



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

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

I. Call to Order

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

2016-2017 Officers:

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

2016-2017 Senators

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

II. Agenda Approval (pg. 1-3)

III. Meeting Summary Approval (pg. 4-8)

IV. Officer's Reports

- A. President's Report (pg. 9-10)
 - i. IT Governance Planning Report (pg. 11-31)
 - ii. Fall 2016 Faculty Senate Retreat (pg. 32)
- B. First Vice President's Report
 - i. Faculty Morale Survey Results (pg. 33- 49)
- C. Second Vice President's Report (pg. 50)

D. Past President's Report (pg. 51-52)

Faculty Alliance Updates:

- i. Important Dates (pg. 53-55)
- ii. Request for a faculty member on the Summit Team (pg. 56)
- iii. BOR Request for GER Comparison Table and Update (pg. 57-83)
- iv. Constitution and Bylaws Proposed Amendments Fall 2016 (pg. 84-92)
- v. Resolution 2017-01 Concerning Student Placement into Required Composition Courses (pg. 93)

V. Old Business

- A. Faculty Handbook, Ch IV: Research Travel Grants Revisions

VI. Consent Agenda

- A. Election of Kenai Peninsula Campus Senator, Brian Partridge

VII. 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. 94)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning
- G. Budget, Planning, and Facilities Advisory Committee
- H. Diversity Committee
- I. Faculty Grants and Leaves Committee
- J. Institutional and Unit Leadership Review Committee (pg. 95)
- K. Library Advisory Committee
- L. Student Academic Support and Success Committee (pg. 96)
- M. Community Campus Committee
- N. Academic Honesty and Integrity Committee

O. Research and Creative Activity Committee

P. Joint Ad Hoc Committee on Student Evaluation

VIII. New Business

- A. **Resolved:** The UAA Faculty Senate recommends that the Faculty Alliance develop and submit recommendations on the common calendar to the Statewide Summit Team through the Statewide Academic Council (SAC).

Additional Agenda Items:

II. Administrative Reports

A. Chancellor, Tom Case

B. Provost of Academic Affairs, Sam Gingerich

C. Vice Chancellor of Administrative Services, Bill Spindle

D. Vice Chancellor of Advancement, Megan Olson (pg. 97-101)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 102-105)

F. Vice Provost for Academic Affairs, Susan Kalina (pg. 106-107)

i. Institutional Self-Study Kick Off, September 9th

G. CIO, Patrick Shier

H. Union Representatives

i. UAFT

ii. United Academics

I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 108-113)

J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig

VIX. Informational Items & Adjournment

A.



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

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

I. Call to Order

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

2015-2016 Officers:

P	Smith, Tara – President	P	King, Carrie - Chair, UAB
P	Fitzgerald, Dave - 1 st Vice President	P	Schmuland, Arlene - Chair, GAB
P	Widdicombe, Toby - 2nd Vice President	P	Hirshberg, Diane - Past President

2015-2016 Senators

P	Bartels, Jonathan	P	Foster, Larry		Nabors, Forrest
	Bennett, Brian	E	Fox, Deborah	P	Ohle, Kathryn
	Benningfield, Tim	P	Garcia, Gabe		Orley, Soren
P	Bhattacharyya, Nalinaksha	T	Graham, Rachel		Palmer, DB
P	Bowie, David		Harville, Barbara	P	Paris, Anthony
P	Bridges, Anne	P	Hoanca, Bogdan	E	Pence, Sandra
P	Brown, Barbara	P	Hollingsworth, Jeffrey	P	Piccard, LuAnn
A	Cenek, Martin		Horn, Steve	P	Pfeiffer, Karl
	Cook, Sam	P	Ippolito, Mari		Schreiter, Mark
E	Dannenberg, Clare	P	Kappes, Bruno		Shamburger, Carri
	Davis, Leanne		Karahan, Gokhan	P	Smith, Cheryl
	Denison, Veronica	E	Kelley, Colleen		Strobach, Cynthia
P	Din, Herminia		Kirk, Sarah		Thiru, Sam
P	Downing, Scott	E	Knott, Catherine	P	Toscano, Sharyl
P	Dutta, Utpal	A	Kopacz, Eva	E	Trotter, Clayton
P	Flanders Crosby, Jill	P	Kuden, Jodee	P	Venema, Rieken
P	Folias, Stefanos	E	Laube, Jeff	E	Ward, Jervette
		E	McCoy, Robert		

II. Agenda Approval (pg. 1-4)

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

IV. Officer's Reports

A. President's Report (p. 9-10)

i. Distinguished Service Awards

B. First Vice President's Report

C. Second Vice President's Report

V. Old Business

A. Revisions to the UAA Faculty Evaluation Guidelines (pg. 11-55)

The only revisions that remain for approval by the Faculty Senate are the change throughout from “Faculty Evaluation Guidelines” to “Faculty Evaluation Policies and Procedures,” an addition on page 30 regarding when faculty must notify their dean of intent to stand for promotion or tenure, and minor clean ups throughout.

Motion Approved

VI. Consent Agenda

A. Graduate Curriculum (pg. 56)

B. Undergraduate Curriculum (pg. 57-58)

C. Purge List AY 2016-17 (pg. 59-64)

D. Curriculum Motions

i. Motion to Approve the International Student Admissions Policy (pg. 65)

ii. Motion to Approve the Baccalaureate Degree Catalog Copy (pg. 66)

iii. Motion to Approve the Prerequisites Catalog Copy (pg. 66)

Motion to approve consent agenda.

Unanimously Approved

VII. Boards and Committees Reports

A. Graduate Academic Board (pg. 67)

B. Undergraduate Academic Board (pg. 68)

C. General Education Review Committee

D. University-wide Faculty Evaluation Committee (pg. 69-70)

i. Motion to create an adhoc committee to establish criteria for evaluating faculty in administrative positions that are up for review and promotion.

Motion Approved

E. Academic Assessment Committee (pg. 71)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 72-73)

G. Budget, Planning, and Facilities Advisory Committee (pg. 74)

H. Nominations and Elections Committee

I. Diversity Committee

J. Faculty Grants and Leaves Committee (pg. 75)

K. Institutional and Unit Leadership Review Committee (pg. 76)

L. Library Advisory Committee (pg. 77)

M. Student Academic Support and Success Committee (pg. 78-81)

N. Community Campus Committee (pg. 82)

O. Academic Honesty and Integrity Committee (pg. 83-84)

P. Research and Creative Activity Committee (pg. 85-86)

Q. Joint Ad Hoc Committee on Student Evaluation

Verbal report via Diane Hirshberg, students are interested in an interactive, possibly two-way feedback portal. Preferably one that allows students to express comments/concerns and gives teachers the option to respond with reasoning or updates on changes they have made in response.

VIII. New Business

A. Welcome New Senators

2016-2017 Officers:

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

2016-2017 Senators

Bannon, Deborah	Fortson, Ryan	Metzger, Colleen
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Brown, Barbara	Hollingsworth, Jeffrey	Shamburger, Carri
Cook, Sam	Horn, Steve	Smith, Cheryl
Dannenberg, Clare	Ippolito, Mari	Strobach, Cynthia
Davis, Leanne	Karahan, Gokhan	Thiru, Sam
Denison, Veronica	Kelley, Colleen	Trotter, Clayton
Downing, Scott	Kirk, Sarah	Venema, Rieken
Dutta, Utpal	Kopacz, Eva	Ward, Jervette
Flanders Crosby, Jill	Kuden, Jodee	Widdicombe, Toby
Folias, Stefanos	Laube, Jeff	
	McCoy, Robert	

A. Faculty Handbook, Ch IV: Research Travel Grants Revisions (pg. 87-99)

Accepted as first read

B. Mentoring-Program Proposal/Plan (pg. 100-104)

Motion to create an ad-hoc committee for the development of the Mentoring Program.

First, Carrie King

Second, Anthony Paris

Unanimously approved

C. Motion to extend the Taskforce for the Student Evaluation of UAA Faculty and Courses

Motion: The Faculty Senate moves that the joint student-faculty Taskforce for the Student Evaluation of UAA Faculty and Courses be extended through AY 2017, to continue development of a student evaluation system for UAA faculty and courses. The charge of this taskforce is to explore and develop an evaluation method for faculty and courses that students endorse and enthusiastically participate in, that faculty approve and meets evaluation requirements. The deadline for the committee's report is April 2017.

Motion Approved

D. Blackboard Timelines

The UAA Faculty Senate expresses profound skepticism that the revised timeline for implementing a single instance of Blackboard in Fall 2016 will be successful. It will unnecessarily disrupt the work of faculty and students. It will likely also involve unforeseeable complications. We urge President Johnsen and all involved in UA leadership to return to the Summer 2017 implementation plan for a single-instance of Blackboard for all three campuses. Although we support such a change, we believe that undertaking it so rapidly will further erode faculty morale and increase student confusion.

Motion Approved

Additional Agenda Items:

II. Administrative Reports

A. Chancellor, Tom Case

B. Provost of Academic Affairs, Sam Gingerich

Many thanks to the Senators of AY15-16 and FS Executive Board for their agreement to assume a great responsibility.

Susan Kalina: *Save the Date: September 9th, [Institutional Self-Study Kick Off](#)*

C. Vice Chancellor of Administrative Services, Bill Spindle

Budget Update: Trying to impact Academics as little as possible by taking what they can from the Administrative side. More meetings with President Johnsen to come.

D. Vice Chancellor of Advancement, Megan Olson (pg. 105-107)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 108-111)

F. CIO, Patrick Shier

Stay tuned, emails will be migrating this summer. Encourages and appreciates feedback from everyone.

G. Union Representatives

- i. UAFT
- ii. United Academics

H. Office of Institutional Effectiveness, Engagement and Academic Support (pg.112-116)

I. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig
(pg. 117)

VIX. Informational Items & Adjournment

A.



