I. Call to Order

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

2017-2018 Officers

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<tr>
<th>Position</th>
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<tr>
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2017-2018 Senators

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<td>Allen, Mary Dallas</td>
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III. Agenda Approval (pg. 1-5)

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

V. Officer’s Reports

A. President’s Report (pg. 11)

B. First Vice President’s Report

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

D. Past President’s Report (pg. 13)
VI. Unfinished Business

VII. Consent Agenda

A. Approval of the UA Council Charters (pg. 14-81)
B. Undergraduate Curriculum
   i. Courses
<table>
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<td>ART A224</td>
<td>Beginning Photography</td>
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<td>DN A325</td>
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<td>Circuit Theory</td>
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<td>Electrical Engineering Internship</td>
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<td>Introduction to Writing in Academic Contexts</td>
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<td>Mathematics for Elementary School Teachers I</td>
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<td>Basic Techniques in Laboratory Medicine</td>
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<td>Immunology and Serology</td>
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<td>Immunology and Blood Banking</td>
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<td>Urine and Body Fluid Analysis</td>
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<td>Molecular and Emerging Diagnostics</td>
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<td>Advanced Clinical Microbiology</td>
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<td>Medical Laboratory Science Practicum</td>
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<td>PHYS A211</td>
<td>General Physics I</td>
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<td>Chg</td>
<td>PHYS A211R</td>
<td>General Physics I Problem Solving</td>
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<td>Chg</td>
<td>PSY A412</td>
<td>History of Psychology</td>
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</table>
ii. Programs
   Chg ACCT-AAS: Associate of Applied Science in Accounting
   Chg ARTS-MINOR: Minor in Art
   Del Computer Electronics, Associate of Applied Science
   Del Digital Arts, Associate of Applied Science
   Chg DITC-BS: Bachelor of Science in Dietetics
   Del Fitness Leadership, Occupational Endorsement Certificate
   Chg MAST-AAS: Associate of Applied Science in Medical Assisting
   Chg MATH-MINOR: Minor in Mathematics
   Chg MLAB-AAS: Associate of Applied Science in Medical Laboratory Technology
   Chg MLSC-BS: Bachelor of Science in Medical Laboratory Science
   Del Nutrition, Bachelor of Science
   Del Outdoor Leadership, Occupational Endorsement Certificate
   Del Paralegal Studies, Undergraduate Certificate
   Chg PHLE-OECERT: Occupational Endorsement Certificate in Phlebotomist
   Del Retail Management, Undergraduate Certificate
   Del Small Business Management, Undergraduate Certificate

C. Graduate Curriculum
   i. Courses
      Add MD A604 Ecology of Health and Medicine - Foundations 1
      Add MD A605 Ecology of Health Medicine – Foundations 2
      Add MD A606 Ecology of Health Medicine – Foundations 3
      Add MD A607 Ecology of Health Medicine – Foundations 4

VIII. Boards and Committees Reports
   A. Graduate Academic Board
   B. Undergraduate Academic Board
   C. General Education Review Committee
   D. University-wide Faculty Evaluation Committee
   E. Academic Assessment Committee (pg. 82)
   F. Academic Computing, Distance Learning and Instructional Technology and e-Learning
   G. Budget, Planning, and Facilities Advisory Committee
   H. Diversity Committee (pg. 83-85)
   I. Faculty Grants and Leaves Committee
J. Institutional and Unit Leadership Review Committee (pg. 86)

K. Library Advisory Committee

L. Student Academic Support and Success Committee (pg. 87-88)

M. Community Campus Committee

N. Academic Honesty and Integrity Committee

O. Research and Creative Activity Committee

P. Joint Ad Hoc Committee on Mentoring Institute Proposal

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

R. Joint Ad Hoc Committee on Student Evaluation

S. Joint Ad Hoc Committee on Term Faculty Promotion

T. Joint Ad Hoc Committee on Internationalization

IX. Presentations
   A. Tier One Working Group

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

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

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

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

XI. Administrative Reports
   A. Interim Chancellor, Sam Gingerich
B. Interim Provost, Duane Hrncir

C. Interim Vice Chancellor of Administrative Services, Pat Shier

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

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

F. Vice Provost of Academic Affairs, Susan Kalina (pg. 99-101)
   i. Institutional Self-Study (Susan Kalina, Larry Foster & Jennie Brock)

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

H. Union Representatives
   i. UAFT
   ii. United Academics, Nelta Edwards

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

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

XII. Informational Items & Adjournment

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

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

2017-2018 Officers

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<td>Chamard, Sharon – President</td>
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<td>King, Carrie - Chair, UAB</td>
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<td>Downing, Scott - 2nd Vice President</td>
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<td>Fitzgerald, Dave - Past President</td>
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2017-2018 Senators

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| E | Allen, Mary Dallas | P | Foster, Larry | P
| T | Ampong, David   | P | Grabarek, Lukasz | P
| T | Andrews, Eric   | P | Graham, Rachel | T
| T | Bannan, Deborah | T | Harville, Barbara | P
| P | Boeckmann, Robert | P | Hicks, Nathaniel | E
| P | Bowie, David (Parliamentarian) | E | Hinterberger, Tim | P
| P | Bridges, Anne  | P | Ippolito, Mari  | P
| P | Brock, Jennifer | P | Jeffries, Frank | P
| T | Brown, Barbara | A | Johnson, Steve | T
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| P | Flanders-Croby, Jill | P | Metzger, Colleen |
| P | Follas, Stefanos | E | Nabors, Forrest |
| E | Fortson, Ryan  | P | Ohle, Kathryn  | |

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

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

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

B. First Vice President’s Report  

C. Second Vice President’s Report (pg. 11)
D. Past President’s Report
   i. FA Report to the Senates (pg. 12-14)
   ii. FA to President Johnsen – CoE (pg. 15-16)
   iii. FA to President Johnsen – Faculty Representation (pg. 17)

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

   B. Undergraduate Curriculum
      i. Courses
         Chg  ADT A150  Brake Systems
         Add  BA A470  Becoming a Leader
         Chg  ET A175  Technical Introduction to Computing Systems
         Chg  ET A241  Digital Control Systems
         Chg  MUS A302A  Chamber Music and Accompanying
         Chg  MUS A405A  University Jazz Ensemble
         Chg  MUS A407  Jazz Combo
         Chg  MUS A409A  University Guitar Ensemble
         Chg  THR A111  Theatre Appreciation
         Chg  THR A214  Historical Plays
         Chg  THR A215  Contemporary Plays
      ii. Programs
         Chg  ENGL A489  English Studies Senior Seminar
         Chg  ENGL-BA  Bachelor of Arts in English
         Chg  ODLD-AAS  Associate of Applied Science in Outdoor Leadership

C. Approval of Draft Concurrent Enrollment Policy (pg. 18-19)

D. Approval of the Council Charters (pg. 20-87)

   Consent Agenda Unanimously Approved

VII. Boards and Committees Reports
   A. Graduate Academic Board

   B. Undergraduate Academic Board (pg. 88)

   C. General Education Review Committee (pg. 89)

   D. University-wide Faculty Evaluation Committee

   E. Academic Assessment Committee (pg. 90)

   F. Academic Computing, Distance Learning & Instructional Technology & e-Learning (pg. 91-93)
G. Budget, Planning, & Facilities Advisory Committee (pg. 94)

H. Diversity Committee (pg. 95-98)

I. Faculty Grants & Leaves Committee

J. Institutional & Unit Leadership Review Committee (pg. 99)

K. Library Advisory Committee

L. Student Academic Support & Success Committee (pg. 100)

M. Community Campus Committee

N. Academic Honesty & Integrity Committee

O. Research and Creative Activity Committee (pg. 101-102)

P. Joint Ad Hoc Committee on Mentoring Institute Proposal

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

R. Joint Ad Hoc Committee on Student Evaluation

S. Joint Ad Hoc Committee on Term Faculty Promotion

T. Joint Ad Hoc Committee on Internationalization

VIII. Guests and Presentations

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

B. Sarah Kirk – UA Calendar Committee seeking input on non-teaching day
   Requesting feedback by the last week of October/first week of November.

IX. New Business

A. Resolution in Support of the Alaska Native Themed GER Initiative (pg. 103)
   Motion to approve
   33 approve, 2 oppose, 0 abstain
   Motion passes

B. Resolution Concerning Faculty Governance and Tier 1 GER Courses (pg. 104)
   Motion to approve
   15 approve, 13 oppose, 4 abstain
   Motion passes
C. Faculty Senate election of person to fill At-Large vacancy (1-year term) candidates are:
   [A] Kendra Sticka, COH
   [B] Colleen Kelley, COH
   [C] Erin Hicks, CAS Math & Nat. Sciences

   **Erin Hicks is elected by majority vote.**

X. Administrative Reports

A. Interim Chancellor, Sam Gingerich
   *Budget will be decided on at November BOR Meeting*
   *Diversity Inclusion & Action Plan: Implementation steps have been agreed on and started.*
   *President Johnsen’s next steps on College of Education memo: all three MAU’s will retain degree granting authority.*
   *VP of Student Success: Forums are over. Position will be filled as soon as possible.*
   *Vice Chancellor Administrative Services: first meeting held today*
   *President’s office has started UAA Chancellor Search*
   *Noted that seasons are changing, be careful out there.*

B. Interim Provost, Duane Hrncir
   *Plans to focus on increasing student success in various aspects.*
   *Multicultural post-doc is done, will be rolled out.*

C. Interim Vice Chancellor of Administrative Services, Pat Shier
   *Concur Software Package signed on to replace TEMS*

D. Vice Chancellor of Advancement, Megan Olson (pg. 105-108)
   *VPSS four open forums took place. All presentations were recorded and posted on the Provost’s website.*

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 109-113)

F. Vice Provost of Academic Affairs, Susan Kalina (pg. 114-116)
   i. [Institutional Self-Study](#) (Susan Kalina, Larry Foster & Jennie Brock)

G. CIO, Adam Paulick
   *Added ability to print UAA Directory*
   *IT Consultants were on campus this week. Centers of Excellence were a big focus point and how best UA IT should be organized.*

H. Union Representatives
   i. UAFT
   ii. United Academics, Nelta Edwards
   *Dr. Risa Lieberwitz will be presenting on Title IX, 10/13/17 at 11am SSB 118. This will be followed by a working group meeting.*
I. Office of Institutional Effectiveness, Engagement & Academic Support (pg. 117-124)

J. Interim Associate Vice Chancellor for Alaska Natives & Diversity, Jeane Breinig (pg. 125)

XI. Informational Items & Adjournment
President’s Report

November 2017

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

- Once with Interim Chancellor Sam Gingerich
- Twice times with Interim Provost Duane Hrnncir
- Once with Interim Vice Chancellor of Administrative Services Pat Shier
- Once with Marian Bruce re: faculty handbook
- Title III Steering Committee
- Faculty Alliance
- University Assembly
- Planning Budgeting Advisory Council (PBAC)
- Academic Council (UAA)
- Fall Commencement Advisory Committee
- Statewide Common Calendar Committee
- Chat with the Chancellor
- Strategic Pathways Phase III Academic Forum
- EAB Rollout
- “Character Core” orientation training for leaders
- Meeting with College of Education leadership team
- Presentation by NCHEMS about “Challenges Facing Higher Education”
- Presentation by Risa Lieberwitz on Title IX and Shared Governance

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

- Vice Provost of Student Success (This search was successfully concluded in the past month)
- UAA Chancellor (an RFP is currently out for an Executive Search firm)
- Vice President of Academic and Student Affairs (Statewide; formerly known as the Vice President of Academic Affairs and Research)

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

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

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

Sharon Chamard
Justice Center, LIB 213
sechamard@alaska.edu
786-1813
Faculty Senate, Board, and Committee Vacancies

Faculty Senate

CAS Humanities (one vacancy)

Board and Committee Vacancies

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

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

General Education Review Committee
CAS/Fine Arts (one vacancy)
CBPP (one vacancy)

Faculty Grants and Leaves
College of Health (one vacancy)

Academic Assessment Committee
Faculty Senate At Large (two vacancies)

University-wide Faculty Evaluations Committee
Tripartite (two vacancies)
Faculty Alliance members are:
Megan Buzby, President, UAS Faculty Senate
Sharon Chamard, President, UAA Faculty Senate
Chris Fallen, President, UAF Faculty Senate
David Fitzgerald, Past President, UAA Faculty Senate,
Lisa Hoferkamp, Past President, UAS Faculty Senate, Chair, Faculty Alliance
Orion Lawlor, Past President, UAF Faculty Senate
Donie Bret-Hart, President-Elect, UAF Faculty Senate
Robin Gilchrist, President-Elect, UAS Faculty Senate
Maria Williams, 1st Vice President, UAA Faculty Senate

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

Topics for October included:
- College of Ed proposal
- Non-teaching days
- EAB implementation
- Enrollment strategies
- Concurrent enrollment regulation
- IT services email policy/data backups
- GER alignment
- Proposals for convening and collaborating across the University
- Student fees across campuses
- TEMS replacement

