use cover sheet)
 - a. Name, rank, department, and school or college.
 - b. Identification of the meeting which is to be attended (or which was attended), including date and location.
 - c. Confirmation that the applicant did or will present a paper at or actively participate in workshops, symposia, colloquia, etc., for the presentation of research and/or creative activities. A program from the meeting or a letter from the meeting organizers may be considered adequate confirmation.
 - d. Detailed cost estimate of the transportation (i.e., airfare, ground transportation) expenses involved for the meeting.
 2. Category 2 (use cover sheet):
 - a. Name, rank, department, and school or college.
 - b. Identification of the research and/or creative activity to be conducted, proposal to be prepared or funds to be solicited.
 - c. If applicable, confirmation from colleagues with whom the research and/or creative activity is to be conducted.
 - d. Duration of the proposed research and/or creative activity.
- e. Detailed cost estimate of the transportation expenses involved for the meeting.
- f. Identification as to whether the research is for continuation of existing research programs.
- g. Identification of financial support for the research from the applicant's school or department and/or from other sources.
- h. Description of the results of past proposals funded by UAA in the areas of summer research, research travel, and/or sabbatical.
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COVER SHEET FOR RESEARCH TRAVEL GRANT

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

Name(s) _____ Department _____
Rank _____ School/College _____
E-mail _____ Telephone _____

Grant? Bipartite/Tripartite _____ Previous Research Travel
 Yes [] No [-]

 Previous Sabbatical Leave? Yes [] No []

Please indicate Research Travel category for which you are applying:

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

Check if Retroactive Funding Request: []

CATEGORY 1 APPLICANTS

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

~~Paper to be presented or presentation of research/creative activity~~ Title of paper or presentation _____

Confirmation of meeting (please attach) _____

Detailed cost estimates of direct transportation expenses _____

CATEGORY 2 APPLICANTS

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

Colleagues participating in research/activity _____

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

If yes, please describe _____

Detailed cost estimates of direct transportation expenses _____

ALL APPLICANTS

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

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

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

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

Dean/Extended College Director Signature

Date

From: Graduate Academic Board of the Faculty Senate

To: David Fitzgerald, Faculty Senate President, and Sam Gingerich, Provost and Executive Vice Chancellor

Date: 28 October 2016

Re: Graduate Certificate in Marriage and Family Therapy

Dear FS President Fitzgerald and Provost Gingerich:

Motion: The Graduate Academic Board has reviewed the request for deletion for the Graduate Certificate in Marriage and Family Therapy and we recommend that the program be suspended rather than deleted. (28 Oct 2016 GAB meeting, Motion to approve, second, and vote unanimous in favor)

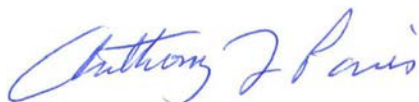
As an urban institution that serves the entire state of Alaska, a state that has nationally recognized issues regarding the support of women and families, it would behoove UAA to make such a program available to Alaskan professionals in the field. While the Board members are aware that budgetary constraints currently prevent UAA from offering such a program, we also appreciate the broad community support and the strong partnership that established the program in the first place, to meet a real need in the state. The Board members noted that the program was approved up to the Board of Regents' level, had strong community support, meets a dire need, yet was never allowed to enroll students to prove itself.

It is the Board's hope that, when the funding climate will be more favorable, UAA will be able to offer a much-needed program in Marriage and Family Therapy. At such a time, having a suspended program that can be quickly reinstated will make it much easier to reactivate this program to support women and families, rather than having to start afresh with a new program proposal.

GAB understands well the financial realities in the state and has recently supported the deletion of other programs that were submitted for review. We are also committed to upholding UAA's mission to train students to address complex social and economic issues in Alaska.

Thank you for your time and consideration.

Sincerely,



Anthony Paris, on behalf of the Graduate Academic Board
ajparis@alaska.edu
907-786-1912

Program Deletion Request for Programs That Have Completed the Teach Out Process

Submit this form through the regular program approval process.

College: College of Health

Department: School of Social Work

Program Title: Graduate Certificate in Marriage and Family Therapy

Program Type (Level): Graduate certificate

Campus(es): UAA

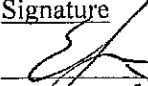
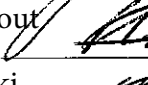

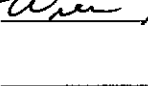
When were admissions to the program suspended? Admissions were never opened.

What was the reason for suspending admissions? Program was not implemented due to a lack of funds.

What impact, if any, will the deletion of this program have on other programs at UAA or in the UA System? Students will not have access to graduate courses on marriage and family therapy.

What impact, if any, will the deletion of this program have on other stakeholders? Graduate level practitioners in the community will not have access to graduate level courses on marriage and family therapy.

What impact, if any, will the deletion of this program have on resources? (Reallocation of resources? Reassignment of staff or faculty? Elimination of positions?) None. The program was never implemented due to a lack of funds.

		<u>Signature</u>	<u>Date</u>
Faculty Initiator	Beth Sirles		8/25/16
Chair	PA signed wrong line-crossed out		8/29/16
College/Campus Committee	Philippe Amstislavski		8/29/16
Dean/Community Campus Director	William H. Hogan		9/2/16
UAB/GAB Chair		_____	
Faculty Senate		_____	
Provost		_____	

Undergraduate Academic Board

November 2016 Course Report

Courses

Add	AET A108	Technical Graphics and Modeling for Engineers
Chg	ART A105	Beginning Drawing
Chg	ART A205	Intermediate Drawing
Chg	ART A305	Advanced Drawing
Chg	ART A307	Life Drawing and Composition I
Chg	ART A405	Experimental Drawing
Chg	ART A407	Life Drawing and Composition II
Add	BIOM A418	Human Gross Anatomy
Chg	ECON A123	Introduction to Behavioral Economics
Chg	ECON A333	Experimental Economics
Chg	ECON A351	Public Finance
Add	ECON A456	Behavioral Economics
Chg	ENGL A111	Writing Across Contexts
Chg	ENGL A211	Writing and the Humanities
Chg	ENGL A212	Writing and the Professions
Chg	ENGL A213	Writing and the Sciences
Chg	ENGL A214	Arguing Across Contexts
Add	ENGL A385	Creative Writing Workshop
Chg	HIST A338	Modern Latin America
Chg	LING A101	How Language Works
Chg	LING A201	How English Works
Add	SURG A150	Introduction to Surgical Technology
Add	SURG A160	Fundamentals of Surgical Technology
Add	SURG A210	Surgical Procedures I
Add	SURG A220	Surgical Procedures II
Add	SURG A292	Surgical Technology Seminar
Add	SURG A295	Surgical Technology Practicum

To: Sam Gingerich, Provost and Executive Vice Chancellor

From: Graduate Academic Board and Undergraduate Academic Board of the Faculty Senate

28 October 2016

Re: Cross-listed courses

Dear Provost Gingerich:

It has come to the Graduate Academic Board's and Undergraduate Academic Board's attention that students signing up for one offering of a cross-listed course may be charged differing tuition or super-tuition and differing course fees. The tuition and fees differ based on the prefix of the section in which they enroll. This is due to unequal fees and tuitions across colleges and programs. We find this to be unfair to students enrolled in these cross-listed courses. Students have contacted their instructors and the Registrar's Office when, partway through the semester, students in the more expensive prefix discovered this and asked to transfer to the cheaper prefix.

It is unclear to us as to who within the university would have the authority or responsibility to resolve this issue. We would appreciate any input you might provide as to how this problem might be resolved.

Thank you for your time and consideration.