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

Report of the President

September 2016

It was a busy summer. In addition to teaching a summer class, I:

- Met regularly with Provost Gingerich and Vice Chancellor Spindle
- Participated in the statewide IT Governance Workshop (see IT Governance Planning Report)
- Was a member of and presenter for the IT Strategic Pathways group <http://www.alaska.edu/pathways/>
- Participated in the two-day Faculty Alliance Retreat (see Alliance Retreat documents)
- Conducted the Faculty Senate Retreat (see Fall 2016 Faculty Senate Retreat)
- Presented “Shared Governance” at the New Faculty Orientation
- Attended Student Union meetings
- Attended Deans and Directors meetings
- Attended PBAC meetings
- Worked with UAA ITS in an attempt to resolve Gmail problems

Faculty Senate Committees I encourage all Faculty Senate Committee Chairs to attend a meeting from 1:00 to 3:00 p.m. on Friday, September 30, in LIB 307, to review our current committee structure to determine whether it could be more efficient and effective.

Morale Survey Provost Gingerich requested feedback on the UAA “climate” to present to the Summit Team during their initial discussion on the FY18 budget on August 22. A “Qualtrics” survey was sent to all faculty.

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

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

UA President Johnsen & Statewide

President Johnsen will be conducting open forums at each university to discuss the Strategic Pathways options presented by review teams. His presentation here is scheduled for Wednesday, Sept. 7, from 12:30 to 2:00 p.m. in the Student Union Cafeteria. You also have the opportunity to provide feedback and submit questions for the open forums at <http://www.alaska.edu/pathways/review-teams-phase-1/>

The president has also agreed to make a presentation followed by a question and answer period at our Faculty Senate meeting scheduled for Friday, October 7.

Faculty Alliance

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

Faculty Senate Executive Board

Your 'Eboard' meets every Thursday from 11:30 a.m. to 1:30 p.m. to discuss issues relevant to faculty. It has been a very busy summer, with numerous decisions made at statewide that affect our ability to perform our workload requirements. We welcome your input on all issues of concern to you.

At the Faculty Alliance Retreat, one of the topics of discussion was the common calendar. My belief was that any recommendations from the common calendar task force would be presented to the UAA, UAF, and UAS faculty senates for comments and recommendations. Due to the absence of shared governance in the new common calendar policy, your Faculty Senate Eboard submits the motion under New Business:

Resolved: The UAA Faculty Senate recommends that the Faculty Alliance develop and submit recommendations on the common calendar to the Statewide Summit Team through the Statewide Academic Council (SAC).

Other Questions or Concerns

The Faculty Senate President meets biweekly with Provost Gingerich and monthly with Chancellor Case, Vice Chancellor Spindle, and Sam Erickson, President of the Union of Students.

Dave Fitzgerald
Professor, Computer Information Systems
dafitzgerald.alaska.edu
RH 217
786-4482



IT Governance Planning Report

August 1, 2016



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Executive Summary

University of Alaska leaders participated in the IT Governance Planning Workshop sponsored by the Office of Information Technology on June 29-30, 2016 with the goal of enhancing the IT governance model. This report reviews the workshop objectives and methodologies, working session overviews, and recommended next steps in implementing the IT governance structure.

The findings and recommendations outlined in this *IT Governance Planning Report* serve as a complement to the delivered *IT Governance Planning PowerPoint Resource*. The consultant remains available to provide objective advisement and input as the IT Council (ITC) continues to implement their model.

Workshop Objectives and Methodology

The IT Governance Planning Service supports institutions to establish a working foundation for decision-making and management of technology in support of institutional goals. The objective of the planning engagement is to assess the current structure and identify governance needs, then develop the governance structure, charter, membership, roles and responsibilities, and committee guidelines. The purpose of the governance planning service is to support effective collaboration at all levels and on all matters related to technology. The goal of this approach is to provide the senior leadership of the institution with the best possible combination of advice and counsel on technology as a major success factor in achieving the institution's mission.

The **general agenda** for the Ellucian University workshop was:

- Wednesday, June 29
 - Introduction
 - Defining IT Governance Objectives
 - Understanding Key Themes for IT Governance
 - Aligning Governance with University of Alaska Values
 - Identifying the University of Alaska's IT Governance Structure and Model
 - Defining the Level 1 Team
 - The Level 1 Charter
 - Identifying Current Priorities for Level 2 and Level 3 Teams
- Thursday, June 30
 - Reviewing Level 1 IT Council
 - Defining the Level 2 Enterprise Systems Team
 - Discussing Communication Plan Components
 - Outlining Annual Process for Assessment
 - Considering Next Steps for Implementing Governance Model

The workshop was facilitated by Dr. Tim Coley, Principal Strategic Consultant for Ellucian, and Dr. Valerie Mead, Senior Services Architect for Ellucian. Appointees to the IT Governance Planning Team included:

Executive leadership

- Jim Johnsen, President
- Tom Case, Chancellor UAA
- Rick Caulfield, Chancellor UAS
- Mike Powers, Chancellor UAF
- Karl Kowalski, Chief IT Officer
- Jim Bates, Business Improvement Group, Inc.

University of Alaska Anchorage

- Vince Yelmene, IS Manager Matsu College
- Charlene Robertson, Accounting Services Manager

- Pat Shier, Chief Information Officer/Associate Vice Chancellor
- Cathy Ewing, Interim Director of Admissions
- James Sandoval, Fiscal Manager, College of Engineering
- Bill Spindle, Vice Chancellor of Administrative Services

University of Alaska Fairbanks

- Martha Mason, Exec Director User Services, UAF CIO
- Julie Queen, Director Office of Management and Budget
- Raaj Kurapati, Associate Vice Chancellor
- Mike Earnest, Registrar & Director of Enrollment Services
- Gwen Bryson, Manager Research Computing Services
- Gwen Gruenig, Associate Vice President for Institutional Research, Planning and Analysis

University of Alaska Southeast

- Dr. Karen Carey, Provost
- Dr. Priscilla Schulte, Ketchikan Campus Director
- Mona Yarnall, UAS Information Technology
- Michael Ciri, Vice Chancellor Administration/CIO
- Susie Feero, Assistant Professor, Information Systems

Faculty Alliance Appointments

- Cecile Lardon, Faculty Alliance Chair, Associate Prof Psychology
- David Fitzgerald, Professor, Information Systems and Decision Science, UAA
- David Marvel, Faculty Center for Teacher Education, UAS

Presidential Appointments

- Kelli McGee, Chief Human Resources Officer
- Saichi Oba, AVP Student Services
- Dan White, Vice President Academic Affairs and Research
- Michelle Rizk, Vice President Strategy, Planning and Budget
- Mary Gower, Director of Enrollment Services

Purpose and Characteristics of IT Governance

The **purpose of the planning process** is ultimately to define and implement IT governance for the University of Alaska that:

- Advances the management of technology in support of the institution's goals and strategic priorities with a student-centric focus
- Applies consistent and legitimate processes for decision-making
- Prioritizes the allocation of relevant resources for implementing technology projects and initiatives
- Promotes transparency, sharing information, building consensus, and collaboration among constituents
- Clarifies the governance structure, charter, membership, roles and responsibilities and committee guidelines

IT governance serves to clarify the decision rights and the accountability framework. The decision rights are not about specific decisions, but who has input, who makes decisions, and who sets priorities. The accountability framework addresses who is held accountable for decisions and how decisions are made and communicated.

A recent EDUCAUSE survey on IT governance lists several of the general drivers for a governance plan:

- Aligning IT goals with institutional goals
- Promoting institution-wide view of IT

- Resolving conflicting priorities
- Addressing increased demand for IT services
- Budget reductions and increasing costs
- Increasing efficiency in use of resources
- Responding to institutional culture: expectations for community input
- Increase transparency in decision making

We discussed the importance of the IT governance structure and procedures aligning with the University of Alaska mission and values.

- IT governance should ensure that technology promotes the institutional mission: *The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.*
- IT governance should reflect the institutional values:
 - *Unity in promoting communication and collaboration*
 - *Accountability to our students, faculty, staff, alumni, and the diverse peoples of Alaska*
 - *Leadership for Alaska's people and institutions*
 - *Excellence in our programs and services*
 - *Accessibility for all Alaskans*
 - *Dedication to serving community needs*
 - *Stewardship of our resources*

The participants discussed why IT governance is needed at the University of Alaska. **Effective** governance will provide:

- Alignment
- Prioritization
- Realistic expectations
- Resource utilization
- Strategic investment
- Transparency
- Accountability
- Identification and reduction of risk
- Navigating opportunities, both internal and external
- Equity based on merit of idea
- Collaboration
- Efficiency
- Facilitate and drive change
- Buy-in from stakeholders
- Performance management
- Framework for competing priorities

We discussed the common characteristics of **ineffective** IT governance, including:

- Poor leadership
- Lack of integrity and trust
- Competition
- Issues of control and ownership
- Lack of execution
- Piecemeal approach
- Overly complicated

The participants described the **current state** of IT governance as characterized by:

- We expend 95% of our efforts to “keep the lights on”
- Silos
- Disjointed
- Not transparent

- Mysterious
- Personality-driven
- Inconsistent interpretations and application of practices
- Project-driven
- Very short-term
- Ground-level driven
- Open and not defensive
- Providing local solutions to problems
- Empowering
- Responsive
- Missing faculty
- Addressing processes at a high level, but not adequately at lower levels
- Not flexible enough to adapt
- Focused on relatively smaller needs
- A “patch” approach
- Needed when we encounter a barrier
- Providing a route of appeal

The participants discussed the characteristics which **successful** IT governance in the future should look like for the University of Alaska:

- Enhancing communication
- Goals and objectives driven by governance
- Providing a common vision
- Attracting participation
- Improving engagement
- Having an easily perceived value
- Promoting innovation
- Achieving long-term objectives
- Promoting commitment and buy-in by all
- Optimizing local goals integrating with system goals
- Being transparent and timely regarding decisions
- Providing accountability
- Improving learning, teaching and research, and service
- Providing informal connections to OIT
- Clear on what governance is and is not

We also discussed how effective IT governance promotes partnerships among institutional leaders and other governance groups. This sense of partnership relates to ownership and is a greater commitment than cooperation or collaboration. The participants indicated this has not been a strength of IT governance in the past.

University of Alaska IT Governance Model

We examined a three-tiered approach for a committee structure. The Level 1 team provides general leadership for campus technology and makes recommendations to the University of Alaska Summit Team. The Level 2 teams are those functional or standing committees which monitor perennial, longer-term issues and advise the Level 1 Team. The Level 3 teams are the Task Forces which focus on defined projects.