Faculty Alliance agendas and minutes can be found at the Faculty Alliance site at
http://www.alaska.edu/governance/faculty-alliance/
Academic Council Charter
Provosts’ Draft

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

II. Charter Initial Draft
• Mission – To foster University of Alaska delivery of high-quality, cost-effective academic programs that are readily accessible to students in Alaska and beyond, through appropriate policies and academic administrative procedures, collaboration, and review of academic program actions including new program approval, program reduction, and program discontinuation.
• Scope – Degree, undergraduate certificate programs requiring 30 or more credits, and graduate and post-baccalaureate certificate programs that are delivered by UAA, UAF, and UAS, either singly or in collaboration.
• According to University Regulation 10.02.020 for the Statewide Academic Council, the Academic Council serves to assist the VPAS in performing responsibilities listed in Board of Regents Policy P02.02.017.
• Goals:
  o Work with Statewide governance, and through the Provosts with University faculty governance, to implement existing and new Board of Regents’ policies, such as alignment of General Education Requirements and initial course placement for entering students.
  o Through the President, advise the Board on policy changes and other actions to improve academic program quality, increase student access, increase university revenue, or reduce costs.
  o Monitor Alaska’s workforce needs and coordinate University program collaboration, development, or expansion to meet those needs.
  o Develop and implement joint strategies, complementary to University strategies, to meet established enrollment goals.
  o Respond to assignments of the UA Board of Regents and the UA President.
• Authority and decision process:
  1. The AC recommends actions to the President or Board of Regents, depending on the level of decision, through the VPASA. The AC makes recommendations in the following categories:
   o Consensus of the VPASA and AC. All agree on the recommendation as presented.
   o Majority of the AC, with concurrence of the VPASA. In this case, the source(s) and nature of the dissenting views are noted in the recommendation.
  2. For decisions that do not require Board or President approval, implementation requires agreement of all AC members.
   o If the action involves only academic affairs, the Provosts will work with Faculty Governance and community campus administration, as required, to implement the decision.
   o If the action involves other functional areas, such as student services or administrative services, the proposed action will be reported to the Summit Team and introduced at other councils, as appropriate.

• Reporting – To the President, University of Alaska
• Plan for interaction with other councils:
  o The Chair (VPASA) also chairs the Research Council, and the UAF Provost and UAF Vice Chancellor for research are members of the Research Council. This will support communication and coordination in areas of mutual interest, including graduate programs and engagement of undergraduate students in research.
  o The three provosts, the UAF VCR, and the VPASA are members of the new Summit Team, and will regularly meet with members of other Councils and will report major SAC activities to them.
  o The e-Learning Council (and Community Campus Council???) report to SAC

• Communication plan – Report to Summit Team according to the established schedule. Report to the Board of Regents annually on goals achieved and progress on remaining goals.
• Meeting Schedule – Monthly
Academic Council Update
For 9/21/17 Summit Team Meeting

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

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

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

B. Scope

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

C. Reporting to Summit Team

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

D. Members

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

Monthly, about one week prior to the Summit Team meeting

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

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

G. Interaction with Other Councils

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

H. Communication Plan

- President and Board of Regents – Business Council Chair to serve as spokesperson
- Summit Team – Written updates (agendas, decision proposals) provided in advance of each monthly meeting; verbal updates provided at the meeting if requested.
- Other system councils – Share monthly meeting agendas with the other council chairs
- Statewide and university units – Draft final decision memos for Summit Team; decision memos would propose roll-out plans to include communication and training; decisions issued by President or other appropriate university officer(s).
September 8, 2017

TO: Jim Johnsen, UA President

FROM: Myron Dosch, Chief Finance Officer

RE: Business Council Report

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

Charter
A proposed charter is attached for review.

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

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

Process Improvement and Automation
The President and Regents authorized $1.1m in FY18 for process improvement and automation. The CFO sent an internal RFP to the functional areas of Student, HR, Finance, IT and Institutional Research to solicit automation project proposals. A number
of proposals were received, and the Business Council deliberated on all proposals. The Business Council approved nine projects in HR, Finance and Administration areas and requested additional information on several others. In total, $645,000 was allocated. The remaining $455,000 will be allocated as proposals are received. At this time, it would be helpful to receive automation or improvement proposals for student-facing technologies, so as to positively impact enrollment, retention and completion.

A summary of the approved projects to date:

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

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

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

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

CCDC Charter

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

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

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

Chair & Vice Chair
The President of the University shall designate the Council Chair. The Chair’s responsibilities are to ensure the Council has an approved charter; ensure system-wide priorities are implemented in a collaborative and coordinated manner; lead communication with the Summit Team; and escalate issues requiring consideration by the Executive Team and the President. The CCDC vice chair will be the CCDC representative to the Academic Council (approved by the President June 28, 2017). The Chair of each system-wide governance group may serve on any council. Additional council members may be added by request of the Council Chair with approval of the President.
Members
The CCDC is comprised of the 15 community campus directors, Community and Technical College (CTC) deans, UAS Dean of Career Education, and UA Statewide Associate Vice President of Workforce Programs. A majority of the Council members, present and voting, shall constitute a quorum.

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

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

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

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

Approved by CCDC Aug. 18, 2017.
University of Alaska Community Campus Directors Council (CCDC)

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

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

Council Update

Work Done June 28-August 31

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

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

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

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

- The work products have been submitted to the president.

Future Meetings Through November

- Sept. 13 audioconference
- Oct. 9 audioconference
- Nov. 8-9 F2F meeting in Anchorage
University of Alaska Community Campus Directors Council (CCDC)

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

CCDC Input

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

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

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

   1. Increase integration with main campuses.

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

      We propose the following:
      • Address how to offer some community campus AAS degrees at those community campuses and main campuses that don’t offer these degrees.
a. These would need to be run through the respective curriculum processes at the affected main campuses.

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

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

2. Increase collaboration across community campuses.

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

We propose the following:

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

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

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

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

3. Explore ways to increase campus productivity and cost effectiveness, including expansion of support for/ access to e-Learning programs from main campuses.

Comment: The CCDC believes this implies only a one-way expansion to eLearning (from main campuses to community campuses) and suggests this be changed to: “Explore ways to increase campus productivity and cost effectiveness, including expansion of support for/access to e-Learning programs between community campuses and main campuses.”
We propose the following:
• Consider expanding the existing UAOnline platform to list all locations/availability of programs in high-demand career and technical fields along with career clusters. It would also include information that shows which two-year degrees, one-year certificates and OECs can be completed 100% via distance, in addition to 4-year degrees, graduate degrees and graduate certificate. The University of Montana has a good example (does not include which programs can be pursued 100% via distance) [https://mus.edu/Qtools/Degrees/degree_default.asp](https://mus.edu/Qtools/Degrees/degree_default.asp) While UAOnline lists courses at all locations and delivery modalities, it does not include a search feature for degree/certificate programs. All campus web sites would have a prominent link to this site.

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

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

We propose the following:
• Create an inventory of current partnerships with community and tribal organizations that might be leveraged across the system.

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

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

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

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

• While we understand the Student Services Council will be addressing consolidation and standardization of “back room” functions between Universities and Statewide, as policies and processes are modified, the CCDC strongly encourages a focus on how the student experience will be impacted in both community campus and university settings. Streamlined navigation of student services will reduce confusion and promote retention and transferability within the UA system.
University Policies for Respective Community Campuses, CTCs & UAS Career Education

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

<table>
<thead>
<tr>
<th>Reporting Structure</th>
<th>UAA Campuses</th>
<th>UAA CTC</th>
<th>UAF Rural Campuses</th>
<th>UAF CTC</th>
<th>UAS Campuses</th>
<th>UAS Career Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus directors report to Chancellor.</td>
<td>CTC Dean reports to the Provost.</td>
<td>Report to VC for Rural, Community and Native Education of CRCD.</td>
<td>Report to VC for Rural, Community and Native Education.</td>
<td>Campus directors report to the Provost.</td>
<td>Dean reports to the Provost.</td>
<td></td>
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<tr>
<td>Control of Budget</td>
<td>UAA Campuses</td>
<td>UAA CTC</td>
<td>UAF Rural Campuses</td>
<td>UAF CTC</td>
<td>UAS Campuses</td>
<td>UAS Career Education</td>
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<td></td>
<td>Campuses responsible for own budget and spending. All revenue kept by campuses.</td>
<td>Dean responsible for college budget; 80% of tuition revenue (20% retained centrally).</td>
<td>Campuses responsible for own budget and spending. All tuition revenue generated. Courses on the CRCD Cross-Regional Schedule (all distance) there is a 80/20 split between the course originating campuses &amp; receiving campus, as the receiving campus is serving students to access the course offered by the originating campus.</td>
<td>Responsible for own budget and spending. All tuition revenue except for non-resident surcharge kept by CTC. Pay all facilities and utility costs.</td>
<td>Campuses responsible for own budget and spending. All revenue kept by campuses.</td>
<td>Campuses responsible for own budget and spending. UFB returned to Chancellor.</td>
</tr>
<tr>
<td>Instructor Approval (FT &amp; PT)</td>
<td>UAA Campuses</td>
<td>UAA CTC</td>
<td>UAF Rural Campuses</td>
<td>UAF CTC</td>
<td>UAS Campuses</td>
<td>UAS Career Education</td>
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</tr>
<tr>
<td>Campuses hire FT faculty with Provost approval. University depts. invited to have rep on search committees. Campuses hire adjuncts.</td>
<td>College hires FT faculty with Provost approval; college depts. hire own adjuncts.</td>
<td>Campuses hire FT faculty with Provost approval. Depts. usually have rep on search committees. Campuses hire adjuncts.</td>
<td>Hires FT Faculty with Provost approval. Hires adjunct faculty through depts. with CTC Dean approval.</td>
<td>Campuses hire FT faculty with search committees composed of regional faculty; Provost and Chancellor approval required. Campuses hire adjuncts after approval from dept. &amp; Dean.</td>
<td>Hire FT faculty with Provost approval. Adjunct hires require faculty and Dean approval.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Coordination of Course Offerings with University | Limited, but increasing particularly with distance offerings. | Seek to coordinate distance-delivered offerings and College Prep &amp; Developmental Studies writing and math. | CRCD faculty depts. decide on offerings; CRCD Dean addresses issues between and across campuses. | Dept. faculty coordinate offerings with input by CTC Dean to ensure budget availability. CTC faculty work with other UAF depts. when appropriate. | Sequenced on regional 6-year schedule across campuses. Sequence &amp; changes to the sequence are initiated by regional faculty through dept. chairs &amp; reviewed and approved by the Dean. | Schedule is coordinated across the three campuses for all distance &amp; F2F classes. |</p>
<table>
<thead>
<tr>
<th><strong>Lower Division (LD)/Upper Division (UD) Offerings, Course &amp; Instructor Approval</strong></th>
<th><strong>UAA Campuses</strong></th>
<th><strong>UAA CTC</strong></th>
<th><strong>UAF Rural Campuses</strong></th>
<th><strong>UAF CTC</strong></th>
<th><strong>UAS Campuses</strong></th>
<th><strong>UAS Career Education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Campuses can offer LD courses at their discretion. UD courses and instructors must be approved by respective UAA dept. chair and UAA Dean.</td>
<td>As one of the UAA colleges, approves its own scheduling and instructors for all levels of coursework. CTC also provides zero-level coursework for UAA. Offer numerous technical Associate’s and Bachelor’s degree programs.</td>
<td>Campuses offer all local program (certificate, AAS &amp; bachelors’ courses) and GERS. Non-program UD courses must be approved by respective dept. and Dean. Rarely seek to offer non-program UD courses; are occasionally invited to offer an UD distance course.</td>
<td>Offers LD courses at their discretion. Offers UD courses with instructor approval and justification for need. Must obtain instructor approval for all courses (LD and UD) outside of programmatic areas. CTC offers a couple of UD courses within CTC’s disciplines that do not require approval.</td>
<td>Campuses can offer both LD/UD classes. The actual scheduling for each semester is based on the regional six year sequence.</td>
<td>Offer LD at their discretion. No UD offered.</td>
<td></td>
</tr>
</tbody>
</table>
DRAFT CHARTER - Development and Alumni System-wide Council
August 28, 2017

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

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

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

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

Members
• Chair, Foundation President -- Susan Foley
• VP, University Relations, Statewide – Michelle Rizk
• Executive Director, UA Foundation – Megan Riebe
• VC, University Advancement, UAA – Megan Olson
• Director, Development & Alumni Relations, UAS – Lynne Johnson
• Director, Development & Alumni Relations, UAF – Emily Drygas
• Director, Alumni Relations/Executive Director UAF Alumni Association – Kate Ripley
• AVC, Alumni, UAA – Rachel Morse
• Dean, SOM, UAF - Mark Hermann
• Dean, Engineering, UAF – Doug Goering
• Dean, Engineering, UAA – Fred Barlow
• Interim Dean, CBPP, UAA – Bogdan Hoanca
• Manager, Alumni, UAS – Jessica Post
The Development Council is in an unusual position among System-wide Councils in that it does not have a Strategic Pathways plan to shape its goals. Because of this, the council has had the opportunity to explore the priorities both of the UA System and of the various constituencies represented. In the absence of Strategic Pathways, this council intends, among other things, to look to consultant reports for reference.