Sincerely,



Anthony Paris, on behalf of the Graduate Academic Board (28 Oct 2016 GAB meeting, motion to approve this memo, second, and vote unanimous in favor)

ajparis@alaska.edu

907-786-1912

Carrie King, on behalf of the Undergraduate Academic Board (28 Oct 2016 UAB meeting, motion to approve this memo, second, and vote unanimous in favor)

ajparis@alaska.edu

907-786-6597

General Education Review Committee
November 2016 Report

Committee Member	Oct 21	Oct 28
Sandy Pence, UAB/COH	X	X
Utpal Dutta, UAB/COEng	X	X
Alberta Harder, UAB/CAS Quant. Skills	X	X
Patricia Fagan, CAS Humanities	X	X
Marcia Stratton, CAS Oral Comm	X	X
Jackie Cason, CAS Written Comm	E	X
Kathryn Ohle, COEd	X	X
Joel Condon, CTC	X	X
Kyle Hampton, CBPP, Social Sciences	X	E
Jennifer McKay, Library	X	E
Rachel Graham, Community Campus	X	X
Chris Sweeney, Fine Arts	E	X
Toby Long (KPC), Natural Sciences	NEW	X
VACANT, Student		
Carrie King, Ex Officio UAB Chair	E	X
Susan Kalina, Ex Officio OAA	X	X
Dan Kline, Ex Officio GER Director	E	X

- Curriculum approvals (all revised courses):
 - ECON A123 Social Science
 - ENGL A111, A211, A212, A213, A214 Written Communication (part of Statewide Alignment process)
 - LING A101 Humanities

Academic Assessment Committee November Report to UAA Faculty Senate

Committee Membership

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

Guest(s) and Public Attendee(s)

Committee discussion(s)

- Accreditation self-study update
- Core themes and GER open Forums
- Academic Program Assessment Survey Results
- NWCCU Assessment Rubric
- GER Education Assessment Workshop
- Common assessment plans and process for programs at more than one campus

Motions

Informational Items

Programs with minor assessment plans and PSLO changes

Programs whose assessment plans were reviewed during the period

- MS in Dietetics and Nutrition represented by Carrie King
- AAS in Surgical Technology
- BA/BS Mathematics Assessment Plan

Submitted by: Brian Bennett

Date: 1 November, 2016

ACIDLITE Minutes

October 14, 2016

9:00-11:00 am

SSB 120B IT Conference Room

Committee Members:

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

- Update ACIDLITE committee members, e-mails, and phone numbers
 - eLearning Luncheon: possible dates, committee members, theme
 - Strategic Pathways IT centralization
- Introduce co-chairs and division of responsibilities
 - Lynn P. will facilitate meetings
 - Barb H. will represent ACIDLITE with faculty senate
 - Lorelei S. will be coordinating the agenda and notifying members about upcoming meetings
- Dennis Drinka will be representing ACIDLITE at the UTC meetings for AY16-17
- ACIDLITE has a shell on Blackboard to keep track of the agendas and reports
- Dennis provided an overview of the slack site (<https://ACDLITE.slack.com>)
 - Other electronic resources reviewed, including the ACIDLITE blackboard site and ACIDLITE website. Neither are currently being uploaded regularly, but Matt will be taking over this task.
- Update from Adam Paulick re: IT Updates
 - Blackboard
 - Blackboard single instance currently up and available for review by all ACIDLITE members.
 - Single instance site almost ready to go, but some small inconsistencies still exist.
 - Campuses are at various stages of readiness with some (FB) further along than others (SE).
 - All courses are expected to be ready by January 9th.
 - Course copy appears to work well, but export/import contains errors.
 - All blackboard sites will be down December 29th - January 5th.
 - Email
 - Gmail migration continues; currently migrating department emails.
 - Migrations appear to be going smoothly. The migration tool appears to be unreliable, reporting incorrect data. There is no migration tool for Macs.

- PC users are encouraged to use the GASMO tool to migrate their mail, but expect that some errors exist. If mail does not sync completely, users should try the sync again. If errors still occur, contact IT.
- Users who require higher levels of security (e.g., HIPPA) are encouraged to continue using Exchange.
- Concerns expressed regarding current Gmail settings and FERPA compliance; audit to determine FERPA compliance current ongoing
- Some users are reporting that messages do not come through, or attachments do not come through due to size. Some messages appear to have no attachment though the sender insists there was one, suggesting that Gmail may be automatically removing some types of attachments.
- Circuit and network upgrades
 - IT has been upgrading circuits at community campuses. All CCs are on new circuits (from 45M to 100M at Kenai and Matsu). Internet has been improved to 2G speeds and have a dedicated IT circuit (10G) between UAA & Portland. It is still working on the UAA circuits. Many buildings will be upgraded to 1G. Upgrades should be finished by the end of the year.
 - Wireless infrastructure also being upgraded, allowing IT to see the number of users connected, user densities, seeing whether a network is up or down, etc. Many circuits have gone from 100M to 1G. All forms of internet should be wicked-fast, upgrading to 802.11AC circuits.
 - Blackboard backup: WAM links to Fairbanks have upgraded from 200M to 1G. There's also a ring of connectivity (us to Fairbanks, us to Juneau, Juneau to Fairbanks), reducing the likelihood of total loss of service.
 - Rasmusson Hall upgrades: the 2nd and 3rd floor internet has been upgraded for ethernet for all users.
- Desktop support upgrades
 - IT has been looking into improving desktop/user support, including potential mobile service to solve problems.
 - Call center will continue to function and solve issues coming in, but the two teams may be working more closely together in the future (e.g., call center taking on more user support to avoid charging the client), with call center personnel potentially assisting with AV issues. Approach sounds like blended service delivery from all three teams.
 - SCCM remote control computer upgrades also being explored to potentially work on computers from a distance, saving travel time.
 - IT has received a grant from extron to install a central monitoring/control server for AV equipment.
 - Question regarding quantification of efficiencies: how are they being measured, how is success defined?
 - Current system examples are folks in the same area, but with different skills (e.g., 1 person for AV support *only*, 1 person for desktop support *only*).
 - Adam did not have specific details about how efficiency would be specifically defined.

- Concerns expressed regarding lack of infrastructure for remote students (e.g., dropped calls during Collaborate sessions for remote students).
 - The bandwidths we work with are not necessarily compatible for what is available for the lower 48; Blackboard hosts Collaborate out of Washington DC. SoN has had trouble with BbC connectivity/call quality due to distance of Bb Servers.
 - Adam: sometimes our tools are not the right fit for student needs; instructor flexibility encouraged and Adam will do his best to learn more.
 - Concerns expressed regarding damage to the UAA brand due to lack of IT resources/poor distance delivery.
- 10:00 am Update from Heather Nash (proxy for Dave Dannenburg)
 - Blackboard Upgrade (in addition to above):
 - The export-import issue has not yet been resolved. Rumors are that the transition may be hard.
 - 3 semesters worth of courses will be migrated (Spring, Summer, Fall 2016)
 - Question regarding parent/child course set-up across campuses - e.g., parent course at one institution, child course at another institution.
 - Some administrative barriers may exist, but Heather/AI&E will follow up.
 - A fourth designation (in addition to Fairbanks, Anchorage, and SouthEast) may be necessary for departments like Education and Engineering.
 - Desire for an FAQ document shared to help guide faculty through the transition
 - Migration:
 - Date of blackboard outage for migration asked; Heather was not sure what during which dates the course will be unavailable.
 - Heather plans to build her own courses in the current instance, then archive the total course offline through the transition.
 - Heather shared some potentially grave predictions about IT's ability to transfer a large, unwieldy system under an unbelievably tight time-table.
 - Highly recommend that faculty do what prep they can in the old instance and prepare for the worst.
 - Fingers crossed that things go smoothly!
 - Online proctoring going smoothly!
 - Online proctoring requires high bandwidth. Proctoring involves using a camera to monitor the student during their exam. Different user behaviors flag the system for review (e.g., leaving to go to the bathroom, pulling out any items, etc.). This system will require review for the first 2-ish years. Requires browser lockdown software, too. Keith Beggren can be available to
 - Quality Matters
 - ¼ time faculty member (Debbie Canavan, Kodiak) to coordinate Quality Matters for UAA and the Statewide system.