Level 1 Team

- General leadership / Policy management
- Accountable to President and Summit Team
- Relies on Standing Committees and Task Forces for technical & functional/operational knowledge
- Responsible for:
 - Reviewing and approving technology strategic and operational plans
 - Approving strategic priorities for technology
 - Reviewing and approving proposed technology policies
 - Recommending technology projects for approval/funding (as appropriate)

Level 2 Standing Committees

- Ongoing technology management
- Focused on specific business or functional needs in relation to technology, such as:
 - Academic/Instructional Technology
 - Security Issues
 - Hardware/software Purchases
 - Reporting Management
 - Data Management
- Standing Committees represent ongoing, continuing functional areas
- Membership
 - Knowledgeable chairperson and members
 - IT organization represented (not dominant)
- Responsible for:
 - Prioritizing technology proposals and initiatives
 - Providing recommendations to the Level 1 Team
 - Being a source for technology knowledge

Level 3 Task Forces

- Focused on identifying a solution to a specific one-time technology-related issue
- Examples include:
 - Technology Training Task Force
 - Employee Onboarding Process
 - Software Upgrade Process
- Membership
 - Knowledgeable chairperson and members
 - IT organization representation
 - Requires deeper level of technical & process knowledge than the Level 1 Team
- Duration: Short-term (Defined expiration date / event)
- Responsible for:
 - Providing recommendations to the Level 1 Team
 - Serving as a source of technology knowledge

Table 1 below outlines some of the key themes for each of the three levels of governance structure.

	Team Name	Scope	Focus	Knowledge Base
Level 1	IT Council	Institutional	Strategic Integrated Long-term	Technology and Business of Higher Education
Level 2	IT Standing Committees	Business Processes / Key Functions	Proactive Ongoing	Technology and General Functions
Level 3	IT Task Forces	Issue-based	Responsive Concrete	Technology and Specific Projects

Table 1

Figure 1 below provides an overview of how the governance structure may be represented in an organizational chart.

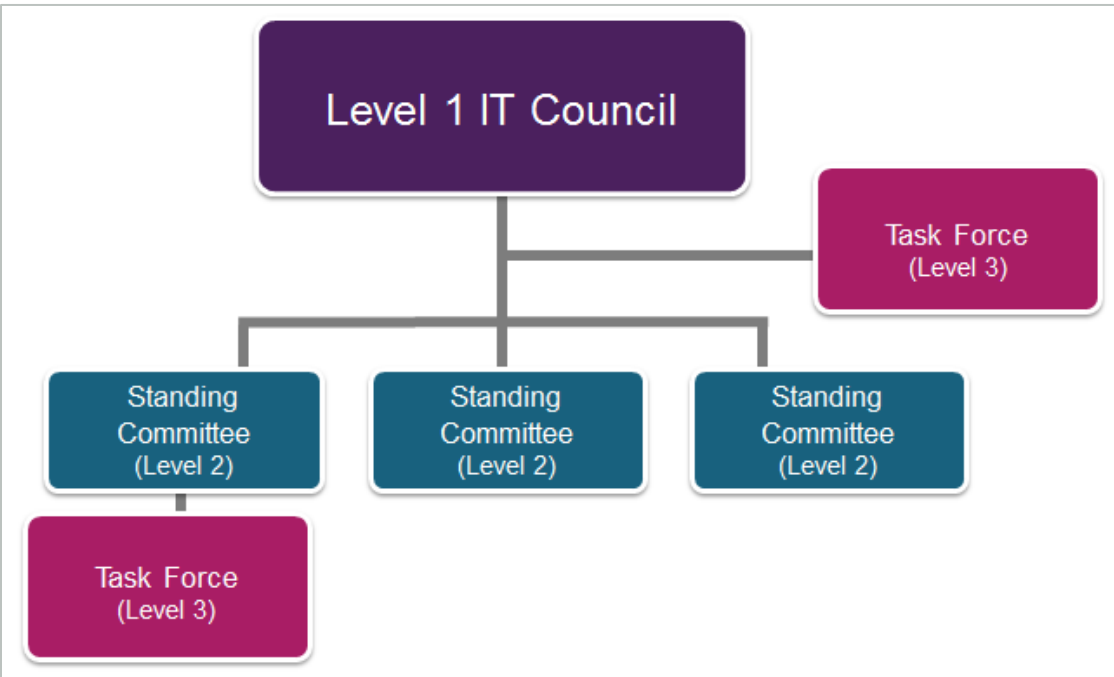


Figure 1

Level 1 IT Council

The participants discussed the general characteristics for the Level 1 Team, which they named the IT Council (ITC). The key themes included:

- Integrated
- Transparent
- Global scope
- Promotes alignment
- Priority for mission and student success
- Advisory to the Summit Team
- Identify the technology to achieve UA strategic goals
- Provide direction for the allocation of resources
- Provide recommendations and/or options to the President and the Summit Team
- Resolve issues pertaining to our “one-ness” and “three-ness” and “campus-ness”
- Guide technology policy
- Promote partnerships among institutional leaders and governance groups
- Transcend our current state of 95% of our efforts going to “keeping the lights on”

We utilized the following framework to define each governance team:

- Scope of Responsibility
- Level of Authority
- Purpose and Charter Statement
- Value Statement
- Procedures/Processes
- Membership/Roles

Scope of Responsibility

The ITC’s responsibility encompasses:

- Service to our key constituencies: Students, Academic/Research, and Administrative
- Integration with other governance teams
- Networking
- Global, standardized services
- Centers of excellence
- Alignment
- A priority for student success
- Coordination with Statewide Academic Council (SAC); SAC sets academic programs, policies, and regulations
- Advisory to Summit Team
- Drafting proposed policies for consideration by Summit Team
- Provide accountability for IT teams
- Identify technology needed to achieve the strategic goals adopted by Summit Team
- Serve as the IT voice for Summit Team
- Provide direction and recommendations for the allocation of resources

Level of Authority

The ITC’s authority relates to:

- Making strong recommendations to the Summit Team
- Collaborating with the SAC
- Addressing system-wide issues
- Setting procedures for compliance issues
- We will continue to define: What decisions will ITC make? What types of decisions would ITC consider?
- We are lacking a current cross-functional with a system-wide impact
- Direct changes to processes and/or methodology

Purpose and Charter Statement

The participants considered such themes as:

- Set priorities
- Resource maintenance / allocation
- Ensure appropriate analysis to effectively deploy and implement technology decisions
- Make policy recommendations
- Designate Level 2 and Level 3 teams

We discussed what types of decisions Level 1 should take on, including:

- Prioritization of projects
- Appropriate analysis of data
- Strategic reporting of data

We developed a draft of the Purpose and Charter Statement:

The IT Council (ITC) provides recommendations and coordination of University of Alaska IT strategy and policy in order to support UA mission fulfillment and effective stewardship of resources. In so doing, the ITC is accountable to the UA Summit Team and coordinates closely with peer governance groups.

Value Statement

The participants discussed how ITC would be guided by the following values and principles:

- Collaborative perspective
- Transparency and accountability
- Honor our current institutional policies
- Attention to mission
- Timely response
- Critical review of functions and solutions
- Efficiency
- Respect

Procedures / Processes

The IT Council will follow these general procedures:

- Generally follow the organizational procedures of the Statewide Academic Council (SAC)
- Meet once a month
- Consider meeting on a consistent day of the week or month
- Use a consistent template for the agenda
- An informal call for agenda items
 - ITC members
 - Level 2 Team chairs
 - Task Force chairs
- The agenda is shared in advance with those participating
- ITC meetings will not be open to the general public, but will invite others to participate as needed
- ITC decisions will be made by consensus, generally not requiring a formal vote, and driven by values
 - **Recommendation:** *In our experience, this type of team will have issues that will require a more formal decision-making process. The typical approach is to conduct a vote. We recommend that this team clarify members' voting rights (e.g., ex officio members do not vote) and percentage of votes to finalize a decision (i.e., a simple majority or 2/3 of the votes).*
- ITC will escalate issues to the Summit Team

Membership / Roles

General points for ITC membership include:

- The IT Council will function as the senior IT planning and governance group for campus. We recommend key leaders from across the institution serve on the IT Council.
- ITC will follow the pattern of existing councils, such as SAC

ITC Chair:

- The Chief IT Officer will serve as chair

Proposed members:

- Chief IT Officer (chair)
- UA Anchorage CIO
- UA Fairbanks CIO
- UA Southeast CIO
- Chief Financial Officer
- Chief Human Resources Officer
- Chief Student Services Officer
- Faculty Governance Representative
- Staff Governance Representative
- Student Government Representative
- Vice President, Academic Affairs and Research
- Vice President, Strategy, Planning and Budget
- Community Campus Director

Terms of service on ITC:

- A two-year appointment
- An even / odd year rotation, to ensure we do not have a majority rotating off in the same year
- New members identified and formally appointed by letter from the President

General expectations of members:

- Attend and participate in monthly meetings
- Potentially chair / serve on Level 2 Teams or Level 3 Task Forces
- Review materials relevant to committee work
- Conduct appropriate research for specific technology issues
- Represent member's constituency, and report information to colleagues
- Actively participate in the strategic planning

Level 2 Teams: General Principles

Scope and Authority

Level 2 Teams have these general responsibilities:

- To identify technology-related issues and recommend solutions for ITC consideration
- To consider and recommend key procedural needs for ITC consideration
- To analyze needs and identify incomplete services
- To recommend priorities for technology efforts
- To collaborate on developing strategic plans for technology services
- To perform an annual evaluation of its effectiveness of IT governance in advancing the IT Strategic Plan
- To provide feedback on general IT performance in the constituent community

Purpose and Charter

Level 2 Team charter statements can be developed by ITC, or drafted by the Level 2 Team to be approved by ITC. Each Level Two Team charter is informed by the Advisory Committee charter, as well by general principles including:

- To provide recommendations to ITC
- To set direction for campus rules and procedures
- To collaborate with OIT on relevant projects
- To coordinate, collaborate, and cooperate with other committees and teams
- To meet on a regular and defined basis, as deemed necessary by the chair

Values

- To thoroughly investigate issues prior to making recommendations
- To set campus rules and procedures which empower users
- To proactively work to prevent issues
- To monitor functions on an ongoing basis

Procedures / Processes

Level 2 Teams will follow these procedures:

- Regularly scheduled meetings, the frequency may vary by Team
- Circulate the agenda for review prior to the meeting
- Issues that need to be escalated will be referred to ITC
- Decisions will be made by consensus, generally not requiring a formal vote

Membership / Roles

The key points for Level 2 Team membership include:

- Members are appointed following the standard University process
- Members represent their constituencies
- A ITC Member may serve on a Level 2 Team, perhaps (but not necessarily) as chair
- Consider a two-year appointment rotation for serving on a Level 2 Team

Team members' responsibilities include:

- Attend and participate in scheduled meetings
- Review materials relevant to committee work
- Conduct appropriate research for specific technology issues
- Represent member's constituency, and report information to colleagues
- Contribute to IT strategic planning

Level 2 Enterprise Systems Team

The participants discussed that an initial Level 2 team was needed to focus on enterprise resource planning (ERP) systems, including Banner. The participants provide substantial feedback for the development of the Enterprise Systems Team (EST).