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

1. Scholarships for Recruiting Purposes. This council notes that, when compared to other universities, UA has ceased to offer competitive scholarships, both in terms of relative funds and the timely manner that they are offered to students.

2. Philanthropy Initiative. This council hopes to explore and expand the donor base among alumni and around the state.

3. Data Flow. The Foundation and Development departments currently rely heavily on data from Raiser’s edge. The council notes, however, that there are other resources not being utilized that have the potential to improve alumni engagement.

4. Best Practices for Events. Events, for the purposes of this council, are defined as measuring strategic engagement rather than applying monetary value to specific kinds of events. This priority area is closely connected to data flow, as strategic engagement relies on data and statistics.

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

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

Susan Behlke Foley
University of Alaska Human Resources Council Charter

A. Mission

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

B. Scope

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

C. Reporting to Summit Team

1. UA HR Strategic Plan updates
2. Performance metrics

D. Members

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

E. Meeting Schedule

• Monthly via video
• Twice annually face to face

F. Goals

UA HR Strategic Plan

G. Interaction with Other Councils

Business Council, Advancement Council, & IT Council, as needed

H. Communication Plan

To be developed

Updated September 5, 2017
Human Resources Council  
Meeting Summary  
September 5, 2017

**Review and Finalize HRC Charter**

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

**Prioritize Top Projects for 2018**

Desired Outcomes for HRC

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

**Future Expectations**

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

**Action Items**

1. Share finalized HRC Charter with President Johnsen.
2. Resend link to HRC Google Folder to council members.
Institutional Research System-wide Council
Charter

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

Scope
The scope of the Institutional Research System-wide council is to provide oversight of the following functions, both central and distributed:

- Collaborative knowledge network (ongoing)
- Data architecture, governance and administration
- Education and advocacy regarding data-informed decision making

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

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

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

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

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

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

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

Adopted August 22, 2017
Institutional Research System-wide Council
Charter

Reporting / Communication plan

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

Chair
AVP IRPA, UA - Gwendolyn Gruenig

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

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

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

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

Adopted August 22, 2017
In late June 2017 Institutional Research System-wide council membership was formally expanded via a global update to the organization and roles of all UA system-wide councils. The newly formalized Institutional Research System-wide Council includes the four IR officers from UAA, UAF, UAS and UA/SW as well as leaders from IT, Student Services, Academic Affairs and academic units, each bringing valuable perspective to the group.

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

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

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

Institutional Research System-wide Council

September 8, 2017
Introduction

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

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

<table>
<thead>
<tr>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
<th>UA/SW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Holmes</td>
<td>Ian Olson</td>
<td>Brad Ewing</td>
<td>Gwendolyn Gruenig</td>
</tr>
<tr>
<td>Bruce Shultz</td>
<td>Karen Carey</td>
<td></td>
<td>Karl Kowalski</td>
</tr>
<tr>
<td>John Stalvey</td>
<td></td>
<td>Dean, CoE (tbd)</td>
<td></td>
</tr>
</tbody>
</table>

The new IR Council was directed as follows:

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

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

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

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1 Due date updated to September 8, 2017.
Findings

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

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

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

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

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

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

Level 2 – Reporting

• The first step toward adopting all Level 2 items is for the IR Council and each university/SW community to reach a mutual understanding and agreement of what is appropriate to share.

• Second step is to establish and populate a centrally available, queriable repository for work products in this category. Several viable options for such a repository are in use at UA now.

• **Utilize a common set of tools for Level 2 work**
  
  o Council supports leveraging and scaling up a set of core, automated SharePoint reports based on the suite of work products collaboratively developed and in use by UAA and UAS. Support resources for this effort are intended to become available through reduction of database/data warehouse redundancy described in Level 1.

Level 3 - Analytics

• **Identify examples of past advanced analytics projects conducted in IR offices.**
  
  o This can begin immediately.
  
  o A venue for regular sharing should be identified.

• **Share the models, methodologies, final reports, etc. with the other IR offices so that each office can focus on improving the quality of reporting for their institution instead of completing from scratch a model, methodology, final report, etc. that already exists elsewhere in the system.**
- First step toward implementing this item is for the IR Council and the university community to reach a mutual understanding and agreement of what is appropriate to share.
- Next step is to establish and populate a centrally available, queriable repository for work products in this category.

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

Areas for Further Analysis

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

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

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

C. Governance Structure
On a day-to-day basis, this is a key consideration for successful CKN implementation and maintenance. The Institutional Research System-wide council needs to develop and implement an appropriate structure. Several governance models are commonly identified at the national level for the contemporary IR function⁴ that may serve as a starting point for consideration.
D. Resource Analysis

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

E. Equitable Allocation of Resources

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

Other Considerations

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

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\(^3\) Available online at: https://drive.google.com/a/alaska.edu/file/d/0B8087puEXVA8NTRibHFLeiBxNEFCN2xaLXpacS1GMUhpenl3/view?usp=sharing

What is the Collaborative Knowledge Network?

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

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

Scope: All of Institutional Research across the UA system.

Goals: Reduce operating costs. Align with UA priorities.

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

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

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

Narrative Description

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

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

Diagram Overview

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

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

Level 3: Determine the appropriate applications that should be used at each IR office to conduct advanced analytics. Identify examples of past advanced analytics projects conducted in IR offices. Share the models, methodologies, final reports, etc. with the other IR offices so that each office can focus on improving the quality of reporting for their institution instead of completing from scratch a model, methodology, final report, etc. that already exists elsewhere in the system.
Option 4 continued – Collaborative Knowledge Network

Key Change Elements

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

- **Staffing Changes**

<table>
<thead>
<tr>
<th>Staffing Changes</th>
<th>Status Quo</th>
<th>Option 4a</th>
<th>Option 4b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: Data Warehousing</td>
<td>1 FTE</td>
<td>3 FTE</td>
<td>4 FTE</td>
</tr>
<tr>
<td>Level 2: Operational Reporting</td>
<td>16 FTE</td>
<td>10 FTE</td>
<td>10 FTE</td>
</tr>
<tr>
<td>Level 3: Advanced Analytics</td>
<td>2 FTE</td>
<td>6 FTE</td>
<td>7 FTE</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19 FTE</td>
<td>19 FTE</td>
<td>21 FTE</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

- **Product Quality**: Increased availability of accurate, current, and consistently collected data that can be linked with automated reports. Automated reports and advanced analytics projects would be developed and designed by each IR office for executives, staff, faculty, students, etc. at their institution. Increased quality of the design of reports and the increased use of national standard benchmarks and best practices.
## Option 4 continued – Collaborative Knowledge Network

### Pros and Cons

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ This is a transformative option, that if executed well, will make IR a more strategic asset</td>
<td>➤ Most complex to implement because of the highly collaborative nature of this model; requires willingness to compromise</td>
</tr>
<tr>
<td>➤ Provides actionable knowledge</td>
<td>➤ Additional resources needed to accelerate results</td>
</tr>
<tr>
<td>➤ Supports increasing revenue</td>
<td>➤ No new investment risks the success of the option</td>
</tr>
<tr>
<td>➤ Achieves automation and customization</td>
<td>➤ Time to implement and sustain</td>
</tr>
<tr>
<td>➤ Favors shared services where appropriate</td>
<td>➤ Negotiating through the redistribution of resources</td>
</tr>
<tr>
<td>➤ Gains efficiency through division of labor and focus on specialization</td>
<td>➤ This option could be more difficult to communicate due to the complexity which could impact political perception</td>
</tr>
<tr>
<td>➤ Promotes skill pathway, flattens the learning curve, reduces turnover costs</td>
<td>➤ Supports knowledge transfer</td>
</tr>
<tr>
<td>➤ Codifies and increases collaboration</td>
<td>➤ Supports wider access to information</td>
</tr>
<tr>
<td>➤ Promotes a collaborative culture and diversity of thought</td>
<td>➤ Most responsive to a variety of customers across Alaska</td>
</tr>
<tr>
<td>➤ Supports knowledge transfer</td>
<td>➤ Helps answer the really big questions and supports strategic thinking</td>
</tr>
<tr>
<td>➤ Supports wider access to information</td>
<td>➤ Prevents need for shadow IR</td>
</tr>
<tr>
<td>➤ Most responsive to a variety of customers across Alaska</td>
<td>➤ Supports higher product quality</td>
</tr>
<tr>
<td>➤ Helps answer the really big questions and supports strategic thinking</td>
<td>➤ Most sustainable</td>
</tr>
<tr>
<td>➤ Prevents need for shadow IR</td>
<td>➤ Best opportunity to shift to a more data-driven decision making culture</td>
</tr>
<tr>
<td>➤ Supports higher product quality</td>
<td>➤ Creates the structure to promote knowledge generation</td>
</tr>
<tr>
<td>➤ Most sustainable</td>
<td>➤ Creates an environment where various skill sets can thrive</td>
</tr>
<tr>
<td>➤ Best opportunity to shift to a more data-driven decision making culture</td>
<td>➤ This model promotes a more proactive leadership role for IR</td>
</tr>
<tr>
<td>➤ Creates the structure to promote knowledge generation</td>
<td>➤ Creates framework for building an effective governance structure</td>
</tr>
<tr>
<td>➤ Creates an environment where various skill sets can thrive</td>
<td>➤ Faster response times</td>
</tr>
<tr>
<td>➤ This model promotes a more proactive leadership role for IR</td>
<td>➤ More easily adaptable to change</td>
</tr>
</tbody>
</table>
**Level 1: Best Suited to Centralization**

<table>
<thead>
<tr>
<th>Streamline queries and applications for database extraction, business intelligence reporting, and advanced analytics.</th>
<th>Centralize most database queries and views in a new database schema that links directly with automated reports. A new operational database analyst—complementing the existing DSDMGR database analyst—manages this schema and co-develops queries, views, and tables with each IR office to ensure that they are accurate and meaningful.</th>
<th>All IR offices will work from the same applications, server, and database.</th>
<th>Significant improvements in documentation related to IR-produced tables, queries, functions, procedures, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ready for Implementation?</strong></td>
<td>Yes, following successful identification and adoption of prioritization criteria, common method for documenting and sharing.</td>
<td>Yes, conditional on base funding for an IS Professional position being made available through reallocation or new source.</td>
<td>Yes, pending assessment and understanding of impacts and resource requirements.</td>
</tr>
<tr>
<td><strong>Committee Comments</strong></td>
<td>UAA and UAS indicate this investment is important but not a prerequisite to successful implementation of the CKN components over a longer period of time; UAP and UA/SW indicate it would not be possible to implement the CKN without the additional staffing for level 1 functions. Regardless of whether an expansion occurs to add operational data warehouse support, all agree the current level 1 function is understaffed and may represent a single point of failure. There is 1 FTE at UA/SW staffing all of Level 1 now, with a backlog of work, and the only backup staff for this position is the Associate VP.</td>
<td>Eventually, reduction or elimination of duplication of effort occurring now at UA and UAA will free up staff capacity for other activities. It may also help address some performance issues occurring now with required daily transfers of large amounts of raw data between the two systems, by performing data transformation and load processes on the same server.</td>
<td>Gaps in documentation for data definitions are more apparent and easier to identify when data are actually used. UAS and UAA expressed concern that identifying this as a prerequisite element will hinder progress on CKN implementation, while UA/SW and UAP identify this as a critical step towards advancing a more coherent and accessible data service to the broader university community. Documentation of this kind of information will aide in new IR employee onboarding. Much of this information exists today in an undocumented manner, a kind of institutional memory that is lost when IR professionals retire or otherwise move on. This step is perceived to be best accomplished over time in an iterative, incremental way, i.e., documentation is constantly improved as new knowledge is obtained and old systems/methods fade.</td>
</tr>
<tr>
<td><strong>Current State</strong></td>
<td>Several industry-standard tools are available and being explored at UA/SW and other units.</td>
<td>There is no central operational database analyst support function now. A few operational data projects are supported by UA/SW, i.e. the Early Semester report which reports data used by all universities, partially duplicative in function, two major database/data warehouse instances are maintained by UA/SW and UAA, utilizing different database types (Oracle and MS SQL server) - there may be others as campuses or units not identified. A variety of tools are used, including SAS, PL SQL, MS SQL, TOAD and likely others that have not been identified.</td>
<td>IR council developed and adopted a process, with specific RACI assignments, to respond to Statewide Transformation Team recommendations. However, the process is not widely utilized outside UA/SW and required OMB performance reporting. Its recognized that this task is a separate responsibility of the IR council that will need to progress regardless of CKN adoption. This element alone most affects the IR function's capacity to efficiently and effectively provide data warehousing services to UA. A resulting example of the status quo are the comprehensive race and ethnicity data collection and reporting update for all UA data systems that were developed and approved for implementation by each university's leadership and the Summit Team in spring 2017, independent of the adopted, systematic review process. Use of the process would have proactively addressed and resolved areas where the recommendations do not comply with federal requirements. A greater amount of work/re-work to address these issues post-hoc are now required, along with taking longer than desired to implement the changes.</td>
</tr>
<tr>
<td><strong>Need to Address &amp; Next Steps</strong></td>
<td>A business process for systematic use of these could be developed and implemented, assuming clear agreement and mutual buy-in from IR offices about sharing.</td>
<td>Functional areas, such as student services, finance, etc. may be in a good position to define operational data needs directly, in addition to IR offices. Success of this item will depend, in large part, on completion of other Level 1 strategies.</td>
<td>Pending information needed for a complete technical assessment, there may be significant resource and time opportunity costs to both UA/SW IR and IT and UAA IR (and IT) to make the transition. Ready to set deliverables and timeline to transition to a common set of data administration and warehousing tools and one data warehouse instance, including identification of accountable and responsible entities.</td>
</tr>
</tbody>
</table>
Level 2. Systematically move from semi-automated/manual work toward fully automated work products in this area, freeing up staff capacity for Level 1 and Level 3 work.