- UAF and UAS has joined the Quality Matters system.
- The UA system is getting more trained members, potentially increasing the number of faculty available for peer review of course sites.
- Any statewide connected institution can join/user our Quality Matters program (e.g., Anchorage School District). Other organizations such as Weyland University are not *yet* included (and may not be included -- Heather isn't sure) even though they provide services *for* Alaska students.
 - Concern expressed that other universities that may take advantage of our resources to market to students that we, too, are competing for.
 - Heather reminds us that organizations that have been invited to participate have been approved in advance and are carefully selected. The group itself is the purview of Statewide Higher Ed.
 - Additional faculty participation welcome, especially in leadership of the QM program. The program would work best if led by energetic, interested faculty.
- eLearning Workgroup
 - Group will likely morph into an advisory group for AI&E. This group will have representation from all stakeholder groups at the university. Focus of group will be on academic technologies (e.g., vetting from an educational/pedagogy perspective), and reviewing data and service delivery (e.g., OLC learning scorecard to see where our quality/quantity of course delivery compares to other organizations).
 - Heather expresses concerns about the quality of services provided for online students (e.g., advising, financial aid, library resources, other services).
- Distance Ed Grant
 - AI&E survived their first year with the Title 9 grant - YAY!
 - External evaluator will be arriving Tuesday for a review.
 - Cost savings from year 1, mostly due to salary savings: plan to use for additional faculty stipends, additional faculty teams financed to build courses, innovation design studio (resources also available virtually when possible), accessibility and captioning for online and hybrid courses (training and tools available for faculty).
 - Some discussion dedicated to captioning & accessibility.
 - Heather requests additional involvement/support from this committee. An ad hoc committee is not sufficient - at best, it is a band-aid solution. A **sustainable** intervention is what's needed.
 - Captioning/accessibility to be placed on the next agenda.



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

Budget, Planning, and Facilities Advisory Board (BPFA)

BPFA Report for the November 2016 Faculty Senate Meeting

The October meeting of BPFA was held on Fri, October 07 from 1:30pm – 2:20pm in LIB 302A.

Members Present: Gökhan Karahan, Jodee Kuden, Marcia Stratton, Sam Thiru (Chair), Soren Orley, Stefanos Folias, Tim Hinterberger

Faculty Senate Representation:

Planning and Budget Advisory Council (PBAC) – Jodee Kuden, Soren Orley

Facilities, Space and Planning Committee (FSPC) – Sam Thiru

GOALS for AY 2016 - 2017

1. Continue to monitor the impact of the budget shortfall on UAA.
2. Promote transparency and efficiency in space allocation and utilization.
3. To represent the Faculty Senate on FSPC
Provide oral reports to BPFA monthly.
4. To represent the Faculty Senate on PBAC
Provide oral reports to BPFA
5. Promote sustainability awareness

Note: We may add more goals in the future.

UAA FY17 Budget Contingency Plan

- Academic College and Community Campus: target reduction \$7.7 million; positions impacted 151
- Academic Infrastructure (Provost/Library): target reduction \$1.8 million; positions impacted 2
- Student Affairs: target reduction \$1.3 million; positions impacted 23
- University Advancement & Chancellor's Office: target reduction \$500,000; positions impacted 15
- Administrative Services: target reduction \$3.9 million; positions impacted 22
- Tuition and fee increases beyond the 5 percent already approved for FY17
- UAA-wide Broad Level Plan: target reduction \$9.1 million



**Institutional and Unit Leadership
Review Committee (IULRC) Report
October 31, 2016**

The Committee's tasks for this academic year include:

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

During the month of November, the Committee will confer with the Dean of the College of Education on last year's survey process (the Committee has already done so with the Dean of CAS). Thereafter, the Committee will begin its preparation of this year's survey.

The Committee's next meeting is at 1:30 PM, Friday, November 4th; the location will be announced.

Community Campuses Committee

Report to Faculty Senate

November 4, 2016

Community Campuses Committee members:

Scott Downing (KPC), Rachel Graham (Mat-Su), Brian Partridge (KPC),
Larry Foster (UAA), Mark Schreiter (KoC), Jeff Laube (KPC)

The Community Campuses Committee (CCC) met on October 7th and discussed issues of common concern to extended campuses. Of particular concern is the need to improve communication among each campus' Faculty Forum via CCC, as well as with Faculty Senate. Our next meeting is scheduled for 1:30 on November 4th.

Faculty Senate Research and Creative Activity Committee November 2016 Report to the Faculty Senate

The Faculty Senate Research and Creative Activity Committee met on October 14. The committee discussed action to be taken on the agenda items below.

Agenda

- 1) Membership roster update.
- 2) Discussion of next steps and responsible people for goals defined at the last meeting (and included in abridged form below).
Action Items:
 - Multiple members will participate in the upcoming self-study open forum on Core Theme 2: Research, Scholarship & Creative Activity, and will report to the committee during the next meeting.
 - The committee will work with the office of the Vice Provost for Research and Graduate Studies to develop a database of faculty expertise in research and creative activity, and make this publicly available.
 - Consider inviting certain *ex officio* members to the committee to strengthen communication in key areas.
- 3) Report on Fac. Senate committee chairs meeting.
- 4) Other items of interest:
 - a) Ad hoc committee on internationalization.
 - b) Fac. Dev. Grant / Res. Travel Grant revisions to Faculty Handbook
- 5) The next meeting is scheduled for November 11, 1:00 pm, in CPISB 301S.

Goals for 2016-2017

1. Strengthen the committee's role as the voice of the faculty around research and creative activity policy.
2. Make research visible at the University.
3. Increase connections between the committee, the VPRGS, and the Office of Undergraduate Research and Scholarship (OURS).
4. Work to strengthen the infrastructure supporting research and creative activity at the university, from research administration to obtaining funds for creative and research activities and travel for scholarly presentations



Faculty Senate

UNIVERSITY *of* ALASKA ANCHORAGE

Ad Hoc Committee on Internationalization

Report to Faculty Senate

Our first meeting will take place in November. We are currently in the process of selecting our members. Once we reach 6-8 members, we will come up with our 2016-2017 academic year agenda consistent with the four goals stated in the October 2016 FS meeting.

RESOLUTION:

WHEREAS, the central mission of the University of Alaska System is to advance and disseminate knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples; and

WHEREAS, for Strategic Pathways to be successful and credible in supporting that mission, it needs to be fair, deliberate, transparent; and it needs to reflect the diversity of existing viewpoints, collect necessary information, and demonstrate careful examination of the impacts of the options being considered; and

WHEREAS, [Regents Policy P03.01.010](#) specifies that faculty participation in university governance be an integral part of the university community's culture whose purpose is to provide an effective opportunity to play a meaningful role in matters affecting their welfare; and

WHEREAS, [University Regulation Chapter 03.01.E.01](#) specifies that "it is the responsibility of Faculty Alliance to represent the faculty in areas that may include but are not limited to: coordination on matters relating to academic affairs such as academic program review; the addition, deletion or merging of academic programs; curriculum; subject matter and methods of instruction; degree requirements; grading policy; course coordination and transfer; student probation and suspension; standards of admission and scholastic standards; and other matters affecting the faculty, and/or the general welfare of the university and its educational purposes and effectiveness"; and

WHEREAS, the American Association of University Professors (AAUP) specifies in its [Statement on Government of Colleges and Universities, Item 5](#), "The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board"; and

WHEREAS, the number of faculty appointed to participate in all phases of Strategic Pathways has been minimal; and

WHEREAS, faculty provide the necessary understanding of the impacts of changes currently being proposed on students, the community, and the university, and; and

WHEREAS, options currently being considered and implemented have significant impacts on programs and curriculum; and

WHEREAS, accrediting agencies stipulate the role of faculty in program design and in developing curriculum, for example the Northwest Commission on Colleges and Universities [Accreditation Standard 2.C.5](#) states, "Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a

major role in the design, approval, implementation, and revision of the curriculum...” and the Association to Advance Collegiate Schools of Business (AACSB) [Eligibility Procedures and Accreditation Standards for Business Accreditation, Section 2, page 23](#) specifies, “Faculty resources develop and manage Curricula...”; and