Scope of Responsibility

The participants discussed the following points:

- The EST will address both academic and administrative technology issues
- The Enterprise Systems Team will recommend priority initiatives and policies to the IT Council
- The EST will recommend relevant procedures
- The EST will coordinate solution integration with Banner
- The EST will analyze needs and identify priorities for projects

The EST's responsibility encompasses a variety of **enterprise systems** including:

- Banner
- PageUp
- Luminis
- OnBase
- EasyBiz
- AIM
- Payment Gateway
- Maxient
- Enrollment Rx
- Blackboard Transact
- TEM
- Raiser's Edge

Level of Authority

The participants discussed the Enterprise Systems Team's level of authority related to these themes:

- The EST will make informed recommendations to the IT Council
- The EST will create, oversee and sustain Task Forces
- The EST will oversee additional Level 2 teams; e.g. Banner Student Team (BST)
- The EST will escalate issues to the IT Council

Purpose and Charter Statement

The participants considered such themes as:

- To oversee performance of the ERP systems
 - To ensure fuller utilization of system features
 - To minimize customizations and move to Banner Baseline
 - To establish functional outcomes with continuous process improvement while sustaining a cost-confined environment
 - To prepare for transition to XE for Banner
- To provide project and policy recommendations to the ITC
- To collaborate with other Standing Committees on relevant systems operation

Value Statement

The participants discussed how EST would be guided by the following values and principles:

- These systems are generally not differentiating factors; not points of distinction; we do not aspire to be on the cutting edge
- These systems must be cost effective
- These systems must be customer focused
- These systems must support the University of Alaska mission
- These systems must provide a high degree of consistency
- These systems must be responsive with a high degree of timeliness
- These systems must lead to continuous improvement in our functions and processes
- The EST values:
 - Consistent and efficient processes
 - Transparency of operations and decision-making
 - Alignment of functions and processes with enterprise systems
 - Accountability for achieving measurable outcomes

Procedures / Processes

The Enterprise Systems Team will follow these general procedures:

- Regularly scheduled monthly meetings

- The EST chair will circulate the agenda for review approximately one week prior to the meeting
- The meetings will be open to the public
- Issues that need to be escalated will be referred to ITC
- Decisions will be made by consensus, generally not requiring a formal vote

Membership / Roles

General points for EST membership include:

- Include Institutional Research
- Include Security expertise
- Include liaisons to other Level 2 teams
- Include Procurement expertise
- Include Legal expertise

Proposal Review

The participants discussed the following themes:

- Does an existing solution exist within the University of Alaska?
- Does the solution scale up and down?
- Consider up-front and down-stream costs
- Consider data models and security issues
- Consider interdependencies with existing systems
- We must gather good reliable data with which to make decisions
- We must have a 1-page simple form for proposals
- We must keep the process simple and easy, yet require the amount of detail in the proposal that is needed
- We must have an efficient process to review requests at the Campus level
- We can review proposal based on “tracks”:
 - New initiative
 - Change to current process
 - Tasks
- Vendors should provide references and maintenance requirements
- We must have external data and validation for proposals
- We must consider total cost of ownership for a proposal
- We must provide consultative value and support for the proposal intake process, prior to the proposal being evaluated
- The IT staff should engage with the proposer early in the process
- How to get to “yes” with proposals connected to the mission

Figure 2 below provides an overview of how the University of Alaska governance structure may be represented in an organizational chart. The Level 2 teams represented in turquoise (e.g., BST) are examples of current teams which may report to the newly-designed Level 2 EST.

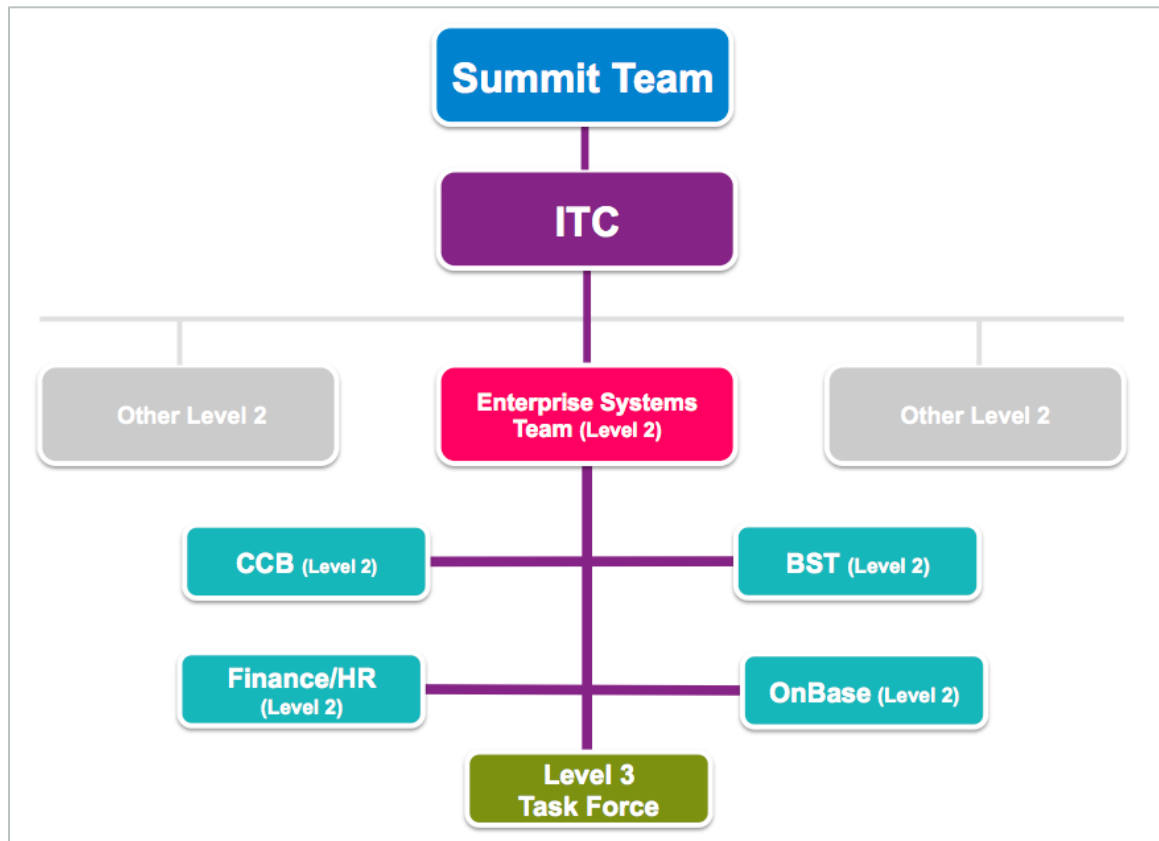


Figure 2

Additional Level 2 Teams

Along with the Enterprise Systems Team, the participants discussed potential Level 2 Teams including:

- Academic and Instructional Technology
- Infrastructure and Network
- User Services / Desktop Support
- Technology Planning
- Security
- Data Governance

The IT Council will create and commission these and other teams as it deems appropriate.

Additionally, ITC will review current governance teams to determine overlap with newly created Level 1, 2, and 3 IT governance teams. ITC will make the determination to either:

- Transfer membership to a new governance group (with the same or perhaps different name)
- Modify (e.g., change purpose or membership) the current governance group
- Eliminate the current governance group

Level 3 Task Forces: General Principles

Scope and Authority

Level 3 Task Forces have these general responsibilities:

- To perform a defined project or task
- To focus on identifying a solution to a specific technology-related issue
- To provide recommendations to ITC or appropriate Level 2 Team
- To serve as a resource for technology knowledge and expertise

Purpose and Charter

Task Force charter statements can be developed by ITC, or drafted by the Task Force to be approved by ITC. Each Task Force charter is informed by the ITC charter, as well by general principles including:

- To complete projects or provide recommendations, as directed by ITC
- To respond to campus and departmental issues
- To monitor specific projects on a defined timeline
- To collaborate with OIT on relevant projects
- To meet on a regular and defined basis, as deemed necessary by the chair or ITC
- To disband when our project is complete

Values

- To thoroughly investigate issues prior to making recommendations
- To set campus rules and procedures which empower users
- To proactively work to prevent issues
- To monitor functions on an ongoing basis

Procedures / Processes

Task Forces will generally follow these procedures:

- Regularly scheduled meetings, may vary by Task Force
- Circulate the agenda for review prior to the meeting
- Issues that need to be escalated will be referred to ITC
- Decisions will be made by consensus, generally not requiring a formal vote

Membership / Roles

The **key points** for Level Three membership include:

- Members are appointed following the regular University process
- Members represent their constituencies
- A ITC Member may serve on a Task Force, perhaps (but not necessarily) as chair
- This is a relatively short-term appointment (compared to Level 1 and Level 2), with a defined project end-date

Task Force members' **responsibilities** include:

- Attend and participate in scheduled meetings
- Review materials relevant to committee work
- Conduct appropriate research for specific technology issues
- Represent member's constituency, and report information to colleagues