<table>
<thead>
<tr>
<th>Identify a core set of reports developed by each IR office.</th>
<th>Share report designs, benchmarks, best practices etc. so that each IR office can focus on improving the quality of reporting for their institution instead of completing from scratch a report that already exists elsewhere in the system.</th>
<th>Well-designed database-linked automated reports can—over time—replace some of the efforts that currently consume a significant amount of time for daily reporting and open/close freeze reporting. This will allow IR offices to develop new and higher quality reports, increase data literacy at each institution, and focus on complex research projects and advanced analytics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready for Implementation?</td>
<td>Pending mutual understanding and agreements on what is appropriate to share.</td>
<td>Pending mutual understanding and agreements on what is appropriate to share.</td>
</tr>
<tr>
<td>Committee Comments</td>
<td>This step appears to be the inventory work that is frequently identified as a need.</td>
<td>A queriable repository needs to be used for these kinds of outputs. Work products may not always be adopted without modification, however having direct access to the library of work completed by others would be helpful in seeing &quot;how they did it&quot;. Such sharing sometimes occurs easily now for reports and data products in cases when one office is aware a report exists and/or the authoring office is willing and able to share. On the flip side, there is situations sharing does not occur for unknown reasons, or when the product may be considered proprietary (recruitment plans, proposal applications, etc.), sensitive or potentially damaging to the university now or in the future.</td>
</tr>
</tbody>
</table>

**Current State**
- Universe of UA/SW data, code, work products and projects are available to each university IR office via Redbear shared server and data warehouse. These are mined and utilized by IR staff now, however a comprehensive system for indexing would make use much easier. University to UA/SW and University to University work product availability is not well understood at this time.
- UA/SW - see above comment about need for better organization for use by universities.
- n/a

**Need to Address & Next Steps**
- Recommend sharing information about all reports to allow for identification of the core reports.
- UA/SW - Recommend sharing all work, with a limited number of clearly articulated, justifiable exceptions spelled out in advance. A common, queritable repository should be identified and adopted.
- Results from implementation of previous Level 1 and Level 2 elements.

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

<table>
<thead>
<tr>
<th>Determine the appropriate applications that should be used at each IR office to conduct advanced analytics.</th>
<th>Identify examples of past advanced analytics projects conducted in IR offices.</th>
<th>Share the models, methodologies, final reports, etc. with the other IR offices so that each office can focus on improving the quality of reporting for their institution instead of completing from scratch a model, methodology, final report, etc. that already exists elsewhere in the system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready for Implementation?</td>
<td>Yes</td>
<td>Pending mutual understanding and agreement on what is appropriate to share.</td>
</tr>
<tr>
<td>Committee Comments</td>
<td>There was a spectrum of reactions to this item, summarized here. Supporting: Having a standard set of technology for this purpose makes development of mining easier, lowers cost of software and infrastructure, ensures portability of technical pieces like code, and promotes collaboration. Neutral: This could be implemented later after earlier steps are established. Not in support: To dictate what software should be used is not appropriate. IR offices should take advantage of the different skills of IR employees, not lock people into learning something new for the sake of standardization of software; the skills set of IR type people in Alaska are narrow.</td>
<td>The university perspective was that research questions are often unique to each institution, and research conducted at one university is not appropriate for another university. UA/SW’s perspective was that some research is applicable across campuses or universities of interest to the BOR or legislative or if considering student populations that attend more than one campus, or university. There is support to have a forum to share information, for example the &quot;PAIR Share&quot; one-hour sessions – it’s helpful to explain to colleagues what we do and how we do it. Knowledge in this way expands and collaboration strengthens. A queritable repository needs to be used for these kinds of outputs. Work products may not always be adopted without modification, however having direct access to the library of work completed by others would be helpful in seeing &quot;how they did it&quot;. Such sharing sometimes occurs easily now for reports and data products in cases when one office is aware a report exists and/or the authoring office is willing and able to share. On the flip side, there are situations where sharing does not occur for unknown reasons, or when the product may be considered proprietary (recruitment plans, proposal applications, etc.), sensitive or potentially damaging to the university now or in the future.</td>
</tr>
</tbody>
</table>

**Current State**
- Variety of applications in use, including SAS, R, SPSS, STATA, Excel and a number of others. Currently, the tool is selected based on the task and the analysts personal comfort with a given tool.
- Historically, the old IR council was a venue for regular presentation of university analytics projects.
- UA/SW’s staff capacity to regularly perform complex analytics work has been almost eliminated as a result of staff reductions since FY15, however all reports and underlying work products are available via Redbear shared server and data warehouse. A comprehensive system for indexing-materals would make use much easier. University to UA/SW and University to University work product availability is not well understood at this time.

**Need to Address & Next Steps**
- Recommend implementing this item after progress is made on fundamental Level 1 and 2 tasks.
- This activity will need to be made a priority relative to existing backlog of work.
- Recommend sharing all work, with a limited number of clearly articulated, justifiable exceptions spelled out in advance. A common, queritable repository should be identified and adopted.
Response to: What are the top 5 IT “pain points”, roadblocks or opportunities for improvement, from the perspective of your area?

1) Meet the first charge of the Information Technology Council: “Establish IT policy and administrative and operational standards”
   
   · In alignment with the adopted objectives of the ITC’s charter, e.g. articulating priorities in support of mission, and decision authority cut points relative to cost, scope, stakeholder and/or customer impact, etc.
   
   · Adopt a process and timeline to reach completion

2) UA/UAA/UAF/UAS Executive level commitment (genuine, broad and sustained over multiple years) to utilize and support the Project Management function and its operations in accordance with standard best practices:
   
   · Transparent, inclusive, complete project vetting, prioritization and planning functions, used for all projects of a minimum scope and magnitude, as defined in IT policy and administrative and operational standards (item 1).
   
   · Transparent project portfolio management, connecting resource planning with project execution

3) Include IR as a primary stakeholder and/or customer in potential modifications to data and applications environment, to prevent data discontinuity and allow UA’s data architecture development, maintenance and BI needs to be met (in accordance with cut point criteria defined in IT policy and administrative and operational standards (item 1)). IR function is responsible to set data and data architecture standards to meet trend reporting, operational analysis, and compliance needs. Items to address in this area include, for example:
   
   · Communicate when applications are being adopted and how data will articulate with Banner – whether data source is SaaS or locally hosted, transparency on data structure and how it will articulate; include addition of RTPP snapshots of databases/applications not intended or possible to articulate to Banner, i.e. Adirondack, Lumens, Raiser’s Edge, defined to meet IR’s and their customer’s needs as part of application implementation plan.
· Maintain easily accessible living technical documentation for core data services/products such as RPTP data refresh schedules, reports schema, data structures for RPTP snapshots of Banner, Lumens, Adirondack data, etc.
· When programmers are requested to modify Banner, ensure IR and other stakeholders are consulted and informed, i.e. web time entry solution changed how data flows through Banner, causing surprise issues and rework for IR.
· Expanded management/archiving of RPTP tables and other data services through automated ETL of daily snapshots, allowing for year-over-year operational analysis, i.e. cubes or snapshots with value added fields.
· Support IR in attaching visual analytic software (e.g., dashboards, business intelligence tools) directly to RPTP.

4) Communication & Setting Realistic Expectations. Providing information that is understandable and accurate will prevent any perception of a lack of responsiveness.
· Identify key points of contact for each IT function, at UA, UAF, UAA and UAS. This allows for development of relationships and understanding between IT personnel and IR (or any other function’s) personnel.
· Set and clearly communicate realistic service level and timing expectations, updating customers as needed
· Translate the IT organizational structure, functions and responsibilities to layperson speak and communicate to the UA community - explain what IT leaders and staff across the whole system actually do, and indicate who is responsible for what. Right now, organizational structure is stated in undefined IT terms that laypeople (and many others) do not understand or relate to.

We don’t have a 5th priority - these 4 are the most important.
Report of the Information Technology Council
September 2017

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

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

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

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

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

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

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

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

**Members:**
2017-2018
Activities and Actions:

The Council has met monthly since February 2017.
One of the first tasks of The Council was to prioritize system wide IT spend reduction recommendations for achieving FY18 budget reduction and Strategic Pathways targets. These activities took much of the Spring with the ITC tasking the CIO Management Team with categorization, prioritization and explanation of impact. While the group identified many potential cost savings that are being turned into projects to implement, the larger discussions that have greater impact and implications were deferred.

Cost savings initiatives to date:

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

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

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

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

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

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

Attachments:

IT Council Charter
IT Cost Reduction Recommendations
University of Alaska
Information Technology Council (ITC) Charter

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

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

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

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

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

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

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

**Objectives:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Meeting and Reporting
The Council will initially meet once a month and then determine the frequency of future meetings after one year.
The Council will report to the Summit Team, and will also seek input from the Summit Team as appropriate.

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

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

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

Member update to the UA Summit Team

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

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

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

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

Date: September 08, 2017

To: President Johnsen

From: Saichi Oba, AVP

Subject: Student Services Council Charter and Strategic Pathways update.

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

Encl.

Cc
Dr. Bruce Shultz, VCSA, UAA
Dr. Gary Gray, VCSA, UAF
Joe Nelson, VCSA, UAS
Evon Peter, VGCRCD, UAF
Mary Gower, Chief Title IX Officer, UA
Lael Oldmixon, Director UA Scholars / UA CSP
**Student Services Council Charter**
*As of August 24, 2017*

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

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

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

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

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

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

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

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

**Communication plan:** Share monthly agenda items with system-wide councils as needed.
Communicate council’s decisions and plans for initiatives to Summit Team & other system-wide councils.
“Pursue Consolidation of Tasks Between Universities and Statewide by formalizing and empowering the Student Services Council to propose what “back room” functions (with potential focus on registration and financial aid) should be consolidated and standardized, simplified, and automated to free up resources to improve the student experience and recruitment, retention, and completion.”

Financial Aid

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

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

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

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

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

In some cases the universities approach or process are driven by philosophical differences. An example of these disparate philosophies can be seen in how the universities develop cost of attendance budgets. These budgets are used to help
students and families gain a better understanding of the total costs of attendance - not simply tuition and fees at the universities.

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

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

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

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

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<th>UAA</th>
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<tr>
<td>Cost of Attendance for a full-time student who is living off-campus, lower division (100-200) credits and is a(n) Alaska resident.</td>
<td>Living Arrangement</td>
<td>Off Campus</td>
<td>Alaska Resident living off campus.</td>
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<td>Tuition (24 crs)</td>
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<td>Student fees</td>
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<td>$1,608</td>
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<td>Room</td>
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<td>Personal/Miscellaneous</td>
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<td>Transportation</td>
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<td>Personal/misc.</td>
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<td>Total Costs</td>
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<td>Annual total</td>
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The Financial Aid directors did identify several areas where further discussion on policy alignment could lead to process alignment and perhaps even centralization. The list includes:

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

**Next steps**

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

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

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

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

**Registration**

Barbara Hegel, Registrar, UAS
Lindsey Chadwell, Interim Registrar, UAA
Lora Volden, Interim AVC, UAA
Michael Earnest, Registrar, UAF
Unlike financial aid, the policies surrounding the work of the Registrars and their staffs are for the most part not federally mandated (FERPA of course is a major exception) but rather reflect the academic and institutional policies of their respective universities.

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

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

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

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

**Next steps**

The Registrars have suggested that further policy work will necessitate involving academic affairs, student affairs and in some cases information technology and financial
services (this same recommendation was made in the 2008 memo.)

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

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

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

Recall this past fall during your address of the UA Banner Student User’s at their annual meeting; you asked the group “what could you do as the VPAA to help them?”