WHEREAS, the Strategic Pathways option discussions and implementation processes circumvent the established structures, processes, authority, and responsibility of faculty in program design and curriculum revision at each university; and

WHEREAS, there have been no baseline costs or reductions in costs identified in any of the Strategic Pathways recommendations; and

WHEREAS, [the Summit Team](#) and [Board of Regents Policy](#) profess the importance of shared governance; and

WHEREAS, the recent Faculty Morale Survey conducted at UAA indicates a significant amount of dissatisfaction with a lack of faculty involvement in the process that may be contributing to losses of the university’s most valuable faculty assets;

THEREFORE, BE IT RESOLVED, that the UAA Faculty Senate recommends that President Johnsen and the University of Alaska and the Board of Regents not proceed with Strategic Pathways implementation until the following issues are addressed:

- Membership on Strategic Pathways Committees affecting academic programs have a plurality of representation from faculty in those programs, and
 - Faculty members on Strategic Pathways Committees be selected by faculty from the programs under consideration; and
 - Faculty members be allowed and encouraged to discuss the contents of Strategic Pathways options and implementation plans with the community so that they can collect the necessary feedback to ensure that the conclusions reached by these committees and the Summit team will be well informed and considered; and
 - The Summit Team should include faculty governance leadership from all three institutions in deliberations and decision making on Strategic Pathways options; and
 - The University of Alaska Statewide Offices complete and publish cost benefit analyses of Strategic Pathways options being considered; and
- Strategic Pathways options be discussed by the Faculty Senates of the respective affected universities and by Faculty Alliance prior to the formation of implementation plans.



FACULTY SENATE REPORT

November 2016

University Advancement Office

Vice Chancellor Megan Olson

CAMPUS EVENTS

Fall Graduate Degree Hooding Dec. 17 and Commencement Ceremony Dec. 18

Save the date for the Graduate Degree Hooding Ceremony, Dec. 17 and Commencement, Dec. 18.

ALUMNI RELATIONS NEWS/UPDATES

Alumni Event in Arizona

Following recent alumni gatherings in Seattle, Dallas and Washington, D.C., Alumni Relations will host its next regional event in Tucson, Arizona on Nov. 11.

If you know any UAA alumni now soaking up the sun in the desert southwest, encourage them to attend.

The Hub | 266 E Congress St
Tucson, Arizona
Fri. Nov. 11, 5:30-7:30 p.m.

Pre-Veterans Day Alumni Event

The Veterans Alumni chapter will co-host an event with the Student Veterans of UAA club on Nov. 9. If you are veteran, drop by for coffee and connections with your veteran community, and to support the student club's all-day bake sale.

Alumni Center
UAA/APU Consortium Library, Room 101A
Wed. Nov 9, 3:30-5:30 p.m.

To receive a parking code for the event, veteran alumni can RSVP with Alumni Relations at 907-786-1942 or alumnirelations@uaa.alaska.edu.

DEVELOPMENT NEWS/UPDATES

STUDENT PHONATHON PROGRAM

The UAA student-run Phonathon program is in its 8th week and has raised over \$55,000.00 from 588 donors in support of student scholarships and college excellence funds. Over the next week student callers will be contacting alumni and friends of the College of Education.

CORPORATE AND FOUNDATION GIFTS

ConocoPhillips made a generous gift to establish the UAA Geological Sciences Field Experiences fund, which will provide support for students' costs of field studies. ConocoPhillips has shown its steadfast support of the University of Alaska for more than three decades.

The **Wells Fargo Foundation** continued its support this year of the much-loved Lemonade Day Alaska. By teaching students how to start, own, and operate their own lemonade stands, this program

can transform not only the youth who participate, but the entire community.

The **Rasmuson Foundation's** mission to promote a better life for Alaskans is evident with its recent gift to the Debating Alaska's Fiscal Future scholarship competition. The Seawolf Debate Program's competition engages high school and college students about Alaska's fiscal future. Rasmuson's commitment to support higher education and the next generation of leaders is inspiring.

ANNUAL FUND FOR EXCELLENCE

The UAA Annual Fund for Excellence is made possible by alumni and friends. It provides the unrestricted dollars that are so critical to maintaining the margin of excellence at UAA. This year's focus was to award worthy proposals that strengthen UAA's Accreditation Core Themes.

The five winning projects—chosen out of 26 proposals after a challenging evaluation process by a committee comprised of Academic Affairs, Administrative Services, Student Affairs, Community Campuses and student and alumni representatives—will receive a total of approximately \$164,000. The winning proposals include:

Supplemental Instruction for High Demand, High Attrition GERs (Shannon Gramse)

Faculty-in-Residence (Ryan Hill)

UAA Emerging Leaders Program (Paula Fish)

UAAspire (Theresa Lyons)

Tutor Center/Homework Night (Crickett Watt)

Congratulations to the awardees and thanks to all who submitted proposals this year.

UNIVERSITY RELATIONS NEWS/UPDATES

AMERICAN MARKETING ASSOCIATION AWARDS

University Relations accepted four (out of four submitted) awards at Sat., Oct. 22, evening's annual American Marketing Association—Alaska Chapter Prism Awards celebration.

Prism – Integrated Marketing Campaign: Amazing Stories Campaign

Just like a Prism, these awards are multi-faceted marketing campaigns that showcase brilliance, creativity and execution in Alaskan Marketing. These awards advance the excellence in marketing in Alaska.

Pinnacle – Photography: 5th Avenue Mall Wallscape

The Pinnacle awards are the best of show awards. These individual projects showcase the pinnacle work of Alaskan marketing. These awards focus on the individual products created within campaigns.

Pinnacle – Outdoor Advertising: Airport Door Wrap

The Pinnacle awards are the best of show awards. These individual projects showcase the pinnacle work of Alaskan marketing. These awards focus on the individual products created within campaigns.

Merit – Video Advertising: Ariane Audett Video Story

MEDIA

UAA was mentioned in close to 350 news clips in October. Some coverage highlights include:

- UAA College of Business and Public Policy's partnership with local nonprofit Common Ground to hold forum focused on finding solutions to the state's fiscal challenges
- Justice Center and ISER research cited in a number of articles covering topics such as domestic violence, PFD impact on poverty and impacts of Ambler Road
- Strategic Pathways resulting in NCAA waiver and future of UAA athletic teams

SOCIAL MEDIA

SOCIAL MEDIA

Facebook: 15,711 likes (+.7%)

Twitter: 5,141 followers (+2%)

Instagram: 2,222 followers (+12.3%)

LinkedIn: 31,957 members (+7%)

YouTube: 319 subscribers (+2.2%)

Community Total: 52,659 (+0.5%)

HIGHLIGHTS & CAMPAIGNS

- Instagram Halloween Costume Contest running from Oct. 28 - 31; promoted across all platforms, expected to generate high engagement and grow our Instagram following by at least 4%.
- Green & Gold Gala LIVE social coverage was a huge success and boosted our engagement considerably on Facebook and Instagram.

PERFORMANCE

FACEBOOK - Top Posts

1. First Snowfall Photos (5.2K organic reach)
2. Disability Awareness Month Promo (3.6K organic reach)
3. #MCM - Mascot Crush Wednesday SPIRIT Photo (3.5K organic reach)
4. Green & Gold Gala Live Post - Pic Collage (3.4K organic reach)
5. "Visit from some locals" Moose on Campus Photo (3.4K organic reach)

TWITTER - Top Tweets

1. Community Content - Sunset Photos across campus (4K impressions)

2. Happy Archaeology Day! Campus Photos (2.3K impressions)
3. Former UAA Student on ABC's Shark Tank (1.4K impressions)
4. UAA Gymnastics Team Photo (1.4K impressions)
5. \$1 Movie Night Promo - BEETLEJUICE (1.3K impressions)

INSTAGRAM - Top Posts

1. #ThrowbackThursday Spirit Dancing VIDEO (253 views)
2. Moose & calf on campus "locals" PHOTO (202 likes)
3. First Snowfall PHOTO (185 likes)
4. Mountains / Termination Dust #NoFilter PHOTO (174 likes)
5. Gymnastics Team in front of UAA Sign - PHOTO (160 likes)

- *This month*, we've seen our strongest numbers for engagement and growth on our Instagram page since it's been active. Our following has seen a sharp increase of over 12% and we've seen the most amount of content reach 150+ likes since the account's activation.