Communication Plan Recommendations

Clear communication to the University of Alaska community was discussed as an important theme for IT governance. Some of the **desired objectives** for communication are:

- To increase awareness of issues

- To set reasonable expectations for technology
- To provide an ongoing connection with strategic priorities and goals
- To appropriately change culture
- To ensure transparency
- To maintain credibility
- To provide consistent direction
- To promote the use of the defined process
- To foster partnership, working together on common goals
- To strengthen alignment
- To improve accountability

The participants identified several **key themes** for communicating messages about IT governance:

- Use of models and diagrams to communicate processes
- Effective use of FAQs
- Facilitation of 2-way communication and feedback
- Partnerships among leaders and governance teams
- Alignment with mission
- Value / Performance
 - Value to users and to the institution
- Effectiveness and efficiency
- Consistency
- Role of governance

Current communication platforms include these information sites:

- Change Control Board (CCB) website
- OnBase Process Requests wiki
- Enterprise Applications Services (EAS) Task Request Document wiki

We recommend a **centralized ITC governance site**. This site would be modeled after the Strategic Pathways site and link with existing sites for other UA Councils. This site would include information for each governance team, including components such as:

- Charter & Goals
- Membership
- Agendas
- Meeting Minutes
- Key Reports
- Outcome Measures
- Evaluation
- Consider portions defined as public vs. private

The **general sequence** of steps for the University of Alaska to communicate about IT governance include:

- Clarify the purpose of Level 1 IT Council
- Introduce the Level 2 Standing Committees
- Introduce the Level 3 Task Forces
- Describe how IT Governance relates to other existing University governance groups
- Inform community about IT Governance website for regular updates
- Provide regular updates to campus leadership teams

Assessment Process for IT Governance

Review and Assessment

Assessment is particularly important in the early stages of implementing the governance structure. We are developing and applying a new model, and there may be aspects for which the model needs adjusting. We consider the review process to include an assessment of the governance structure with a focus on potential revisions of the model.

Organizational changes over time may necessitate changes in the model. For example, consolidation / realignment of programs or divisions could leave an area without representation in the governance process, or might change the kinds of issues important for governance and/or assumptions for governance. As another example, the development of a new academic program could create new demands for IT services; this could result in the reshuffling of priorities and a need to ensure that the new program is accounted for in the governance process.

We expect a university to have evolving needs and priorities. What is most pressing today at the University of Alaska may not be as critical in five years. Ideally your governance model should be flexible enough to accommodate such changes (as it operates on foundational principles), but there may be situations that arise for which there needs to be a defined process for adjusting the governance process.

The **basic principles** for an assessment process are:

- Defining success
 - Decision-making processes
 - Internal functioning of governance teams
 - Not necessarily the project outcomes
- Measuring success
 - Who?
 - What?
 - When?
 - How?
- Interpreting findings
- Using findings for improving processes and outcomes

Defining Success

- What will **successful IT Governance** look like at the University of Alaska? The participants discussed these characteristics:
 - Enhancing communication
 - Goals and objectives driven by governance
 - Providing a common vision
 - Attracting participation
 - Improving engagement
 - Having an easily perceived value
 - Promoting innovation
 - Achieving long-term objectives
 - Promoting commitment and buy-in by all
 - Optimizing local goals integrating with system goals
 - Being transparent and timely regarding decisions
 - Providing accountability
 - Improving learning, teaching and research, and service
 - Providing informal connections to OIT
 - Clear on what governance is and is not
- For Level 1 IT Council
- For Level 2 Enterprise Systems Team

- How is success quantifiable
 - Define the targets or desired outcomes

Measuring Success: Who?

- Level 1 ITC: General performance of IT Governance
 - Feedback from Level 2 Team
 - External feedback from constituents
 - Summit Team
- Level 2 Teams
 - Feedback from Level 1 ITC
 - External feedback from constituents?
- Outcomes are interpreted by the IT Council
- ITC reports findings to the Summit Team

Measuring Success: What?

The participants discussed aspects of governance to be assessed, including:

- Decision-making processes
- Internal functioning of governance teams
- Not necessarily the project outcomes
- Meetings / Participation
- Partnerships / Collaborative Efforts
- Policies / Procedures
- Key Decisions / Recommendations
- Prominent Initiatives

Measuring Success: When?

- Allow time for adequate examples
 - Enough time has passed that the governance practices should have an impact
 - Generally recommend the initial assessment occur approximately 3-6 months after the model is implemented: January 2017
- Responsive to particular needs
- Purposeful, structured review process

Measuring Success: How?

The participants discussed conducting Assessment Sessions to share feedback:

- Have an agenda for dialogue and discussion, with open-ended questions
- Invite the appropriate governance team members (Level 1 for Level 2 feedback, and Level 2 for Level 1 feedback) to participate
- Along with getting feedback, also an opportunity to hear suggestions for improvement

Interpreting Findings

We recommend obtaining information balanced across three types of measures:

- An *outcome measure* of the results of how we are doing
- A *process measure* of how we are doing “behind the scenes”
- A *perception measure* of how satisfied folks are about how they think we’re doing

A key point to analyze is how a particular finding relates to the governance model or structure, or perhaps the finding relates to our execution.

Using Findings for Improvement

- Ongoing Recommendations for Improving Performance
 - Strengths

- Opportunities
- Raising the bar
- Enhancements / Adjustments to the Governance Model
 - The governance model should grow and evolve over time
 - Growth should be through incremental steps
 - Seek long-term success

Next Steps

The participants discussed **key next steps** to focus on:

- **Align** IT governance with the **core principles** of the University of Alaska's Strategic Pathways framework.
- **Communicate and inform constituents** about the new IT governance model
 - Principles and themes of messages
 - Target audience
 - Methods
 - *Michelle Rizk and David Fitzgerald volunteered to lead this effort*
- **Operationalize** the IT governance teams and transition the existing teams
 - New Level 1 IT Council
 - Level 2 Enterprise Systems Team
 - Other Level 2 Teams
 - Level 3 Task Forces
 - Recognize that current IT groups have a strong base of support
 - Create an Implementation Team to provide coordination and oversight
 - *Julie Queen volunteered to lead the Implementation Team*
- **Review current governance teams** to determine overlap with newly created Level 1, 2, and 3 IT governance teams. ITC will make the determination to either:
 - Transfer membership to a new governance group (with the same or perhaps different name)
 - Modify (e.g., change purpose or membership) the current governance group
 - Eliminate the current governance group
- **Evaluate** the effectiveness of the new IT governance model
 - Generally 3-6 months after implementation: January 2017
 - Consider creating a Governance Evaluation Task Force (Level 3 team)
 - Facilitate discussion groups
 - *Karl Kowalski will coordinate with CIOs*

Fall 2016 Faculty Senate Retreat Summary

Schedule of Events:

9:00 am - 9:15 am	Welcome Back A moment of gratitude – Gary Selk and Ray Noble
9:15 am - 10:15 am	Knowledge Gleaning Exercise – a group exercise
10:15 am - 10:30 am	Board and Committee Assignments
10:30 am – 11:30 am	Strategic Pathways Reports (canceled due to directive from President Johnsen) IT Group summary of options presented
11:30 am – 11:45 am	Other Summer Events <ul style="list-style-type: none">- Research Opportunities- Self-Study- Statewide Accreditation Study- Common Calendar- Gmail- Single Instance Blackboard (SIBL)
11:45 am – 12:15 pm	Conversation/Q&A with the Provost
12:15 pm – 12:30 pm	Words from the Chancellor

UAA Faculty Morale Survey – August 2016

These are the results of a survey of UAA faculty conducted from August 17-22, 2016 by the Faculty Senate. The survey was administered on-line using Qualtrics. An emailed invitation describing the purpose of the survey and providing a link to access it was sent to the UAA Faculty listserv.¹ There were 380 surveys completed, though not all respondents answered all questions. This should be noted when interpreting the tables and graphs below.

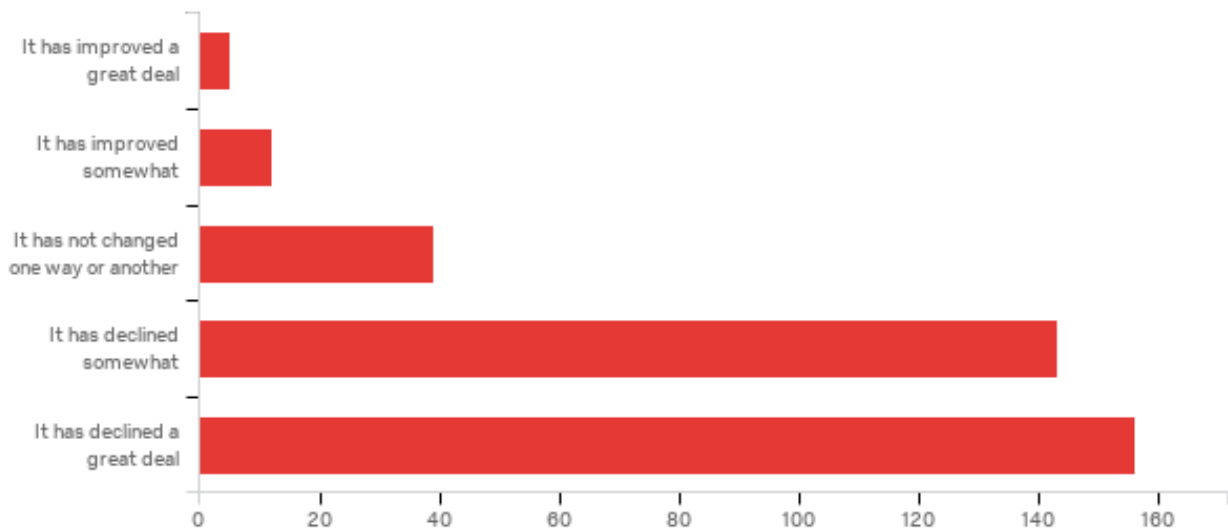
The survey (included in the Appendix) had four questions for all respondents plus two additional contingent questions that were presented to the respondent based on their answers to previous questions. Three of the questions were close-ended; frequency distributions are presented in graphs and tables. The remaining questions were open-ended and solicited written comments. These data were analyzed using the “text” feature in Qualtrics, which entailed categorizing comments and counting the number of comments within each category. A sample of representative comments within those categories is included in this report.