Over the proceeding months these same users responded with a document (see attached) offering their perspective on areas of alignment that would help staff better serve students. It is important to note: these recommendations are from staff at the campus, who help students every day with daily transactions – moments of truth – in which their ability to efficiently serve their students is often challenged because of business process that reflect artificial boundaries rather than student centered practices.

The recommendations cut across boundaries – student services, academic affairs and information technology. My sense is a joint meeting with the three councils (SAC, SSC and ITC) should be called so that these groups can begin to discuss these suggestions.

I have shared this document with you and the Student Services Council (SSC) previously – and per your request have now added this cover memo.

Thank you.

Proposed areas of alignment between MAUs
January 2008
Banner Student Team

1) Academic disqualification & Reinstatement
2) Grading

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

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

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

6) Common Course Numbering

7) Common Placement Testing
*Update: all Universities use Accuplacer for English/Writing course placement and ALEKS for math course placement.*
September 11, 2017

TO: Jim Johnsen, UA President

FROM: Michelle Rizk, VP University Relations

RE: University Relations Council Report

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

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

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

2. The council was also instructed to ensure that each university form its own Public Relations (PR) Council with representatives from key university centers, departments, community campuses, research institutes, and athletics. A document describing the make-up of each university’s PR council (with the exception of UAS, which does not have a formal council due to its small size) follows this memo for your review.
University Relations Council Charter
(Second draft – first draft reviewed by council 8/21/17; second draft revisions made 9/7/17)

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

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

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

Chair
- Michelle Rizk – VP University Relations, Statewide

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

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

Meeting Schedule
- Meetings will be held monthly via audio/video conference
- Future meeting times will be determined as needed
- Face-to-face meetings will be held twice annually

**Goals**
- From Attachment D (Strategic Pathways directions) of President Johnsen’s memo on systemwide councils:
  1. The UR Council will assess communication needs across all campuses and Statewide to reduce operational redundancies, pursue opportunities for cost efficiency, and increase alignment. Results of the needs assessment will be presented to the president in October.
  2. Each university will form a University PR Council with representatives from key university centers, departments, community campuses, research institutes, and athletics.

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

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

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

Appendix A: University Relations structures at each university and statewide:

**Statewide:** Statewide University Relations is led by a vice president of university relations (VP/UR).

Statewide University Relations includes public affairs, government relations and development (UA Foundation).

UA Office of Public Affairs is led by an associate vice president of public affairs, who reports to VP/UR and focuses on proactive communications, media/public relations, stakeholder and internal communications, social media, website management and crisis management at the system level. OPA also is charged with supporting the University of Alaska president and Board of Regents (see attached org chart for PA team structure) and developing a strategic communications plan for UA.

UA Government Relations is led by an associate vice president, who reports to VP/UR and handles state, federal and community relations including managing legislative needs.

UA Development is led by the president of the UA Foundation, who reports to the UA president and VP/UR.

**UAF:** UAF University Relations is led by a director of university relations, who reports directly to the chancellor.

University Relations is the public relations, communications and marketing arm of the advancement team, which also includes development, alumni relations and student affairs.

UA University Relations is charged with supporting the overall institution’s internal and external communications and marketing, including media relations, social media, website management, brand management, crisis communications, reputation management and chancellor’s communications.

In addition, UAF UR supports university events, fundraising, alumni and enrollment marketing/recruitment efforts.

Units throughout UAF employ staff members who do communication work as all or part of their jobs. Those positions, often referred to as “Public information officers” or “PIOs” report to unit leadership (dean or director) rather than to UAF UR. PIOs are members of the UAF Public Information Officers Council, which is chaired by University Relations.

**UAA:** UAA University Relations is led by an associate vice chancellor for university relations, who reports to the vice chancellor for advancement.

UA University Relations is the marketing/communications arm of the Advancement team, which also includes development and alumni relations.

UA University Relations is charged with supporting the overall institution’s internal and external communications and marketing, including media relations, social media, website management, brand management, crisis communications, reputation management and chancellor’s communications.

In addition, UAA UR supports university events, fundraising, alumni and enrollment marketing efforts.

Some units and community campuses employ communications professionals or people who do communications work as a part of their jobs, Those positions do not report to UAA UR.

**UAS:** There is no formal university relations department at UAS. Marketing and public affairs are not formally linked and the public affairs function is an add-on to the duties of the chancellor’s executive assistant/PIO.

Marketing and communications function is done by specific units at UAS. There is a marketing manager for admissions [student recruitment] and a director who oversees alumni and development functions. The marketing manager reports to the Vice Chancellor of Student Enrollment and is not formally linked to the PIO.
The UAS PIO’s primary duties focus on supporting the Office of the Chancellor, with the added responsibilities of media relations and stakeholder communications.
NEEDS ASSESSMENT FRAMEWORK

1. ESTABLISHING THE PROTOCOL
   A. Define the goal[s] and rationale for the assessment
      i. Establish goals
      ii. Send memo to CFO/CHRO & chancellors outlining the process and asking chancellors to communicate to their respective deans/directors the expectations for their participation in the information gathering process
      iii. Draft letter to deans/directors that will inform them about upcoming interviews, virtual desk audit and materials collection process.
      iv. Share framework and areas of study for the data pull with the UR Council
      v. Hire contractor to assist with the following data collection.
      vi. After all data is collected and an initial analysis done, the UR Council will convene to evaluate.

2. DATA TO BE COLLECTED / TOOLS TO BE USED
   A. Personnel [FTE] Review:
      i. Through SW HR—ask for list of employees in Communications Professionals classification [communication specialists [I-IV] / communication managers / executives] to determine base number of communicators. List will include name, email, title, FTE, unit, department, benefit rate and salary.
      ii. Campus UR will review information provided to determine if anyone is missing, and will add those names to spreadsheet.
      iii. Ask deans/directors to verify list and add any missing communications staff. (will establish guidelines for this, using tools list from work assessment as guideline)
      iv. Create a Survey Monkey virtual work assessment and distribute to final list of communications staff, which will determine the percentage of time spent on communications activities.

   B. Tools/Materials Review
      i. Create a list of tools and materials encompassing tools like social media accounts and materials like brochures and pens in order to have a uniform list of items.
ii. Interview deans/directors, asking them to identify (to the best of their abilities) which tools and materials are being used by their unit and the targeted audience. These interviews could take place with PIOs or other employee designated by the dean/director.

C. Budget Analysis
i. Create list of account codes that encompasses all communications related expenditures
ii. SW CFO [or team] will pull budgets for FY16 and FY17 for the listed account codes, separated by unit into “restricted” and “non-restricted” funding categories
iii. Result should show the costs associated with communication tasks by the two fiscal years across all campuses and Statewide.
University PR Council Structures

- **UAA**

  **Campus Communicators Group**

  **Function:** The function of the group is to build a strong network of UAA campus communicators who work together to share our Amazing Stories.

  **Meeting Time:** 2-3 p.m., first Friday of the month  |  **Location** (varies): Administration Building, Room 102

  **Members:**

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

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

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

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

  Ruth Cardoso, rcardoso2@alaska.edu  
  Parking Services

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

  Brittani Chu, bpchu@alaska.edu  
  eLearning

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

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

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

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

  Terrie Gottstein, tggottstein@alaska.edu  
  College of Engineering Special Projects Officer
TBD Pending New Hire
Student Affairs Community Outreach Coordinator

TBD Pending New Hire
Center for Community Engagement & Learning

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

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

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

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

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

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

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

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

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

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

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

Omega Smith, osmith11@alaska.edu
UAA Planetarium Manager

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

Bob Stott, rgstottjr@alaska.edu
College of Business & Public Policy Information and Communication Systems Director
- **Social Media Managers Group**
  Campus-wide group, meets every other month for “TalkSocial” brown bags.

**UAF**

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

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

**UAS:**

UAS does not have a formal campus PR council. Keni Campbell, public information officer, meets informally with UAS’ marketing/web office housed under Enrollment Management.
Academic Assessment Committee October Report to UAA Faculty Senate

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

Committee Discussion(s)
Annual Academic Assessment Seminar Feedback
Draft Annual Academic Assessment Survey Report
Self-study Report Feedback
AAS Degree SLOs

Plans Reviewed
- Dietetics BS
- Global Supply Chain Management MS
- Medical Assisting AAS
- Medical Laboratory Technology AAS
- Medical Laboratory Science BS

Upcoming Plans
- None

Informational Items
- Deans and Directors are being asked to provide feedback on the annual assessment reports contributed by the programs in their respective units

Submitted by: Rachel Graham, AY18 Co-Chair  Date: 30 October, 2017
# FSDC Fall Diversity Dialogue: Diversity in our Curriculum
## Oct. 20, 2017, 3-4:30 pm, LIB 307

## Minutes

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Participants discussed what a diverse curriculum means to our UAA community and approaches to delivering this curriculum to our students. This dialogue was open to all UAA faculty. Approximately 12 people attended this event.

In this diversity dialogue, a panel of faculty presented their experience with diversity related GERs and answered participant questions. The faculty panel includes Jennifer Brock (Mechanical Engineering), Dan Kline (English), Emily Madsen (English), and Maria Williams (Alaska Native Studies).

The primary objectives of discussion in this Dialogue are outlined below.

1) Introduce concept of "diverse curriculum" & the UAA vision
   - based on the report from the Diversifying the Curriculum Subcommittee: Emily Madsen

2) Introduction of developing a "diversity GER" at UAA
   - Successful structure implemented at OSU: Jennifer Brock
   - Successful implementation of ethnomusicology courses: Maria Williams

3) Discussion of implementing the Alaska Native Studies GER
   - Alaska Native Themed GER: Maria Williams
   - GER Statewide, timeline of implementation: Dan Kline

4) Establish UAA criteria for developing "diversity GER"
   - open discussion on what we should consider as valuable in the context of a diversity GER
   - focus on student learning outcomes
   - consider feasibility of existing courses including diversity in their curricula
The following specific questions were addressed in the Dialogue:

**Objective 1: Emily Madsen**
You were a key member who authored the Diversifying Curriculum report in the DIAP report. Can you briefly share with our audience the process, vision, and recommendations of the Diversifying Curriculum subcommittee as outlined in the DIAP report to implement a GER that is diversity driven?

**Objective 2: Jennifer Brock**
You have some past experience with implementing a diversity GER at another institution, can you share that experience with us? What went well, what did you learn that would be helpful to us?

**Objective 2 & 3: Maria Williams**
Can you describe the implementation of the ethnomusicology course requirement in the Music Department?
Can you also share with us what has been achieved as far as a GER with an Alaska Native focus at UAA and what lessons you have learned through this process?

**Objective 3: Dan Kline**
What advice do you have for a successful implementation of a diversity GER at UAA based on your experience with GER implementation within UA?

**Objective 4: Questions for All**
What should be the key elements in determining if a course meets our goals of bringing diversity to our curriculum?
What student learning outcomes should be required for a course to be classified as a diversity GER?

FSDC action items for AY 2017-2018 resulting from this Dialogue:

- Draft student learning outcomes of a UAA Diversity GER
- Inventory existing classes in the UAA course catalogue that satisfy the Diversity GER student learning outcomes
The Committee’s tasks for this academic year include:

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

The Committee is preparing to survey the faculty of three colleges this academic year. During the month of October, the Committee continued its preparation for surveying the faculty of the College of Engineering. In addition, on October 4th the Committee co-chairs conferred with Dean Stalvey (College of Arts & Sciences) on the survey of CAS faculty. The Committee will meet next immediately following the Faculty Senate’s November 3rd meeting.

Prepared by Larry Morris Foster (Committee Co-chair)
Student Academic Support and Success (SASS)
Meeting Agenda
Friday, September 20, 2017
2:30-4:00 PM
ADM 101

Present: Christina Stuive (Co-chair), Irasema Ortega (Co-chair), Connie Fuess, Gregory Hartley, Trish Jenkins, Kamal Narang
Excused: Tracey Burke

Agenda Items
I. Old Business:

II. New Business
   a. Chris provided a Report regarding Faculty Senate 10/6/17.
   b. Chris provided updates and activities of the Student Retention and Completion Committee and some of the activities such as Communication strategies with recruiting, creation of academic landing pages for the website, changes to admissions and graduation fee, and changes to reinstatement policy which will come to SASS for review.

III. GERS
    Trish reported on GER Tier I change to UTC. The immediate changes will be the loss of English terms who will have to reapply as Writing Faculty under UTC. Many questions are still unanswered, like will terms have to reapply even at the Community sites to be reassigned as UTC faculty. In addition, the committee raised concerns about maintaining curricular consistency when some faculty will relocate to learning commons? The details are not clear at all. However, WRT 311 and 312 will no longer be GERs. It is unclear what will happen to the 200 level GERs. The committee discussed concerns about the measurable outcomes for the GER shift.

    This led to discussions also on the CAS changed requirements and questions about how the BS/BA will be distinct. It was noted that in some subjects, like Math, the courses for the major would not vary.

IV. SASS Recruitment
   a. The committee discussed inviting the new Dean of students and the new Vice Provost for Student Success to a future SASS meeting.
   b. The committee discussed inviting the athletic director to a future SASS meeting or to join the committee.