LINKEDIN - Top Posts

1. UAA Research for Alaska Native Children - G&G Story (6 likes)
2. UAA Scholar-Athlete of the Month Morgan Ross (6 likes)
3. Alumni Connecting in D.C. (2 likes)

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STUDENT AFFAIRS REPORT for FACULTY SENATE

NOVEMBER 2016

Office of Student Affairs (OSA) & SA Assessment

Student Employment as a High Impact Practice

intranet.uaa.alaska.edu/student-affairs/osa/assessment/reports/2016-10-24_student_employees

This report provides a population analysis of student employees on the Anchorage campus of UAA. Points of review include demographic characteristics, completion success rates and retention rates.

Analysis shows that student employees are more successful at completing credits than comparable non-employed students. Student employment proves particularly impactful at earlier stages of a student's degree progress; however, a relatively small number of freshman are employed on campus.

Student employees within the IPEDS cohort graduate at almost twice the rate as non-employees; 55% graduate, compared to 19%. They are also retained at higher rates.

Admissions

The Office of Admissions is working closely with the graduate programs to update the application for admissions so every document required from the applicant is loaded directly to the student application portal. Admissions staff are also working to add program-specific questions that will help the graduate programs gather all information from the applicant at one time. The ultimate goal is to ensure all documents are together and all questions are answered so staff can make admission decisions more quickly and easily.

The International Student Services (ISS) team is working to develop a brochure for academic programs that show program requirements for international students. This will let departments know when they should contact Admissions and ISS if they are making changes to program curricula, for example, when a program moves to only distance delivery.

Career Exploration & Services (CES)

CES hosted the Fall Career Fair on Thursday, October 13. More than 50 employers came to campus recruiting for part-time, full-time and internship positions in career fields from business to nursing, aviation to human services. Prior to the

Career Fair, an open lab was held October 11 for students to receive walk-in assistance for job search documents.

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

During the third week of October, the Dean of Students Office celebrated National Collegiate Alcohol Awareness Week. The week included events everyday on campus and in the residential community. Programs included a "BBQ with the Officers in Blue" and "How to Say No at a Party to Alcohol."

In November, the Dean of Students Office begins a review of UAA's current alcohol and other drug (AOD) prevention program. During the review, a committee will compare strategies in UAA's AOD prevention program to best practices identified by the National Institute on Alcohol Abuse and Alcoholism.

A national search is underway for a new Dean of Students. On-campus interviews are anticipated in November. Members of the UAA community will have an opportunity to attend open forums to meet the candidates.

From September 1 to October 18, Care Team activities were filled with outreach to 135 referred students. The referrals resulted in 471 follow-up interventions.

Department of Residence Life (DRL)

With three days left, the Quality of Life survey has 179 completed responses, a response rate of 24.3%. The survey is an assessment of students living on campus and closed on October 19.

Associate Director of Residence Life Ryan Hill, and the Diversity Action & Inclusion Plan Committee hosted a focus group discussion in the Cama-i Room on October 12. Seventeen students participated in the discussion to explore what UAA is doing well regarding diversity and inclusion and what challenges UAA faces.

The Residence Hall Association will send two delegates and one advisor to the Pacific Affiliate of College and University Residence Halls (PACURH) Conference at the University of Southern California from November 11 - 13.



STUDENT AFFAIRS REPORT for FACULTY SENATE

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Associate Director Ryan Hill was awarded \$37,550 from the Annual Award for Excellence to fund a faculty-in-residence program for three years starting in the 2017-2018 school year.

Disability Support Services (DSS)

Disability Awareness Week was a great success. Several UAA departments and federal, state, and local agencies participated in the Resource Table Fair. The *Deaf Jam* movie touched the hearts of the attendees who were students, faculty, staff, and community members. The most exciting new event was the Mythbusters Panel. The panel included students, faculty, and alumni who each experience a different disability. Dr. Kimberly Pace, political science instructor and director of Women's Studies, was the moderator.

In recognition of Constitution Day, DSS hosted a table for students to register to vote. Ten students registered and are now eligible to vote on November 8.

Exploratory/Transition Advising

The search committee for the two Transition Advisor positions, led by Whitney Penn as chair, completed its work and identified two qualified candidates. The request to hire has been submitted to Human Resource Services for approval with a proposed start date of November 1.

Military & Veteran Student Services (MVSS)

MVSS Certifying Technicians have processed certifications for VA benefits for more than 1,200 student veterans at this point in the semester. MVSS has partnered with KPC staff to conduct a Veteran Student's Workshop in Soldotna on Veterans Day. This event will be both an informational session for KPC students and a training opportunity for KPC faculty and staff.

MVSS has collaborated with Student Veterans of UAA (SVUAA) and the Department of Labor (DOL) to facilitate volunteer opportunities for UAA students during the November Veterans Job Fair. In addition, MVSS also worked with SVUAA and the UAA Veteran Alumni chapter to coordinate a meet-and-greet networking opportunity for the two groups during the week of Veterans Day.

Multicultural Center (MCC)

The Multicultural Center and the Anchorage Alumni Chapter of Kappa Alpha Psi Fraternity sponsored mid-term study halls for all students, October 10 – 13. This program offered extended hours, a computer lab, and a quiet and conducive study environment for students as well as food sponsored by the fraternity. This is a long-standing partnership between these two organizations.

Student Success Coordinator Leo Medal has been selected as a panel reviewer for the prestigious 2017 Gilman Scholarship selection committee. He will travel to San Francisco to serve on November 1. This is his second time serving in this capacity.

Native Student Services (NSS)

NSS is currently conducting an aggressive outreach effort to the UAA 2016 fall semester Alaska Native and American Indian students with a "balance due" to the University. Over one-third of the Alaska Native student body had a "balance due" hold on their account after the September 19 payment deadline. Assisting these students in resolving their financial holds is a major priority for NSS. In addition, mid-semester progress contact will be made to all first-time, full-time Alaska Native and other targeted at-risk Alaska Native cohorts.

New Student Orientation (NSO)

The Wolf Pack (NSO student leaders) served at the 35th Annual Anchorage Alaska College and Career Fair on October 16 and 17 in collaboration with the TRIO Educational Opportunity Center. They also supported New Student Recruitment in providing a campus tour to high school students from Talkeetna, Alaska on October 17.

New Student Recruitment (NSR)

NSR is busy building the fall 2018 class of incoming freshmen through college fairs, new publications and increased collaborations around campus.

NSR staff are using the new customer relationship management (CRM) system to better track their recruitment efforts. Staff are now able to enter a student's information from a contact card and follow their activities, showing



STUDENT AFFAIRS REPORT for FACULTY SENATE

NOVEMBER 2016

whether recruitment efforts are working or not. NSR will be able to evaluate this data next year to fine-tune its activities for a better return on investment.

The new Career Pathways publications are underway with the first of the new design now completed. NSR is refreshing the look and feel of these publications for a longer shelf life and increased use for recruitment of future students.

Office of the Registrar

The Office of the Registrar is gearing up for spring registration. Spring courses became viewable on Monday, October 31 and UAA seniors will begin registering on November 14.

The Office of the Registrar is working on process changes, which will hopefully result in a later deadline for fall 2017 course proofs.