In the past year, how has your morale as a UAA faculty member changed?

Answer	%	Count
It has improved a great deal	1.41%	5
It has improved somewhat	3.38%	12
It has not changed one way or another	10.99%	39
It has declined somewhat	40.28%	143
It has declined a great deal	43.94%	156
Total	100%	355

¹ The invitation to participate in the survey was inadvertently sent to the UAA staff listserv as well. The latter group was quickly advised not to complete the survey, but some staff members may have participated to some degree. It is not possible to separate faculty responses from staff responses.

UAA Faculty Morale Survey – August 2016



What are the major factors that have led to a decline in your morale? [asked only of respondents who indicated their morale had declined somewhat or a great deal]

Concerns about the budget were mentioned by 109 of 287 respondents (40 percent) who wrote answers to this question. Faculty said that because of budget cuts, departments are losing valuable colleagues, faculty workload is impacted, staff are overworked, and other positive aspects of the job (such as travel and benefits) are at risk:

Financial cuts to the institution that mean we are forced to work with antiquated computers "until they completely die," still paying ridiculous amounts of money for a terrible health care plan, mileage reimbursement taken away, and overall the negative and fearful attitudes about our dire straits due to budget.

Library budget cuts reduce available articles, are priding a direct impact on my ability to complete research.

UAA just seems to be spinning its wheels in many areas. Constant threats of budget and programmatic cuts are no help. Lots of planning and meetings but few real results. Sad to see the continued erosion of the community college mission.

Many faculty (62 of 287 responses, 21.6%) cited uncertainty for themselves and their departments (and the university as a whole), largely due to budget concerns, as a reason for their declining morale:

Budget cuts and uncertain future - both personally and for the University.

Uncertainty about the future of our majors, our department, and our university.

UAA Faculty Morale Survey – August 2016

Uncertainty of outcomes/impacts of Strategic Pathways changes.

Uncertainties in defining the University's direction...not knowing what programs will be cut and who will be laid off.

Budgetary decisions made to keep upper administration positions at the cost of critical faculty and students support positions.

Fiscal uncertainty has created a climate of us-versus-them with departments competing rather than taking the approach of, "we're all in it together." People are much more insular and reclusive, avoiding one another rather than coming together for a collaborative and creative response. But generally, people feel powerless and too "in the dark" to do much of anything anyway.

Another common theme (57 of 287 responses, 19.9%) was concern about decision-making, be it the quality of the decisions being made, lack of transparency in the process, top-down decision-making, or little faculty involvement.

The timing of many decisions (made over the summer when faculty are not around to object)

Difficulties with bureaucratic decisions that impinge on ability to carry out basic mission

Decisions are being made locally and at statewide that seem to be ignoring faculty input, or sidestepping the process of faculty governance. It is discouraging to see funding to the university cut and the immediate real impacts on our student and faculty as well as the expected longer term negative impacts. I am beginning to see talented faculty leave the university and I worry about the future of our institution. Greater thought needs to go into the sustainability of decisions that are being made to deal with budget cuts.

The lack of opportunity to advocate for the department in which I teach as part of the decision-making

No communication from the Dean's office. They make decisions that affect many people but only consult very few people who are not involved in the day to day work.

The higher ups in the UAA system make a great deal of decisions on our behalf, without understanding (or caring) what actually happens on a day-to-day basis in our classrooms.

A sense of helplessness as others, far far above even this campus' level make decisions with no known basis.

UAA Faculty Morale Survey – August 2016

I'm mostly bothered by top-down decisions by people who are not educators making corporate-model decisions that seriously affect students, those who teach these students, and education throughout our state.

I see decisions being made by leadership (especially statewide) who do not understand the implications or ramifications of what they are proposing. I've seen a serious threat to academic freedom and our ability to best serve our students by decisions to force standardization where it won't actually improve teaching and learning (or transfer rates!). Finally, the budget context along with legislative proposals for guns on campus have created a dark cloud over the institution. This is the first year I've ever thought about leaving. I love Alaska and working at UAA but I don't want to be at an institution where faculty aren't allowed to do what's best for students and to make our community and campus strong. And I fear that decisions from Fairbanks and Juneau may leave us in that place.

The perception that Big Decisions about the future of UAA are being made by people with little background in higher education who reside far from the place where we live and work, and have little connection to the region and communities we serve - the sense that we have a new cycle of Big Priorities and Big Changes with each new group of administrators. The latest round of Big Changes has come with the message that these changes will happen much more quickly than is usually the case. We're intelligent people. We recognize that the state faces fiscal challenges. But it seems like the fiscal crisis represents a chance to gut the University (or Universities -- UAF, UAA, UAS). We have a dedicated group of faculty here and have grown into an amazing institution, but now people seem to be leaving or looking to leave or just waiting for the other shoe to drop up at Statewide.

Decisions like the email migration have felt Trumpian in their rushed mandate.

There has been no evidence that any of these changes have saved funds, increased resources, or made anything better... I used to see UAA as a juvenile institution finding our way. Now, I question the knowledge and ability of our leadership. More and more, I see UAA the way the community does: as a rinky dink community college that has no idea what we are doing.

There were multiple (n=67, 23.3%) generally negative comments about administration, concerning issues such as favoritism in allocation of workloads, poor communication with faculty, reduction of administrative support, and administrative incompetence:

UAA has a heavy faculty workload and then the administration continues to invent new things for faculty to do. Everything I do at UAA they make 10 x harder than it needs to be. It is like they try to make things complicated and difficult. They are constantly

UAA Faculty Morale Survey – August 2016

changing things like the email system. It is inconvenient and time consuming for faculty to migrate email systems.

The administration in my division. They pit the students against the faculty and believe the students over the faculty. After years of being told I'm incompetent, I'm beginning to believe it and am thinking about leaving teaching.

The feeling that administrators are "out to get" faculty members. There is less and less support for what we do (very little help from administrative staff, classroom equipment/furnishing in poor shape and OSP/IRB is a mess) and yet we are asked to do more and more without any recognition of all of the work that we already do. We have an ongoing leadership vacuum.

I feel the administration does not value my input. But most of all, I feel the community and most political leadership fail to value the university. It seems as though we have very few effective advocates among the higher administrative ranks. The bureaucracy within the university has been lackluster since I've been here ([over five] years now), and it has gotten worse. State leadership, with several notable exceptions, would rather defund and shut down the university than have to support it financially. That said, the university is so poorly run that I find myself struggling to defend it. I've yet to hear a case made why exactly we need a statewide administration.

With some exception we continually recruit administrators that have little vision and leadership ability. This leads to the faculty/staff picking up administrative tasks which reduces time available for improvement in their areas. Additionally, administration seldom if ever views the faculty/staff as an asset. We are seldom asked (except in a perfunctory way) for input or to solve problems. We all know what needs to be done, we need true leaders that are confident enough to admit that they don't have all the answers and even greater bravery to implement solutions from those in the trenches.

An administration that plays the favoritism game by distributing uneven workload.

There is also increased red tape, slower, less efficient processes, and devolution of administrative tasks to faculty in seemingly every aspect of the university, but especially in travel and sponsored research.

The travel system is ridiculous. The average time for a travel reimbursement is approximately two months! It's a very unkind way to treat faculty who are doing work that promotes the institution.

Endless directives from administration and the regents to do meaningless, harmful projects: Common calendar, common course blocks, Google migration, SIBL, and underage student enrollment policies, etc.

UAA Faculty Morale Survey – August 2016

Perceptions about us-versus-them with administration, faculty being treated less like the professionals they are and more like hourly employees. Don't manage to the minority. In other words, don't punish all the conscientious faculty for a few that aren't doing what they should be.

Other comments concerned workload (n=34, 11.8%), in particular increased workload due to cuts in administrative staff and other faculty. Loss of term faculty was also noted as a concern by 21 respondents, because it results in more and larger classes and increased service loads for remaining faculty. Loss of colleagues, be they term or otherwise, was mentioned by several respondents as a factor contributing to their low morale. Other respondents pointed to the reduction in workload for some term faculty. The recent migration to Gmail was an issue for some respondents, many of whom listed this as one of many initiatives that are foisted on faculty with little consultation and little apparent benefit.

Staff positions not hired or reduced, causing significant workload increase for faculty to deliver the same quality for students.

Budgetary uncertainties leading to declines in support for faculty professional development, travel, purchasing normal equipment/supplies, printing, etc.

There is also increased red tape, slower, less efficient processes, and devolution of administrative tasks to faculty in seemingly every aspect of the university, but especially in travel and sponsored research.

UAA has a heavy faculty workload and then the administration continues to invent new things for faculty to do. Everything I do at UAA they make 10 x harder than it needs to be. It is like they try to make things complicated and difficult. They are constantly changing things like the email system. It is inconvenient and time consuming for faculty to migrate email systems.

Increased faculty teaching workloads in part due to short-sighted reductions in term and adjunct workloads that resulted in many leaving UAA.

I just returned to work and encountered many surprises, none of them good. Gmail is a disaster as I am having to spend hours of time that I would like to be using to prepare for my classes, that I have to use to get Gmail and its Calendar feature in a workable configuration. Part of the fall preparation I am having to do is rewrite my syllabi to include two work days that I have never had to teach in the past. I am not looking forward to telling all of my students that they will have to delay/reschedule their Thanksgiving travel. I cannot answer my students' questions about the destiny of their chosen program of study, nor do I know what my future is in the profession I love.

UAA Faculty Morale Survey – August 2016

What do you think could be done to (further) improve morale among UAA faculty?

Survey respondents were asked one version of this question depending on how they answered the previous question about changes in morale. Those who said their morale had increased to any degree were asked how to further improve morale, while other respondents were just asked how to improve morale. Both sets of responses are discussed together here.

Out of 304 responses, 64 (21.0%) described better communication as something that could be done to improve morale.

Communicate with faculty and seriously consider their input before making decisions that affect our future. And then, take a little time to implement changes rather rush into them without time for us to prepare for them.