V. Title IX Concerns.
The members of the SASS have reviewed the current compliance status for the Title IX training required for UAA students. According to recent reports, only 30% of these students have completed the Haven training. Several causes for this low completion have been identified. Student feedback has revealed ineffective communication regarding program requirements and inaccuracies regarding verification of completion. (According to this feedback, many students think that they must wait to register until completing phase two of the training.) Additionally, since UAA serves a large number of students in a rural context, unreliable internet connectivity also depresses completion rates. (The
committee considers this an issue of equity.) Low completion rates predict an increase in students who will be blocked from registering for the 2018 Spring semester. Since low completion in the Fall leads to poor retention in the Spring, the stakes are too high to tolerate these low rates.

Therefore, SASS brings forward a resolution to suspend the requirement of completion of Title IX until problems with the training provider and dissemination of the requirement to students are solved.

VI. Adjournment- 4:00pm
Resolution 110317-X
Creation of an Ad Hoc Faculty Senate Committee on Education Abroad

WHEREAS, the UAA Diversity and Inclusion Action Plan recognizes the importance of international education in promoting a diverse campus; and

WHEREAS, UAA is committed to international and intercultural learning, as per the International and Intercultural values in the UAA Catalog, and participated in the American Council on Education’s Internationalization Laboratory; and

WHEREAS, education abroad is and has been an intrinsically important part of undergraduate education and is recognized as a “high impact practice” by the AAC&U; and

WHEREAS, education abroad opportunities can be effectively used to recruit students and supplement ongoing efforts to improve student success; and

WHEREAS, short-term, faculty-led study abroad programs are impactful, increasingly popular, and one of the only means to expose non-traditional students to international learning opportunities; and

WHEREAS, education abroad is most successful when faculty are highly involved in integrating the experience into a student’s academic program; and

WHEREAS, faculty members play a leadership role in developing and directing students’ academic programs, assessing their learning outcomes, and overseeing pedagogy at the University of Alaska Anchorage;

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

Adopted by the UAA Faculty Senate on November 03, 2017

Sharon Chamard, President
CAMPUS EVENTS

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

Save these commencement dates!

- Fall graduate degree hooding ceremony: 3 p.m., Saturday, Dec. 16, Wendy Williamson Auditorium.
- Fall commencement ceremony: 1 p.m., Sunday, Dec. 17, Alaska Airlines Center.

ALUMNI RELATIONS NEWS/UPDATES

Homecoming Breakfast was Oct. 13

On Oct. 13, hundreds of graduates returned to campus for an early-morning alumni celebration. Guests—including Mayor Ethan Berkowitz—toasted the achievements of this year’s of Alumni of Distinction honorees and raised more than $66,000 in donations for UAA programs, all by 9 a.m.

Nov. 16: Morning Meetup in Seattle

Seattle area graduates are invited to start their day downtown on Thursday, Nov. 16. The UA Seattle Alumni Forum, which represents UAA, UAF and UAS, will welcome UAA Interim Chancellor Sam Gingerich for updates across the campuses and a conversation on the state of the University of Alaska. Do you know any alumni in Seattle?

Encourage them to RSVP. Event details are available online.

Nov. 15: Career Networking Night

Alumni Relations is partnering with USUAA and Career Exploration & Services to host a speed networking and career advice night for current students. Part of National Career Month, this event offers students an opportunity to make new connections with alumni and local business leaders and gain helpful insights on what it takes to succeed in a career. Do you know a student who would benefit from this event? Students can RSVP via Handshake (bit.ly/2liiDQ8). More information is available online.
DEVELOPMENT NEWS/UPDATES

CORPORATE GIFTS

**ATS Alaska** contributed $26,000 to the ATS Alaska Scholarship.

The **49th State Angel Fund** contributed $25,000 to the Global Entrepreneur in Residence (GEIR) Support fund.

The **Alaska Community Foundation** contributed $10,000 to the R and R Completion Scholarship through the Randich Family Foundation, a donor advised fund.

**Armstrong Energy** contributed $3,500 to ANSEP.

**The UAA Hockey Alumni Association** contributed $3,500 to Excellence in Hockey.

INDIVIDUAL DONOR GIFTS

**Paul and Leigh Bates** donated to Athletic Excellence.

**Jim and Mary Johnson** made a matching gift to UAA Alumni General Support.

**Henry and Karen Wilson** made a gift to the UAA Culinary Arts Hospitality Scholarship with their Celebrity Chef Invitational contribution.

**Fred and Laural Stutzer** made a gift to the UAA Culinary Arts Hospitality Scholarship with their Celebrity Chef Invitational contribution.

**Gretchen Cuddy** made a gift to the Culinary Arts and Hospitality Program General Support fund with her Celebrity Chef Invitational contribution.

NEW FUNDS

No new funds to report this month.

PHONATHON

Ruffalo Noel Levitz (RNL) began working with UA in September to implement a system-wide Phonathon program, housed at UAA’s calling center. The program has raised $63,254.10 in pledges and cash gifts for UAA and $30,765.13 in pledges and cash gifts for UAF totaling $94,019.23 for both MAU’s. The donor count for UAA is 758, UAF is 291 with a total of 1094 for both MAU’s.
UNIVERSITY RELATIONS NEWS/UPDATES

MEDIA

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

- KTVA Daybreak’s Workforce Wednesday segments highlighting UAA programs in nursing and occupational safety and health
- KTVA Daybreak’s interview with Seawolf Debate about Backbenchers’ Bowl on topic hate speech should be criminalized
- Alaska Airlines’ pledge of additional $1 million to support ANSEP and STEM education in rural Alaska appeared in 40-plus outlets
- Huffpost’s coverage of UAA alum’s photography focused on everyday parenting
- Department of Theatre and Dance’s performance of Radium Girls in Anchorage Press, KTVA’s Mic Check in the Morning and Mat-Su Valley Frontiersman
- Alaska Public Media’s interview with Nobel laureate Vernon Smith and UAA’s naming of CBPP’s Experimental Economics Lab the Vernon Smith Economic Science Laboratory
- U.S. News and World Report picked up story about Alaska Accelerator Fund’s investment of UAA startup Arctic Heat Technologies
- UAA cited in USA Today article as University of Texas-San Antonio’s inspiration to allow students to pay parking tickets with peanut butter and jelly to help local food pantries restock
- UAA sociologist Chad Farrell interviewed by Jason Margolis of Public Radio International’s The World about Anchorage having America’s most diverse neighborhood

Amazing Stories Videos

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

October SOCIAL MEDIA
Facebook: 17,800 fans
Twitter: 6,105 followers
Instagram: 3,228 followers
YouTube: 370 subscribers
LinkedIn: 38,216 followers
Community Total: 65,719

SOCIAL MEDIA PERFORMANCE HIGHLIGHTS
• Over 250,000 unique user impressions on Facebook for the month of October, averaging ~7.5K impressions per post, a 12.2% increase from last month
• Facebook engagement increased by 144% this month
• LinkedIn post engagements increased by 58% this month
• Twitter engagements up 29% for the month of October with 76K unique impressions
• Instagram followers increased by 2.3% this month and our top photos are consistently gaining likes in the 200-300 range, doubling our average from this time last year.

PERFORMANCE
FACEBOOK - Top Posts
1. Moose outside of Arts Building PHOTO (6K impressions, 243 engagements)
2. Moira Pyhala - I am UAA Story (8.6K impressions, 500 engagements)
3. UAA Nursing Story - G&G News (15.2K impressions, 900 engagements)
4. Spirit on October 1st PHOTO (4.5K impressions, 200 engagements)
5. The Spine - Campus Daytime PHOTO (2.5K impressions, 80 engagements)

TWITTER - Top Tweets
1. Anchorage sunrise PHOTO (24K reach, 30 engagements)
2. Moose on campus PHOTO (13.5K reach, 16 engagements)
3. UAA grad Xavier Mason heads to Oxford (8.2K reach, 22 engagements)
4. Radium Girls Theatre Show - G&G Story (14K reach, 20 engagements)
5. Alumni of Distinction: Tim Gravel Kaladi CEO (20K reach, 23 engagements)

INSTAGRAM - Top Posts
1. Moose at Arts Building (290 likes)
2. Anchorage Purple Sunrise (286 likes)
3. Views from the UAA Engineering Building (254 likes)
4. Moose on Campus (207 likes)
5. Campus Photo: Happy #AlaskaDay! Proud of our state (205 likes)

LINKEDIN - Top Posts
1. Seawolves in the "Wild" Branded Hiking Photo (4K impressions, 41 interactions)
2. UAA Aviation Tech featured on KTVA (7K impressions, 51 interactions)
3. Alumni of Distinction Announcement (7.8K impressions, 50 interactions)
4. UAA alum Holly Nordlum's Art Installation (7K impressions, 50 interactions)
5. Cessilye Williams Alumni Distinction Spotlight (7.1K impressions, 44 interactions)

ADVANCEMENT STAFF CHANGES

Tanya Pont started October 16th as the new Associate Athletic Director for Development. Tanya is an experienced marketing, communications and business development professional who has worked in Anchorage as the Director of Marketing for the Sullivan Arena. Tanya has worked to and successfully built lasting relationships with corporate partners, community clients (including UAA Athletics) and media for over 18 years.

Anne Gore will begin her new role as the Senior Development Officer for the Community & Technical College on October 30th. Anne previously served as the development writer for University Advancement and brings with her to this new role over 25 years in development and major gift work.

# # #
Admissions & Recruitment
The Office of Admissions, along with various graduate programs, are creating a smooth application process where technical questions and the myriad of required documents are collected through the application portal. Graduate program administrators are gaining access to the software so they can track interested applicants before the application is submitted. Admissions is excited to support every graduate program to create a positive and streamlined process for the applicants and the staff. The goal is to reach out to every program before the end of the year.

Preview Day is November 3—please be ready to roll out the Green and Gold for 600+ high school seniors.

November 7 is UAA’s UA Scholar event in the Alaska Airline Center from 4:00–9:00 pm. Colleges should be on site at 4:00 pm to staff tables and greet potential students and parents.

Career Exploration & Services (CES)
CES coordinated two career fairs and a career specific information session for UAA students in the Student Union.

- 1,226 UAA students attended the Fall Career Fair on October 12 and engaged with 37 employers.
- 41 students participated in the CIA (Central Intelligence Agency) Information Session held October 13, presented by two CIA recruiters.
- 8 Law Enforcement Organizations engaged UAA students on October 17 at the Women in Law Enforcement Fair.
- Student participation data is being processed.

Dean of Students Office: Student Conduct; Alcohol, Drug, and Wellness Education; and Care Team
On October 2, Anyon Turner started as the new Care Team Case Manager. Anyon most recently worked for Covenant House Alaska, providing case management to youth in the Anchorage community.

The Dean of Students Office published the 2017 Annual Security & Fire Safety Report, available online at uaa.alaska.edu/safety. Printed copies are available in Rasmuson Hall, Room 122. The report contains information on campus security, personal safety, and crime statistics for the three previous calendar years.

National Collegiate Alcohol Awareness Week (NCAAW) was October 15 to October 21. The Dean of Students Office collaborated with campus and community organizations to provide campus-wide educational programs to approximately 900 students.

The UAA Care Team received 105 Care reports from August 25 through October 20. The mission of the UAA Care Team is to promote a safe, caring and productive learning, living, and working environment for students at UAA. This is accomplished by addressing the needs of students through service coordination, assessment, and the implementation of individualized support plans.

This month, Student Conduct & Ethical Development Coordinator Megan Wilbur and Care Team Coordinator Lisa Terwilliger continued to work on the Statewide Maxient Committee, developing processes for statewide communication on Student Conduct and Care Team related information. In the near future, Megan and Lisa will implement Maxient at UAA’s community campuses.

Disability Support Services (DSS)
The Disability Support Services Awareness Week was a great success. The kickoff event was the Delta Alpha Pi International Honor Society induction ceremony. Fifteen inductees accepted the honor of becoming the charter members of the Epsilon Epsilon DAPi chapter, the first to open in Alaska. Interim Chancellor Sam Gingerich, Interim Provost Duane Hrcir, and Dean of Students Ben Morton gave congratulatory remarks to the group at the moving candlelight
ceremony. Friends, family, and UAA staff were in attendance to cheer them on.

The Table Resource Fair was held in the Student Union with more than 27 UAA departments and outside agencies participating. The DSS History Display always generates a great deal of interest with a timeline of disability from ancient times through 2014. The Mythbusters Panel, “Takin’ it to the Streets,” once again was deeply moving as students shared their personal stories and experiences centered around accessibility at UAA and in society.

Military & Veteran Student Services (MVSS)

MVSS has now absorbed Department of Defense Tuition Assistance (TA) processing. MVSS brought on a new member to the team to help absorb this added workload and to this point the transition has been very smooth. MVSS staff are cross training to insure the entire team is familiar with GI Bill benefits and TA processing. This training has already inspired several ideas for how both processes can be improved.