The Office of the Registrar has been working with Statewide programmers to combine the Sentence Skill and Reading Comprehension scores for the Accuplacer and to load this combined score into Banner. This will allow for better prerequisite checking for UAA students. Staff are also developing a process, which can be run to automatically drop students from next term courses when they fail or withdraw from the prerequisite.

The Office of the Registrar will begin testing the next upgrade of DegreeWorks and Schedule Planner soon with a hoped for implementation of early spring.

Office of Student Financial Assistance (OSFA)

OSFA is advertising availability of the 2017/18 Free Application for Federal Student Aid (FAFSA) and the UAA Foundation Scholarship application. To assist students with the application processes, FAFSA and scholarship workshops have been scheduled and are published on the OSFA website: uaa.alaska.edu/students/financial-aid/workshops.

Student Health & Counseling Center (SHCC)

On October 14, the SHCC hosted a Health Fair and 25th Anniversary Celebration entitled "Education and Healthcare:

Supporting the Wellbeing of All Alaskans." The Health Fair included both campus and community health partners, and offered flu shots to the community and free flu shots to student veterans. The 25th Anniversary Celebration highlighted health services offered to students and the UAA community over the past 25 years, the health education offerings through the College of Health, and the Medicaid Expansion contributions of the State of Alaska. Speakers included Governor Bill Walker, Chancellor Tom Case, Dean Bill Hogan, Student Leader Johanna Richter, Student Speaker Ariane Audett, Vice Chancellor Bruce Schultz, and SHCC Director Georgia DeKeyser.

Student Information Services

The Office of Student Information Services is in the process of completing its "Come Home To Alaska" report on residency applications for the past year. Preliminary numbers show that 97 students took advantage of the program at the Anchorage campus with favorable comments such as, "I have wanted to live in Alaska my whole life and have been coming up every summer since I was born to visit my family; if it were not for this program, I would not be able to attend UAA." Another student said, "Thank you for providing this program! It has made it possible for my siblings and I to pursue an education and made it affordable to my family and lineage here! Thank you!!" This report should be available by the end of November.

Student Life & Leadership (SL&L)

SL&L welcomed two new staff members this month. Tim Flynn is the new Student Union Operations Coordinator and Kojin (David) Tranberg is the new Commuter Student Programs Coordinator. Please welcome them in their new roles.

SL&L supported and coordinated a variety of events to celebrate the 2016 UAA Homecoming. Programs included the annual Homecoming Dance (1,100 students and guests), A Cappella Festivella (featuring three "bands"), the Shopping Cart Parade (15 student organizations participated), and the UAA-UAF Hockey Tailgate party, which featured grilled hot dogs right outside the Sullivan Arena.



STUDENT AFFAIRS REPORT for FACULTY SENATE

NOVEMBER 2016

The Emerging Leaders Program is in full swing with two cohorts this semester. The program was awarded the 2016 Annual Fund for Excellence and staff are making plans for the Spring Leadership Conference with these funds.

The Student Union was the site for several major campus programs the week of October 10, including: Global Opportunities Fair, Anchorage Candidate Debate, Disability Awareness Fair, Student Health & Counseling Center Fair and 25th Anniversary Celebration, and the Fall Career Fair.

TRIO

Educational Opportunity Center (EOC)

TRIO Educational Opportunity Center (EOC) hosted the 35th Annual Anchorage Alaska College and Career Fair, October 16 and 17, 2016 at the Alaska Airlines Center. Ninety-four colleges from across the nation participated; more than 20 school districts from across the state of Alaska visited the event.

Educational Talent Search (ETS)

Student Support Services (SSS)

TRIO SSS and ETS staff attended the Northwest Association of Educational Opportunity Programs (NAEOP) Conference in Boise, Idaho, October 16-19.



To: David Fitzgerald, Faculty Senate President
From: Adam Paulick, Interim CIO/Associate Vice Chancellor for ITS
Date: October 31, 2016
Subject: First Fall 2016 Faculty Senate Report

Fall 2016 Information Technology Updates

Technology change continues to be a constant at UAA, affecting those who teach, conduct research, and engage with students and the community. Highlights since the last report include:

Personnel

- With Bill Spindle's departure, Pat Shier has been asked to serve as Interim Vice Chancellor of Administration. I, in turn, have been asked to serve as Interim Chief Information Officer. Pat and I continue to transition CIO tasks and duties to ensure continuity in the role.
- Diane Byrne, the Service Center Director and a longtime member of the IT Services management team, recently retired. A search is currently underway with the expectation this critical role will be filled by the end of the calendar year.

Strategic Pathways

The Information Technology draft implementation plan has a goal of reducing operating cost by a minimum of 20% and implementing continuous process improvement for additional cost reduction. Three guiding directions are provided:

1. Reduce embedded IT personnel in operating units (with partial exception of those on restricted funds).
2. Identify and analyze central v decentral IT spend for accounting accuracy to adequately inform cost reduction mandate.
3. Establish an IT governance council, chaired by the UA CITO.

The implementation team, made up of campus CIOs, Vice Chancellors of Administration and Provosts in consultation with affected departmental heads will analyze financial data, industry benchmarks and departmental needs to determine next steps.

Technology Change Highlights

- UA Blackboard, a system combining courses and content from UAA, UAF and UAS, becomes available for general faculty access today. The intention is for Spring '17 courses for all campuses to be taught from this new system. Please stay tuned for additional updates from Academic Innovations and eLearning as the beginning of spring semester approaches.
- The transition to G Suite for education continues. While the initial migration of email has been accomplished, project work continues. Current project work is focused on transitioning departmental accounts, resource accounts and continued user mail migrations. Use of G Suite for accounts handling personal health information is an ongoing, unresolved issue.
- Bandwidth upgrades have been completed for UAA's commodity internet and community campuses. Upgrades are in progress for connections between buildings in the Anchorage bowl, such as the University Center. It is expected upgrades will be complete by the end of the calendar year.



NOVEMBER 2016

INFORMATION UPDATE

CENTER FOR ADVANCING FACULTY EXCELLENCE

- CAFE is partnering with AI&E and instructional designers in Education and CTC to develop an **integrated faculty support and development portal** that will allow faculty to use a single webpage to access a host of faculty development resources at UAA and beyond.
- Watch for an announcement soon inviting faculty participation in CAFE's second **"12 Weeks to Your Journal Article" faculty learning community** in Spring 2017. Led by Professor Ray Ball, this faculty writing group is organized around a workbook of the same name. The group supports each other to do a series of exercises from the workbook. Last year's faculty participants reported significant progress in their scholarly writing efforts, including multiple articles submitted for publication and the presentation of two papers at conferences.
- CAFE's **Lunch and Learn** on October 28 on the topic of "Proactively Addressing Accessibility for Students with Disabilities at UAA" has nearly 30 registrants. The session will be led by Karen Andrews, Director of **Disability Support Services**. **In November, CAFE will call for applicants to participate in a faculty learning community and book discussion group** in Spring 2017. Led by Director Andrews, the group will focus on the book, *The Guide to Assisting Students with Disabilities: Equal Access in Health Science and Professional Education*, and give participating faculty a chance to ensure that all of their course materials and assignments are compliant with the American Disabilities Act. Watch for the announcement soon!
- CAFE continues to **support the Reaffirmation of Accreditation** by encouraging faculty to attend Open Forum sessions, through our Director's participation in an ex officio capacity on the General Education Assessment Task Force, and through participation in a session with Robert Stein. CAFE's Director is also serving on the **UAA 2020** team and a committee exploring student data collected last year on the **National Survey of Student Engagement (NSSE)**.
- **The October 14** Second Friday Faculty Networking Mixer drew over 30 faculty; the November mixer will occur on **Friday November 11** from 4-6. No need to RSVP. These informal gatherings offer a wonderful opportunity for faculty to make connections across disciplines and departments, and put names to faces of individuals they have previously known only by email. Join us!