The upper administration needs to ensure it communicates with folks in the trenches to let them know what is happening and when. There is too much misinformation floating around. Give us the facts.....give us updates and let us deal with the reality of our new budget climate. The misinformation, gloom and doom is trying. How about a monthly "this is what is new" post from the Chancellor???

Our Dean doesn't even know what is happening with strategic pathways and has only been able to guess at what the UA leadership is trying to do, why, and how. The upper level leaders are holding their cards especially close, so we don't even know what is happening at our university. I learn more about what is going on at UAA than I do from my Dean, Provost, or Chancellor. This is a sad, sad, state of affairs. We aren't the first state or university to face budget cuts. Perhaps we could learn from other universities and states how to effectively navigate this. Here's a tip: when you don't provide information, people make shit up and circulate speculations. The effects of this lack of info is like an infection on faculty morale.

I recognize UA is in a terrible fiscal spot, with scant time to effect savings while safeguarding the ability to carry out its mission. That said, imparting a sense of fairness in the process, giving more voice to faculty and staff, and having more frequent and detailed communication from the UA president, campus chancellors, etc. would help. As would more communication about impacts to statewide and individual campuses and their units.

A few faculty respondents were satisfied with communication on the part of administration.

The Administration has done a really great job of being transparent with the budget and have been open to feedback from faculty and students. I'm not sure if anything else could be done - we are in a budget deficit and that is painful - Administration should

UAA Faculty Morale Survey – August 2016

continue to be as present and open as possible and also address how we can successfully re-invent ourselves in a new budget reality. I think there needs to be more emphasis on 're-modeling' UAA in a creative and innovative way.

Show a clear path forward. Uncertainty erodes confidence. The administration is already doing a good job trying to be transparent... please keep it up!

Involvement by faculty in decision-making was mentioned in 58 of 304 responses (19.1%).

Avoid making unilateral decisions and avoid the efforts of statewide (and UAF) to put policies in place that may not be ideally suited to UAA. To the extent possible, incorporate faculty input into difficult decisions to soften the blow by giving them voice and possible impact on decisions that affect them (and their students and research programs).

Have less of the top-to-bottom decision making with little faculty input.

Communicate with faculty and seriously consider their input before making decisions that affect our future. And then, take a little time to implement changes rather rush into them without time for us to prepare for them.

I really believe in UAA as an institution, and in the long run I think we'll be fine. We have some issues, but there are a lot of very talented faculty who are in it for the long haul and I believe that our administration is responsive to our needs. The problem is the consistent interference from Statewide without consultation and with ridiculously short timelines to implement sweeping changes. I don't know what the UAA FS can do about that, though.

Closer connections to administrators who are decision makers. For example, last year the provost had a number of meetings with different faculty groups. I appreciated his willingness to do that in such a difficult climate and I also appreciated his willingness to listen. During the meeting that I attended the provost was open and non-defensive. I would like to see more of those connections being made. I would also like to see that our administrators demonstrate that they are on our side as well as at our side.

Include more faculty in the overall decision making level. Communicate before and during a change in process or procedures, not just when it is a done deal.

We need to first of all have faculty see how they can have a voice in what is happening. Not just listening sessions or surveys but genuine empowerment. In some cases, this means telling deans who are misbehaving and not following process that they can't do that anymore. In other cases, it may be creating a number of opportunities for faculty to participate in decision making alongside administrators. Having faculty sit on committees and in meetings with the Chancellor's Cabinet, Deans and Directors etc. -

UAA Faculty Morale Survey – August 2016

understanding that there are times when due to our status faculty can't be in the room, but still putting them in these places. And having the selection of faculty representatives be made by faculty to quell criticism of the sort that happened with prioritization.

There were 39 comments (12.8%) about leadership at UAA or UA. Some comments were critical of various leaders, calling for replacement of some of them. Other comments suggested things our leadership could do to improve morale, while a few respondents were less hopeful that anything could be or would be done.

I would like to see our leaders step up to inspire us at a time when things look pretty bleak. This is a good time for the Chancellor and Provost to start rallying the troops and building a positive future for UAA.

Increased communication is a good start. The Chancellor and UAA leadership need to be more visible.

Faculty and administrative leadership could partner on presentations and discussions for other faculty and administration. Both of these important groups could show that they are working together in the best interest of UAA and trying to bridge UAA from previous years with better budgets to coming years with potentially smaller budgets.

UAA leadership needs to show they are fighting for UAA and Anchorage which means being willing to publicly call-out the President, the BOR and leadership of other campuses when they cherry pick data, make nonsensical statements or false statements.

When you watch your department lose faculty lines and essential support staff (which can, in many cases, ruin the end user (student) experience at the University) you start to wonder why the leadership is not reducing their own salaries by 10 percent. It would be a symbolic gesture, but it would soothe many bruised loyalties.

Hold administrators responsible for their decisions, mandate that core educational infrastructure be uncompromised despite budget problems, even if upper administrative positions must be lost.

In talking to colleagues, there is not a lot of confidence that current administrators care about their jobs and the impact they have on the long term UAA mission. That they are just here waiting for spouses/themselves to retire or because higher administrators know they won't shake up the system or be contrarian.

For leadership to stop with political stunts that make the university look proactive in the eyes of dimwitted legislators, but hurt everyone else.

I have no confidence in UAA leadership's ability to fix this issue.

UAA Faculty Morale Survey – August 2016

I do not believe that the current administration has any intention of attempting to improve morale.

Another recurring theme, mentioned by 22 respondents (7.2%), was the need for recognition of faculty. Some respondents said they wanted faculty to be treated like they are respected and valued for their work.

Administrators should work to reassure faculty that they are valued while acknowledging that as funds decrease fewer services will be provided and the quality of UA's education will be diminished.

Respect and value for the work of faculty - anything that will increase the trust.

The administration needs to demonstrate that they care about faculty well-being. Right now, they are not making that clear.

Treat us like we matter and that our contributions/expertise matter.

Good luck. It starts with respect as a genuine and core value, rather than token acts that are meant to make us feel valued. That's like putting home-made raspberry jam on moldy bread.

Awarding 2015-2016 AY Chancellor's Awards would help.

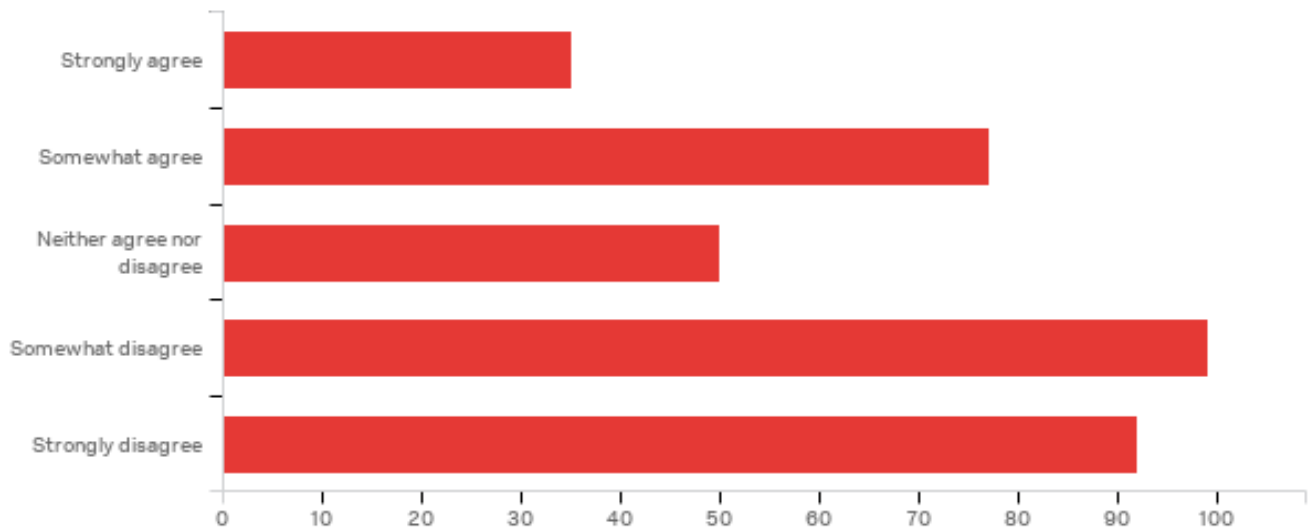
More respect for faculty and including more in overall decisions. The lack of respect around the university astounds me and over the years it has grown worse.

I feel that there is a very severe divide between faculty and administration. There is disrespect going both ways. I think we need to find a way to change this. If faculty don't feel respected and administrators are viewed as evil, it will be very hard to boost morale.

UAA Faculty Morale Survey – August 2016

I feel positive about the security of my job as a UAA faculty member.

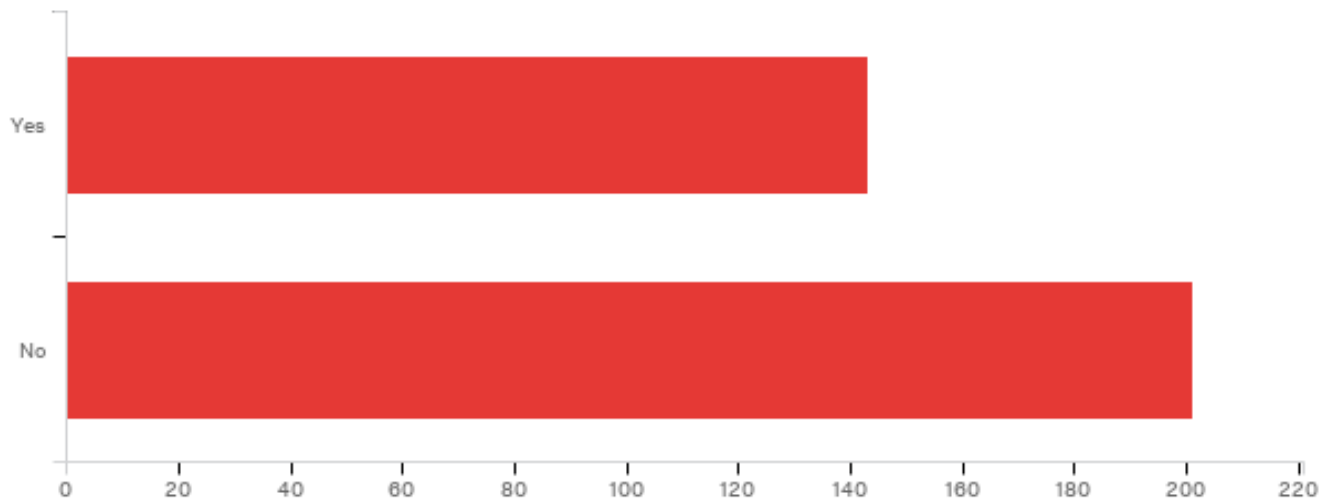
Answer	%	Count
Strongly agree	9.92%	35
Somewhat agree	21.81%	77
Neither agree nor disagree	14.16%	50
Somewhat disagree	28.05%	99
Strongly disagree	26.06%	92
Total	100%	353



UAA Faculty Morale Survey – August 2016

I am actively looking for employment outside UAA.