MVSS staff recently attended some veteran suicide prevention and response training. This training will help staff better recognize veterans in crisis and know how to help.

Native Student Services (NSS)

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

On October 18, NSS hosted the Norton Sound Health Corporation (NSHC) meet and greet with students from the Bering Straits region. The NSHC provides educational funding and internship opportunities to students. Following the NSHC event, NSS hosted the Arctic Education Foundation (AEF) meet and greet with students from the Arctic Slope region. The AEF provides educational benefits to the residents and descendants of the Arctic Slope region.

On November 1 and 2, NSS will be hosting the Calista Corporation, which is conducting an enrollment of Calista descendants. On November 3, NSS will host the Calista Foundation meet and greet with students from the Southwest Alaska region.

New Student Orientation (NSO)

NSO sponsored two college mixers, designed as an opportunity for new students and faculty to engage outside of the classroom:

- College of Business and Public Policy (CBPP) hosted their event on the evening of October 12 in the Rasmuson Hall lobby. CBPP students used a passport as their guide to engage with college faculty. CBPP staffed resource tables with information about opportunities within the college and provided drawings for UAA Bookstore gift certificates.

- College of Education (COE) hosted their college mixer on October 25. Participating students engaged with faculty and staff by visiting various offices within the college to complete their Report Card. In each office, students completed an activity that could be used in classrooms when educating students. COE offered a progressive lunch; students were served a portion of the menu at each activity station throughout the college. Students who completed the Report Card were entered to win a drawing for UAA Bookstore gift certificates.

Whitney Penn, Orientation Coordinator and Transition Advisor, served as one of five panelists at the Creating Success in College Course (GUID A150) on October 17. Students received advice and guidance from academic and transition advisors from across the university community.

Office of the Registrar

The fall semester withdrawal deadline is November 3 at 5:00 pm.

The spring 2018 schedule is viewable in UAOnline Monday, October 30. Students are encouraged to use Schedule Planner in UAOnline to create their perfect schedule. Spring priority registration begins Friday, November 10, for graduate students, followed by seniors Monday, November 13. The full schedule is available on the Registrar’s Office website: uaa.alaska.edu/students/registrar/registration/index.
The Registrar’s Office will host two training sessions in November in the Lyla Richards Conference Room, Student Union 103: one on scheduling November 1, from 11:30 am–1:00 pm, and another on registration November 8, from 11:30 am–12:45 pm.

Office of Financial Aid (OFA)
The 2018/19 FAFSA and UA Scholarship Applications were made available on October 1. The scholarship application is brand new this year—it’s still available through UAOnline but students will experience a streamlined application that guides them to the awards that require supplemental information based on their individual qualifications.

OFA began hosting monthly FAFSA and scholarship workshops in October, in addition to its $avvy $eawolf Financial Literacy workshops.

Also in October, Financial Aid directors at UAA, UAF, and UAS issued a joint memo announcing changes to data security. Effective immediately, all FAFSA-derived information must be provided directly to the student, regardless of whether the student has provided a written release.

OFA will begin processing of 2018/19 FAFSAs with the goal of generating award letters to incoming Fall 2018 freshman no later than December 15.

Residence Life
The Quality of Life survey was distributed to residents on October 12. The survey remained open until October 26 and a drawing for prizes provided by University Housing was held on October 27.

Residence Life is working with UPD, the Vice Chancellor of Student Affairs, and the Dean of Students to host a Safety Town Hall meeting in the Gorsuch Commons on November 1 at 6:00 pm.

DRL submitted a grant request to Northwest Association of College & University Housing Officers (NWACUHO) to host a drive-in conference on campus in May 2018. The grant was approved by the Board of Directors in the amount of $500.

All members of the UA systems Housing and Residence Life office will be invited.

Student Health & Counseling Center (SHCC)
On October 11, the SHCC hosted a Health Fair located in Rasmuson Hall, with over 28 booths representing both community and campus based partners. Additional health related offerings included flu shots, blood pressure screenings, HPV vaccines, rapid HIV testing, and HgbA1C testing. Student-initiated booths were conducted through the College of Health and included the School of Nursing, School of Pharmacy, and the Department of Health, Physical Education and Recreation.

During the month of October, SHCC held flu outreach clinics with Human Resource Services, Dean of Students, School of Nursing, Athletics, Advancement, Residence Life, MEDEX, and the Consortium Library. WWAMI, Student Life and Leadership, Student Affairs, and the Center for Veterans have upcoming clinics. Flu immunizations are available at the SHCC for $15.

The SHCC continues to offer outreach educational workshops focused on the topics of suicide prevention, stress management, sexual safety through bystander intervention, ADHD behavioral management, and coping with anxiety. Please call the SHCC to receive more information on these offerings.
Student Life & Leadership (SL&L)
On Monday, October 16, former director of Student Life & Leadership, Annie Route, was presented a legislative citation by Alaska State Senator Mia Costello for her 31 years of service to UAA. Route was joined by former colleagues and students from across UAA at a ceremony to honor her, which was held in the Student Union Student Lounge.

Student Life & Leadership welcomed Dawn Demko, its newest team member, who will provide administrative support to USUAA and student boards.

USUAA continues to solicit and represent student voice on the issue of the University of Alaska’s proposed 5 percent tuition increases for AY2019 and AY2020. USUAA student leaders invited President Jim Johnsen to join an assembly meeting, where President Johnsen presented information and fielded questions. Following this, on Tuesday, October 17, President Johnsen and Interim Chancellor Sam Gingerich held a listening session open to all students, and including a USUAA contingency, in the Consortium Library.

In celebration of LGBTQIA History Month, Student Activities & Commuter Programs welcomed Eric Alva for a lecture titled, “The End Of 'Don’t Ask, Don’t Tell’” on Thursday, October 26. Prior to his lecture, Alva, a decorated Iraq war veteran and gay rights activist, met with a select group of students including veterans and ROTC cadets.

On Saturday, October 28, Student Clubs & Greek Life hosted its annual Haunted Halloween Fun Night in the Student Union from 1:00–6:00 pm. On par with previous years, approximately 40 student clubs and Greek organizations hosted activities for kids and families who participated. Approximately $12,000 was raised at the event, with proceeds benefiting Big Brothers Big Sisters as well as the student clubs and Greek organizations who participated.

Student Life & Leadership Upcoming Events:
• 32nd Annual No Big Heads Art Show—Oct. 12–Nov. 3
  Hugh McPeck Gallery, Student Union
  First Friday Reception on Friday, Nov. 3, 5:00–7:00 pm
• DIY Night: Candle Making—Wednesday, Nov. 11, 7:00 pm
  Cafeteria, Student Union
• First Tuesday Spoken Word Featuring Guest Poet Amal Kassir—Tuesday, Nov. 7, 7:00 pm
  Cafeteria, Student Union
  Ms. Kassir will also be conducting a workshop at 2:00 pm on Tuesday, Nov. 7 in the Lyla Richards Conference Room
• Game Night: Trivia—Wednesday, Nov. 8, 7:00 pm
  The Den, Student Union
• Global Kitchen—Thursday, Nov. 9, 5:00 pm
  Cafeteria, Student Union
  Free for UAA students taking 6+ credits with ID; $5 for general public tickets at UAATix.com
• USUAA General Assembly Meetings—Fridays, 3:00 pm
  Lyla Richards Conference Room, Student Union

Student Outreach & Transition (SO&T)
SO&T staff attended the launch of the EAB Student Success Collaborative on October 19. The team appreciated the opportunity to view the tool and learn of the timeline from testing to institution-wide use.

SO&T Executive Director Theresa Lyons served on the Leadership Team for the UAA NCBI Social Inclusion and Equity One-Day Workshop for UAA students, staff, and faculty on Friday, October 13 in the Lee Gorsuch Commons Conference Room; 20 members of the university community participated.

TRIO Programs
College & Career Fair
TRIO Programs hosted the 36th Annual Anchorage, Alaska College and Career Fair on October 15 and 16, in the Alaska Airlines Center. This community fair offered access to 101 college/universities, employers, and non-profit organizations to Anchorage and residents from around the state. Attendees were able to participate in workshops on College Admissions, FAFSA (Free Application for Federal Student Aid) and on Resume and Cover Letter Writing. Workshops were presented by staff from UAA Enrollment Services and Partners for Promise. Volunteers for the event included more than 25 students, staff, and faculty from across the university community. More than 3,000 people attended the fair, and high school students from approximately 20 Alaska school
districts participated. The coordinator for the fair was Mara James, UAA Alum 2017.

On November 9–10, the Council for Opportunity in Education (COE) team from Washington D.C. will present the TRIO Legislation and Regulation Training at UAA. Although the focus will be TRIO Upward Bound, these sessions will be useful to those working in other TRIO Projects, providing fiscal management and accountability, responsible for legislation and regulation oversight, as well as those aspiring to write for similar grants.

First-Generation College Celebration
In celebration of the 52nd anniversary of the Higher Education Act of 1965, the Council for Opportunity in Education, the American Association of Colleges and Universities, and NASPA Student Affairs Administrators in Higher Education are supporting the first inaugural First-Generation College Celebration on November 8.

TRIO is excited to host events on Wednesday, November 8 to celebrate first-generation college students, alumni, and professionals at UAA and to promote awareness of the first-generation community that exists within the UAA campus.

To celebrate this inaugural event, the following activities will occur on Wednesday, Nov 8:

• **SSS Open House w/ Breakfast Snacks**—9:00–10:00 am, Student Support Services Office
  This will be an opportunity for the UAA community to get to know TRIO and visit the SSS space on campus. SSS staff and students will be available to answer questions about TRIO and dialogue about what it means to be first-generation.

• **First-Generation Panel of Students/Faculty/Staff/ Administrators**—11:30 am–12:30 pm Cafeteria, Student Union
  First-generation students and employees will participate in a facilitated panel discussion about their experiences being first-generation students in college and how it has impacted their lives.

• **“Why I’m First” Photography Project**—12:30–1:30 pm Cafeteria, Student Union
  First-generation students and employees will have an opportunity to write messages about being first-generation and will have their individual photos taken with their message. These photos will be used in a video that TRIO will create to showcase the first-generation community at UAA.

More information on this inaugural celebration can be found on COE and NASPA’s websites:

- [https://www.naspa.org/about/blog/first-generation-college-celebration-50-ways-to-celebrate-on-november-8](https://www.naspa.org/about/blog/first-generation-college-celebration-50-ways-to-celebrate-on-november-8)

TRIO Student Support Services
TRIO Student Support Services student Nyabony Gat was awarded a Friends of NAEOP Scholastic Achievement Award for overcoming barriers to achieve academic success and for her active participation and leadership in the TRIO program. Nyabony was the only Alaska student selected for this regional award, and had the opportunity to attend the Northwest Association of Educational Opportunity Programs 2017 conference in Bellevue, Washington, to share her story and receive the $1500 scholarship.

From left to right: SO&T Transition Advisor Kaitlin DeMarcus, Friends of NAEOP Scholastic Achievement Awardee Nyabony Gat, TRIO SSS Director Kelly Foran, and TRIO SSS Program Assistant Tania Rowe.
NWCCU Accreditation

Mission:

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

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

UAA’s Core Themes:

- Teaching and Learning
- Research, Scholarship, and Creative Activity
- Student Success

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

Additional Feedback Received from Faculty Senate Executive Board & Faculty Senate Academic Assessment Committee

Spring 2018 Prepare the Institution for the Site Visit
Fall 2018 October 6-8, 2018 Site Visit

Curriculum

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

Program Approvals
The Dietetics & Nutrition MS and the Accelerated Mechanical Engineering MS (Fast-Track Master’s) received final review and approvals in October.

Academic Policy

Related Instruction
An Associate of Applied Science group was charged to align the General Course Requirements with the General Education Requirements and to propose student learning outcomes for related instruction (Communication, Computation, Human Relations).

Compliance

Gainful Employment
Federal regulations require certificates designated as Gainful Employment (GE) programs for financial aid eligibility to include GE disclosures on all publications, including websites, brochures, ads, etc. Units recently completed an update to ensure the disclosures were published on all GE program websites.

As part of the curriculum review process, certificates designated as Gainful Employment or which wish to be considered for that status must show how they meet disclosure and other GE requirements, including program length and cost.
Credit Hour Review
In compliance with the credit hour policy (BOR P10.04.035), UAA sampled 100 sections across the colleges from the draft Spring 2018 schedule. Of the sampling of sections, fifteen were identified where the required minimum contact hours did not appear to match the scheduled contact hours. Of those, 3 were scheduled in conjunction with a zero-credit lab, 3 included practicum/laboratory time or other off-campus components, 2 were hybrid courses with online components, 5 were rescheduled to add time, 1 will not be offered in Spring 2018, and 1 will update the curriculum to reflect current practice.

Program Student Learning Outcomes Assessment

Annual Academic Assessment Reports
As of October 26, 98% of the reports have been posted on IR-Reports: [https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx](https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx). The deans and community campus directors are now providing feedback to the programs.