CENTER FOR ADVANCING FACULTY EXCELLENCE (continued)

- CAFE's Associate Director Libby Roderick offered four workshops showcasing UAA's Difficult Dialogues program at the national conference on **Difficult Dialogues in Higher Education** October 24-25 at the University of Michigan in Ann Arbor. Presenting at the conference allowed her to promote three UAA Difficult Dialogues books to faculty and administrators at institutions throughout the U.S. and helped UAA maintain and strengthen its reputation as the national leader in the Difficult Dialogues arena. She also gave a workshop to faculty at the UM Center for Research on Teaching and Learning.
- On September 28, CAFE's **Public Policy Debate and Faculty Forum** ("The University of Alaska is a better investment for the state than a gas pipeline") drew over 50 people. The event showcased the internationally-award winning Seawolf Debate Program as well as a faculty response panel, featuring Jackie Cason (English), Bob Loeffler (ISER), and Steve Haycox (History, Emeritus). Polled at both the opening and closing of the event, the audience response indicated the largest shift yet in these debates, with an overwhelming number of participants shifting their position towards the affirmative.
- At the request of the Provost, CAFE continues to coordinate **Conversations with the Provost**. Following last year's model, he will have conversations with distinct faculty cohorts to get a sense of obstacles they've faced, as well as positive experiences at the institution. Two new cohorts are being scheduled: faculty who have been at UAA for 3-4 years (the October date was postponed due to the Provost being called out of state unexpectedly) and Chairs and Associate Deans (scheduled for November 3rd).

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- **Faculty Minigrants proposals are due 11/4.** Awards are open to full-time faculty in all UAA schools and colleges and at all campuses. *Junior faculty, faculty teaching GER courses, and faculty in under-represented disciplines are especially encouraged to apply.* Funded proposals will **conduct community engaged research or plan and carry out community projects and involve UAA students whenever possible.** These projects include engaged scholarship and professional partnerships with community organizations that incorporate the principles of reciprocity and respect for community knowledge with research or creative activity.
- **The Urban (& Rural) in Alaska Conference was held on Oct. 21st** with 6 faculty-community partner breakout sessions and 26 faculty presenting in our "Rapid Fire Community Engagement" over lunch. Approximately 80 faculty, students, staff, and community members attended the conference. Donna Aguiniga and Stephanie Bauer held an afternoon workshop on "Facilitating Public Deliberation."
- **Community-engaged courses for spring to date = 28.** Courses can still be designated by completed Course Schedule Change Forms to be submitted to the Registrar's Office. Faculty are invited to call CCEL for individual consultation on their courses.
- **The Civic Engagement: Learning by Giving course** produced a Philanthropy Panel featuring participating foundations from the community and was open to the public; it was attended by 25 faculty, students, staff and community members.

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING (continued)

- **Think Tanks are held each month with community organizations and co-sponsored between academic departments and CCEL.** The Alaska Innocence Project initiated a lively discussion on 10/2, National Wrongful Imprisonment Day, co-sponsored by The Justice Center with the question, “What does society owe to those who’ve been wrongfully imprisoned?” The College of Education is sponsoring the **next Think Tank on Nov. 3, 11:30 am – 12:45 pm** on “What can our education system do to support Alaska Native Students?” Spring Think Tanks will be co-sponsored by Nursing on 2/3; ENVI & Health Sciences, 3/3; and Social Work, 4/6. All events are in LIB 307 and offer free pizza courtesy of Moose’s Tooth.

ACADEMIC INNOVATIONS & eLEARNING

Academic Technologies:

- **Spring '17 courses were made available** last Monday, Oct. 31 in the new UA Blackboard system. You may bookmark the new site at classes.alaska.edu. Please contact the UAA Call Center at 786-4646 if you need assistance accessing your courses.
- **Digication's new user interface** will be ready for limited beta testing in November.
- During the Fall 2016 semester, eLearning has been working with Software Secure to deploy the **online test proctoring service, RPNOW**. During this time, eight eLearning courses from the Anchorage, Kenai, and Kodiak campuses have been identified for the initial roll out. With the first series of testing concluded, there have been approximately 300 proctored assessments completed successfully through the service, eLearning is on track to see roughly 900 online assessments completed through the service this Fall. This equates to 33.5% of the assessments during this time period were taken through RPNOW; whereas the other 76.5% were completed through traditional testing centers. The service will be available to all eLearning course in the Spring semester

ePortfolios:

- **Promotion and Tenure** review efforts continue to proceed at pace. No major issues have been reported.
- **UAA's portfolio work was again highlighted in *Campus Technology*** in their article "[How to Select the Right E-Portfolio Platform](#)" (October 2016 issue).
- The **College of Education** is working with the eWolf team and Digication on their college accreditation efforts.
- **2017 AHAINA Students of Excellence Award** scholarship process has been launched. The process uses eWolf to manage the submission and selection process.

Instructional Design Services:

- Completing stage 2 of **hiring new Instructional Designer 3**. Search committee hopes to start scheduling interviews next week.

ACADEMIC INNOVATIONS & eLEARNING (continued)

Professional Development:

- Registration is open for the annual **eTech Fair, Nov 7-11**, celebrating National Distance Learning Week. During the week distance learning experts from UAA and across the UA system are offering several webinars via Blackboard Collaborate and/or Google Hangouts information on teaching and creating quality online courses. Visit the [website](#) to view the speaker schedule.
- Virtual attendance at the [OLC Accelerate conference](#), Nov. 16-18, is available. This conference is devoted to driving quality online learning, advancing best practice guidance and accelerating innovation in learning for academic leaders, educators, administrators, online learning professionals and organizations around the world. If interested in attending virtually, please [register here](#).

Robust Online Learning Grant:

Year 1 Objectives were met

- On Oct. 18 we held our Year 1 external evaluator site visit. Our external evaluator, Dr. Dooley, found the grant to be in compliance with federal regulations, our documentation in good order, and good progress on objectives – particularly for a grant in its first year.
- The Steering Committee met on Oct. 18 to give feedback to Dr. Dooley as part of the site visit and to provide input into Year 2 activities that are getting off the ground.

INSTITUTIONAL EFFECTIVENESS

- An electronic copy of UAA's Performance Report '16 is available at <https://www.uaa.alaska.edu/academics/institutional-effectiveness/>. Read about all the positive accomplishments of our faculty, students, and staff last year across the spectrum of teaching, research, and service. UAA continues to transform the state in so many ways.

INSTITUTIONAL RESEARCH

- The 2016 Fact Book is available on the IR web site: www.uaa.alaska.edu/academics/institutional-effectiveness/departments/institutional-research/. If you have any questions, please feel free to contact Institutional Research.
- Personnel in Institutional Research are available to conduct guided tours of IR's SharePoint Resources. Please contact Erin Holmes (ejholmes@alaska.edu) or Ester Bayne (eabayne@alaska.edu) for more information.

Office of Alaska Natives & Diversity

November 4, 2016

Diversity & Inclusion Action Plan

The Diversity and Inclusion Action Plan is in full swing with tri-chairs, Andre Thorn, Maria Williams, and Robert Boeckmann leading discussions with groups of faculty, staff, students, and administrators all semester. They are also available to come to departments or units at request. Contact one of them for further information. Visit the website <https://www.uaa.alaska.edu/about/administration/office/of-the-chancellor/diversity-action-plan.cshtml> for more information about specific scheduled dates.

National Coalition Building Institute (NCBI)

The NCBI team led by steering committee, Kimberly Pace, Theresa Lyons, Patricia Fagan, and Diane Taylor, sponsored a successful inclusivity workshop for students, staff, and faculty on October 14 with over 20 participants. The spring semester workshop will take place February 24, 2017. Contact Raegan Kellher (rhkeller@uaa.alaska.edu) to register for the event.

Faculty Mentoring Proposal

Professors Toby Widdicombe and Sudarsan Rangarajan are leading efforts to develop and implement a faculty mentoring program. They are soliciting membership in the committee and want to include membership from across the university.