NWCCU Demonstration Project Summit on General Education and Mission Fulfillment
A UAA team of faculty and administrators attended an NWCCU Demonstration Project Summit in October. The purpose of the Demonstration Project is to explore if General Education assessment at the institutional level can provide sufficient data to assess mission fulfillment. The Summit provided the opportunity to dialogue with other institutions regarding the development of best practices and the experiences of the Demonstration Project institutions.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Time</th>
<th>Title</th>
<th>Register</th>
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<tbody>
<tr>
<td>Fri 1/10</td>
<td>RH 303</td>
<td>10:00-11:30</td>
<td>General Education Assessment Workshop 3: Rubric Development &amp; Student Work</td>
<td>Register</td>
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<td></td>
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<td>11:30-12:30</td>
<td>General Education Forum: Looking Ahead in General Education</td>
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<tr>
<td>Fri 1/26</td>
<td>LIB 307</td>
<td>10:00-11:30</td>
<td>General Education Assessment Workshop 1: Curriculum Mapping &amp; Shared Assessment</td>
<td>Register</td>
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<td></td>
<td></td>
<td>11:30-12:30</td>
<td>General Education Forum: Alaska Native-Themed General Education Discussion</td>
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<tr>
<td>Fri 2/23</td>
<td>LIB 302A</td>
<td>10:00-11:30</td>
<td>General Education Assessment Workshop 2: Student Learning Outcomes &amp; Rubric Development</td>
<td>Register</td>
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<tr>
<td></td>
<td></td>
<td>11:30-12:30</td>
<td>General Education Forum: Gen Ed High Impact Practices (HIPS) &amp; Student Success</td>
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<tr>
<td>Fri 3/23</td>
<td>LIB 302A</td>
<td>10:00-11:30</td>
<td>General Education Assessment Workshop 3: Rubric Development &amp; Student Work</td>
<td>Register</td>
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<tr>
<td></td>
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<td>11:30-12:30</td>
<td>General Education Forum: Looking Ahead in General Education</td>
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<tr>
<td>Mon 5/7</td>
<td>LIB 307</td>
<td>9:00-1:00</td>
<td>GER/AA Assessment Soiree</td>
<td>Register</td>
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<tr>
<td>Tues 5/8</td>
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Cyclical Academic Program Review

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

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

Program Accreditation Actions

- The Culinary Arts AAS and Early Childhood Education AAS programs hosted site visits in October.
To: Sharon Chamard, Faculty Senate President  

From: Adam Paulick, CIO/Associate Vice Chancellor for Information Technology  

Date: October 30, 2017  

Subject: Faculty Senate Report  

Information Technology Updates  

**Information Technology Council**  
The ITC met in September and focused on general frustrations with Banner. Several groups around the system have been informally looking at Banner alternatives, however there is currently no project or budget identified for a change. The Banner programming team is continuing the plan to upgrade to Banner 9 by the end of the calendar year. As a side note, it is probable Banner and UAOnline will be unavailable over the Thanksgiving break for the upgrade.

**UAA University Technology Council**  
The council met in September and October to discuss current information technology topics and ratify the Student Technology Fee budget. Of note this year, the Council is establishing a technology focused Innovation Grant program with an AY18 budget of $400,000. The intent of the program is to encourage the use of new technologies or new uses of existing technologies. The council will be formally announcing the program soon, describing the intent of the program and the process for applying.

**UA IT Review**  
President Johnsen commissioned JS Consulting to perform a review of information technology UA-wide. The consultant made a second trip to Fairbanks, Anchorage and Juneau in early October for in-person meetings and is tentatively scheduled to return in November to discuss near final findings. The consultant is reviewing IT operations, technologies, project management, historical and current efficacy, communication, culture, organizational structure and monetary inflows and outflows. Deliverables are expected to include specific recommendations on changes that will increase IT effectiveness and efficiency.
Strategic Pathways IT Direction #1
Last spring, a committee comprised of faculty and staff participated in an important step of the Strategic Pathways initiative to review embedded IT at UAA. After a week of deliberations, the committee completed a report that was then forwarded to the Provost and Vice Chancellor for Administration. The Provost and Vice Chancellor have asked that the findings, with some modifications, be implemented. Next steps include detailed discussions with groups outlined in the report to determine what specific changes will create lasting communication and efficiency benefits from this Strategic Pathways effort.

Telecommunications Annual Report
In an effort to increase transparency in Information Technology operations and initiatives at UAA, ITS is establishing an annual report describing the Telecommunications service. By several measures, this the largest centralized IT service at UAA. The report can be found online at the following address and feedback is welcome: https://www.uaa.alaska.edu/about/administrative-services/departments/information-technology-services/about/Reports
CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

• The Urban in Alaska Conference was held on 10/27/17 from 9 am – 1:45 pm with 120 registrants! Twenty-one faculty had Rapid Fire Community Engagement presentations. Attendees were 36% community members, 32.5% faculty, 29% students, and a few staff members. A new feature this year was a faculty and community partner group from our May Faculty Intensive that worked together over summer and fall to create a series of breakout sessions on Mental Health & Equity: Rhonda Johnson, Gabe Garcia, & Joy Mapaye were instrumental in organizing this. We also had to close registration at 40+ registrants for Donna Aguiniga’s & Stephanie Bauer’s workshop on Naming & Framing Social Issues for public dialogue facilitators.

• The Request for Proposals for the Alex Hills Engineering & Civic Engagement Award is due back Nov. 17th. The award of $2500 is for an engineering student or students for an innovative project with a community partner. Student(s) will be recognized at the annual Community Engagement Forum and poster session on 4/27/18.

• Our October Think Tank with Dr. Mara Kimmel, Municipality of Anchorage and The Alaska Center was attended by about 45 participants. It focused on a Climate Change plan for Anchorage and was arranged by Brian Cook, Theatre. November’s Think Tank on Nov. 9, 1:00-2:15 pm in LIB 307 is co-hosted by CCEL and Liz Hodges-Snyder, Health Sciences, and will bring the Alaska Food Policy Council to further explore their Food Systems planning and how the university can be engaged. The Food Systems group also used the May Faculty Intensive to further their work together and presented at the Urban in Alaska conference. The Think Tanks are held each month and bring together faculty, staff, students and community members to discuss an issue of importance to the community.

• Requests for Proposals will be coming out by November 3rd (and due back Dec. 8) for Community Engaged Student Assistants (CESAs) for the spring semester and for Faculty Mini-grants for the Spring Semester.

• Judy Owens-Manley, CCEL Director, was appointed by Governor Walker to the Board of the Alaska Humanities Forum.
**CENTER FOR ADVANCING FACULTY EXCELLENCE**

- CAFE is continuing work on expanding the use of AAC&U’s recognized **High Impact Practices** (HIPs) along with UAA’s HIPs team (Dan Kline, General Education; Jeane Breinig, Diversity and Alaska Natives; Andre Thorn, Multicultural Center; Francisco Miranda, Undergraduate Research; and Judy Owens-Manley, Center for Community Engagement and Learning). The team presented at the GER Assessment session on 10/20 and is working with Renee Carter-Chapman’s office and Joshua Borough to create informational videos (for access “just in time” and via distance), to support increased adoption of these powerful teaching and learning practices. In addition, CAFE’s Director and Associate Director offered a presentation the international Professional and Organizational Development conference showcasing a unique new application of the HIPs framework to faculty development.

- CAFE has taken over the UAA/APU **Books of the Year** (BOY) program, given its linkage to the Difficult Dialogues Initiative. The BOY program, initiated in 2006 as part of the first of two Ford Foundation-sponsored Difficult Dialogues grants, is a partnership between UAA and APU that brings faculty, staff, and community members together to understand common themes. The books serve as the catalyst for discussions of larger issues of local and international significance. The theme through June 2018 is “Negotiating Identity in America.” As part of that theme, CAFE is partnering with the Multicultural Center and the Faculty Senate Diversity Committee to host a screening of “I Am Not Your Negro” followed by a panel discussion on Thursday, November 9 from 7-9:30 pm in RAS 110. Please invite your students.

- The Books of the Year theme for 2018-19 is **Building Resilient Communities.** UAA faculty participating in the book selection process for that theme include: Jackie Cason, English; Christina Stuve, Counseling, Kodiak College; Ian Hartman, History; Shannon Donovan, Environmental Studies; and Joel Potter, Philosophy and Faculty in Residence in the residence halls.

- CAFE would like to remind community campus faculty that, except in unusual cases, all faculty development events are accessible via **Collaborate Live or videoconferencing.** Please contact Program Coordinator Romanie Roach at rlroach@alaska.edu for more information.

- At the request of Vice Provost Susan Kalina, CAFE Director Shawnalee Whitney was included on a UAA team that attended the NWCCU’s Demonstration Project Summit in early October. The session explored several pilot projects where assessment of General Education was used as a way of demonstrating institutional effectiveness. This was an extension of Shawnalee’s continued ex officio service on the General Education Requirements Advisory Council (GERA).

- CAFE Director Shawnalee Whitney has joined the UAA **Care Team** in order to ensure that faculty perspectives and concerns are integrated into Care Team responses.
At the request of Interims Chancellor Gingerich and Provost Hrncir, CAFE coordinated an opportunity to talk with and report back to Chairs and Directors at UAA on October 20, 2017. The conversation was a followup to a meeting with then Provost Gingerich in December 2016. The discussion was attended by 16 individuals, plus another via phone, and was highly candid, offering an opportunity for sincere exchanges that provide insight from both faculty and administration on mutual concerns including Title IX reporting requirements; the role of chair; travel processes; research administration; workload issues; faculty hiring; research and creative activity metrics in core themes; and more.

On October 20, CAFE offered a Faculty Learning Community on best practices for ensuring access for all students and implementing the principles of Universal Design, led by Lara Madden of AI&e.

November is Academic Writing Month. CAFE will offer opportunities for faculty to participate in a write in, as well as a workshop on scholarly writing with Dr. Jennifer Stone from English on November 10.

The next Faculty Networking Mixer will occur Friday December 1 from 4-6 pm in the Varsity Grill. Many thanks to UAA Conference and Catering Services and the Varsity Grill for underwriting and co-hosting this event.

ACADEMIC INNOVATIONS & eLEARNING

Professional Development

• Upcoming event: eTech Fair: Focus Accessibility in Online Environments November 6 - 11, 2017. All sessions will be virtual using BB Collaborate.

Academic Technology

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

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

Eportfolio

- There is continued strong interest in access to New Digication currently in beta testing here at UAA. Spring deployment will hinge on Digication completing their accessibility build/enhancements. We will be executing a collaboration engagement with Salt Lake Community College (SLCC) on developing training and support materials around New Digication.

- Many new and exciting initial engagements with both Academic and Student Affairs include AKNS/ANTHC digital storytelling, Emerging Leaders Program (ELP), Global Supply Chain Management, and the Master of Business Administration (MBA).

Instructional Design

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

eLearning: Distance Student Services

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

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

INSTITUTIONAL EFFECTIVENESS

- UAA’s Performance ’17, the annual review of UAA’s highlights and performance on selected metrics, is now available online at https://www.uaa.alaska.edu/academics/institutional-effectiveness/.

- Don’t forget – the UAA United Way Campaign is underway! Until December 18 you can donate to your favorite nonprofit – it just takes three minutes. Use payroll deduction and spread your donation throughout the year. A small change for you can make a big difference in Anchorage. Go to https://www.uaa.alaska.edu/academics/institutional-effectiveness/departments/community-campaign/ for all the information.

INSTITUTIONAL RESEARCH

- The annual UAA Fact Book is now available online at https://www.uaa.alaska.edu/academics/institutional-effectiveness/departments/institutional-research/.
Office of Alaska Natives & Diversity

November 2017

Diversity and Inclusion Action Plan

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

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

D&IAP Progress to Goals:

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

Search committee members are now required to participate in mandatory HR training, including information on unconscious bias. Hiring authorities are charged with taking the necessary time and steps to provide every opportunity to diversify the applicant pool, and they should work closely with HR to ensure we do so. Moving forward, search procedures will continue to be refined and improved. Five new multi-cultural post-doctoral positions at UAA will soon be announced.

**Objective II: Provide framework for advocating and managing diversity.**

The plan’s recommendation to reorganize and repurpose the Diversity Action Council (DAC) is underway. The plan also recommended we define two separate senior leadership roles focusing on Alaska Natives and Diversity, and crafting of the position descriptions is underway.

**Objective III: Develop a system of accountability.**

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

**Objective IV: Examine and support UAA student success.**

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

**Objective V: Diversify Curriculum and Instructional Strategies.**

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

**Objective VI: Focus on Space:**

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

**Objective VI Include Community Campuses**

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

**National Coalition Building Institute (NCBI)**

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

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

Alaska Native Business Summit

On Wed October 18, Sharon Lind, Assistant Professor of Management and Marketing, held the second annual Alaska Native Business Summit in Lib 307. ANSCA corporation CEO’s were invited to participate in a series of panel presentations as it relates to Native corporation board best practices.