Introduction to Alaska Natives (Part II)

On Friday November 11 a panel presentation “Five Years of Hell: Prelude to ANCSA” will be held in Rasmuson Hall Room 101 6-9 pm. Speakers include Willie Hensley, Distinguished Visiting Professor; Emil Notti, First President of AFN, and Willy Templeton, Director of Native Student Services. The presentations will be followed by questions from a student panel. The event is sponsored by College of Business and Public Policy, Native Student Services, the Office of Alaska Natives & Diversity, and the Alaska Native Media Group. The event is free and open to the public. Fry bread provided by the Camai room.

University of Alaska Anchorage (UAA)
Center for Community Engagement & Learning (CCEL)
Community Engaged/Service Learning (CE/SL) Course Self Designation Process

REPORT TO FACULTY SENATE

This recommendation is made to the UAA Faculty Senate as a summary of findings for the “Community Engagement/Service Learning (CE/SL) Course Self Designation Process.” The Faculty Senate requested a review after two semesters of the process. Review findings suggest that in its current state the CE/SL Course Self Designation Process works. However, the review indicates that the process could be improved by further refinement of the designation of a course as ‘community engagement’ or ‘service learning.’

This recommendation was reached after a careful review that included a survey of engaged faculty and a discrete number of interviews to obtain more qualitative data. Christina McDowell, CBPP, and Clare Dannenberg, English & Anthropology, conducted the survey and interviews in Summer 2016 and reported the results to the UAA Community Engagement Council.

Recommendation: The recommendation of the UAA Community Engagement Council is to continue the self-designation process and to continue through outreach and education with faculty to refine the process. This will ensure the success and accuracy of the CE/SL self-designation process and also continue to increase the quality of the community-engaged curriculum that we offer as a university.

In order to refine the self-designation process the focus will be on outreach and education. Training sessions may include such topics as making the pedagogical intent more transparent, bridging the any gaps for best practices in CE courses (e.g. syllabus preparation, reflection), and enhancing community connection and participation.

Submitted by:

Christina McDowell
Chair, UAA Community Engagement Council

Judith Owens-Manley
Director, Center for Community Engagement & Learning

Proposal for Designation Process for Community-Engaged Academic Courses October, 2014

The Faculty Senate approved new definitions for community engaged academic curriculum in February 2014. The approved modifications will better distinguish between courses that generally include community engagement in the course objectives and more stringently-defined service-learning courses. The Community Engagement designation (CE) encompasses a broad range of ways that courses might engage students in learning about and taking action for the public good. Courses with the Service-Learning designation (SL) are a subset of that broad range meeting additional criteria. A course may be designated as either CE or SL but not both.ⁱ

This request addresses a deficiency noted in the CCEL's recent self-evaluation for the Carnegie Institute – the absence of accurate data on classroom engagement. The course designation process is critical to the CCEL's ability to adequately assess the efficacy of engagement at the course level. Absent course designation, there is no mechanism for capturing, assessing, and reporting these efforts. Capturing this data, assessing it, and reporting out are integral to UAA's accreditation reports and to our continued status as a Carnegie Engaged University. Assessment to date has been hampered by difficulty identifying classroom initiatives across campus; the alternative processes described below are suggested as methods that will allow data collection to begin as quickly as possible.

Following the October 2014 E-Board meeting, the Faculty Senate requested that the Community Engagement Task Force propose a process for the designation of courses. The following proposal recommends that both designations be self-imposed by individual faculty for a period of three semesters: Fall 2015-Fall 2016. In Summer 2016, a CCEL research project will assess the workability of the self-designations with two semesters of data and make recommendations to both the Faculty Senate and the Community Engagement Task Force.

Self-Designation for both Community Engaged (CE) and Service Learning (SL)

The attribution of a community-engaged course may apply to a broad spectrum of courses that could include a wide variety of experiences and activities. There may be a portion of the course or set of assignments that require the students' interaction with community and/or community issues that does not carry throughout the semester. Activities might be indirect or direct service to a community organization or individuals and could potentially take place entirely in the classroom. This broad definition may sometimes capture work that is exploratory for faculty beginning to engage with community in their courses, brings an application of theory to practice that is appropriate for only part of a course, or requires a relatively low level of community interaction due to large course size or other practical considerations that make more intensive engagement difficult.

In any case, with the new Faculty Evaluation Guidelines (FEGs), we want to make it as easy as possible for faculty to document the work they are doing, describe it accurately, and to look for guidance in how to do the best engaged teaching and engaged scholarship that is possible in their individual circumstances. We suggest

ⁱDefinitions and parameters are taken and modified from University of Massachusetts Amherst Office of Civic Engagement & Service Learning (<http://cesl.umass.edu/>).

Proposal for Designation Process for Community-Engaged Academic Courses October, 2014

that faculty can be thoughtful about the designator they choose for their courses, and in fact, that the FEGs and the preparation of their faculty files are best served by faculty describing accurately what they are doing that can be called engaged teaching and engaged scholarship.

The SL designation, by definition, asks more of the faculty and the students in designing a more significant experience based in the community and asks that issues of impact, sustainability and reciprocity be addressed with the community partner, in addition to the requirements that students be prepared for the service roles, that reflection be more structured, and that there be some attempt at evaluation of impact for students and community.

We propose that a pilot project of three semesters be established with self-designators for both CE & SL. Each semester, Fall 2015 & Spring 2016, the course schedule forms will be designated in concert with faculty by whomever in that department completes the forms, similar to the process for designating distance learning courses. In Spring and Summer of 2016, a faculty research project will begin to review the designations for each semester, assessing for the workability of self-designation and the validity and reliability of the process. A mid-term report of the pilot project will be submitted to the Faculty Senate and the Community Engagement Task Force in April 2016 with a final report in August 2016. It is likely that the process would not be able to be changed substantially in time for the Fall 2016 semester, which is the reason it was extended to three semesters, rather than the one academic year. Changes could be proposed, if needed, for Spring 2017.

The Registrar's Office is prepared to implement this process for Fall 2015 with the CE or SL designation being entered on the Final Schedule Proofs in the "attendance method" column. The final Fall 2015 Schedule Proofs are due to the Curriculum Office on 2/6/15. This will hold true for the main campus in Anchorage and for courses taught in Eagle River. If Mat-Su, Kodiak and Kenai Peninsula faculty wish to code their courses in this way, Lora Volden is willing to work with the appropriate office on adapting or adopting the process that we've set in place.

*Definitions and parameters are taken and modified from University of Massachusetts Amherst Office of Civic Engagement & Service Learning (<http://cesl.umass.edu/>).

Proposal for Designation Process for Community-Engaged Academic Courses October, 2014

ⁱ The two definitions that were approved by the Faculty Senate March 7, 2014 are:

CE* A **Community Engaged course** involves the student(s) in some kind of work outside of the classroom that contributes to the public good. At a minimum, the course should:

- Design and implement the community work with appropriate community input so that the students' efforts will provide an identifiable public benefit rather than a community burden.
- Clearly link the community work to student learning outcomes in the syllabus.
- Engage students in some oral or written reflection that explores their experience of engagement and connects it with the course learning goals.

SL* A **Service-Learning course** is a Community-Engaged course which integrates the service and learning more deeply and more intentionally. At a minimum, the course should have:

- Service: significant community-based work defined in response to a need or aspiration presented by one or more partnering community organizations and for which core issues of impact, sustainability and reciprocity have been addressed.
- Clear linkage between the service and student learning outcomes: both academic and civic learning are addressed, and this is communicated in the syllabus.
- Preparation for service: students are prepared for the roles they will play, including engaging respectfully with a community that may differ significantly in race, class, age, or other elements of social identity.
- Structured reflection: intentional, systematic reflection on students' experience in the community is integrated throughout the course, not added as a one-time or final assignment. Reflection activities may include talking, writing or other means, and may be individual, group-based, or both.
- Evaluation: assessment of student learning and community impact has been planned. This could consist of asking the CCEL to survey the community partner and students, or could be instructor-designed assessment activities.

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