Answer	%	Count
Yes	41.57%	143
No	58.43%	201
Total	100%	344



What are the top three reasons you are actively seeking employment outside UAA?

Only respondents who reported they were actively seeking employment outside UAA were asked this question. There were 129 responses. Concern about job security was mentioned by 49 respondents (38.0%). Negative work environment was cited by 39 faculty members (30.2%). Other important reasons given by respondents included issues with leadership and the administration (n=34, 26.4%), low pay or other personal financial concerns (n=34, 26.4%), and lack of respect shown to faculty (n=25, 19.4%).

With my future here uncertain, I want to find a new job before I (possibly) lose this one.

I've watched other faculty leave and I'm frightened to be one of the rats who goes down with the ship.

UAA Faculty Morale Survey – August 2016

Though my work is highly valued by the College I work in, my program could disappear in a heartbeat.

The loss of faculty due to insecurity will lead to departments falling apart faster than suggested due to budget cuts alone.

We don't know how much the budget cut will be until the end of the fiscal year, but applications for jobs elsewhere need to be done up to a year before starting a new position. If the state economy is headed for disaster, as so many experts predict will happen without major changes to state revenue sources, I worry that I'll both lose my job and be unable to sell my home here. I'm not yet tenured so this is a very scary yet real possibility. I'm feeling tired of the uncertainty surrounding job security at UAA. It's incredibly draining to do the work required to advance toward tenure, yet wonder if my position will last long enough for that work to pay off.

The fiscal climate at UA is causing me a great deal of insecurity. UAA serves as an open access university. It seems that services are being cut that are essential to student retention and this puts a greater burden on faculty to "produce" results. I do not feel that the current UA administration is focused on academics. They are more focused on producing a corporate model.

Turnover rate too high among staff and faculty; campus is no longer warm and friendly.

Erosion of morale and sense of mission.

Perhaps the question you should be asking is why would anyone NOT want to be looking for a less stressful, more stable situation than the current one.

The climate at UAA. Communication has always been lacking, but it seems to have gotten to the point where just about everything is now a big secret and things are being sprung on us as a UAA community as a done deal. I do realize that not everyone will be happy with the decisions, but a lot of times I believe that at least some of the people who are making the decisions do not really understand the impact many of these decisions have on the employees (faculty and staff), and therefore the UAA community members and Anchorage and surrounding communities.

Not interested in working at a second- or third-rate institution that can't supply the quality professors, educational resources, and infrastructure university students deserve.

University (by that, I mean my university - UAA) is being returned to its previous state as a community college. No desire to work at a community college.

I no longer trust the integrity of the administration. I am weary of being threatened that my position will be eliminated if I do not engage in questionable work tactics. I no longer find joy in the workplace.

UAA Faculty Morale Survey – August 2016

It is no fun to work at UAA any longer.

I have little to no confidence in the administrative leadership to defend the interests of the faculty or seriously incorporate the views of faculty, particularly younger faculty such as myself.

Overbearing and non-performing higher administration.

Too much micromanagement

Statewide administration is bloated and diverting funding from faculty to administration.

The administration is ineffective. We had a very stressful situation in our department for years and they basically failed us.

Poor management decisions by department chair through president and board of regents has given the quality of UAA's programs and students a lower priority than for example, the funding of huge expensive buildings with massive research labs, with an inadequate number of classrooms and faculty offices on both UAA and UAF campuses.

Fear of what may happen due to the idiocy of looking at single accreditation and the inept way that the strategic pathways is being rushed.

I am not certain I want to continue to work for an employer that unilaterally mandates new policies and procedures.

Salary. Salary. Salary.

It is not clear that the job, with all the constant niggling incompetent changes by management, is going to be worth the low pay - I can make twice as much (or more) working in the private sector in my profession - and I've had offers I've turned down to continue teaching.

The high cost of living in Alaska erodes total wealth and earnings.

There is greater security (hard funding) and higher wages in other sectors. The future at UAA looks bleak for a considerable length of time.

Pay has not kept up with similar positions at other Universities.

I don't feel valued after many years here.

I feel all my hard work has not been validated.

Feeling marginalized and disposable after teaching here for 21 years.

UAA Faculty Morale Survey – August 2016

I feel that my experience and knowledge have been less valued by the institution over the past few years. Decisions made in the past couple of years, if not remedied, will directly and significantly affect the programs I work with in a negative way. I believe that the quality of all programs at the university will deteriorate if things can't be turned around and I don't want that to be part of my personal legacy.

UAA does not value me and the work that I do.

Due to administrative actions, I feel unappreciated and dispensable.

Utter lack of appreciation.

Just tired. Tired of CONSTANTLY having to justify my profession, my research, my teaching, and on... I work my ass off. For what?!

There was no question on the survey asking about faculty status, but many answers to this question seemed to come from adjunct and term faculty, who expressed concern both about their low pay and the precarious nature of their employment at UAA.

It is clear that no positions are safe as we enter another year of budget cuts at UA. I would prefer to stay in my job at UAA, but feel it is necessary to have a backup plan in case my contract is not renewed for 2017-2018.

As an adjunct, I am never sure I am going to even have classes to teach. and UAA seems actively to be discouraging use of adjuncts.

Not receiving as many classes as I used to teach. (I would teach four to five in the academic year and now am down to two). I want to teach, I enjoy students, and I enjoy academic inquiry (research). I have expertise that is not appreciated.

Due to workload reductions this year I am doubtful that I will be able to provide for my family in this position.

My low pay as an adjunct forces me to seek additional forms of income elsewhere although I am, in general, quite pleased with my work environment here.

Uncertainty if there is a job for me each year.

I never know if I am teaching a certain class or not until a week before the start of each semester when I get my contract for each class. I never know what my paycheck is going to be, if at all... The job not only pays very little (given that adjuncts can teach no more than 15 credits a year), it provides no benefits.

I already got one letter of non-retention, then was surprised (and elated) to be offered 1/2 of my job back. I know it is inevitable next May, and I don't want to have to search at the last minute.

UAA Faculty Morale Survey – August 2016

Appendix

Faculty Climate Survey August 2016

The UAA Faculty Senate needs your help. Please take a few minutes to answer this short survey that asks you about how you feel as a faculty member at UAA. Results from this survey will be used to help inform administration during the FY18 budget meeting next week. They have requested feedback from the faculty on their morale.

Your responses are anonymous. The survey is entirely optional. You can choose not to answer any or all questions.

If you have any questions about this survey, you can contact Sharon Chamard, Faculty Senate 1st Vice President, at 786-1813 or sechamard@alaska.edu.

In the past year, how has your morale as a UAA faculty member changed?

- ☐ It has improved a great deal
- ☐ It has improved somewhat
- ☐ It has not changed one way or another
- ☐ It has declined somewhat
- ☐ It has declined a great deal

Answer If In the past year, how has your morale as a UAA faculty member changed? It has declined somewhat Is Selected Or In the past year, how has your morale as a UAA faculty member changed? It has declined a great deal Is Selected

What are the major factors that have led to a decline in your morale?

Answer If In the past year, how has your morale as a UAA faculty member changed? It has declined somewhat Is Selected Or In the past year, how has your morale as a UAA faculty member changed? It has declined a great deal Is Selected Or In the past year, how has your morale as a UAA faculty member changed? It has not changed one way or another Is Selected

What do you think could be done to improve morale among UAA faculty?

Answer If In the past year, how has your morale as a UAA faculty member changed? It has improved a great deal Is Selected Or In the past year, how has your morale as a UAA faculty member changed? It has improved somewhat Is Selected

What do you think could be done to further improve morale among UAA faculty?

UAA Faculty Morale Survey – August 2016

I feel positive about the security of my job as a UAA faculty member.

- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

I am actively looking for employment outside UAA.

- ☐ Yes
- ☐ No

Answer If Yes Is Selected

What are the three top reasons you are actively seeking employment outside UAA?



Faculty Senate

UNIVERSITY *of* ALASKA ANCHORAGE

Faculty Senate, Board, and Committee Vacancies

Faculty Senate

CAS Humanities (one vacancy)

CBPP (one vacancy)

Board and Committee Vacancies

General Education Review Committee

CAS (Natural Sciences)

Undergraduate Academic Board

Faculty Senate At Large (one vacancy)

CAS (two vacancies)

CBPP (one vacancy)

COE (one vacancy)

Adjunct (one vacancy)

Graduate Academic Board

Faculty Senate At Large (two vacancies)

GSA (one vacancy)

Academic Assessment Committee

Faculty Senate At Large (one vacancy)

University Wide Faculty Evaluation Committee (UFEC)

Bipartite (two vacancies)

Tripartite (three vacancies)



UNIVERSITY
of ALASKA
Many Traditions One Alaska

DATE: August 29, 2016
TO: UAA Faculty Senate, UAF Faculty Senate, UAS Faculty Senate
FROM: Tara Smith, Chair, Faculty Alliance
RE: Summer & August Report of Activities

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

The Faculty Alliance exists primarily to promote communication amongst the Faculty Senates and to/from Statewide leadership. We are an advisory body to the President and we have members serving on the [Statewide Academic Council](#) and the chair is an ex-officio member of the [Board of Regents](#) Academic & Student Affairs committee. We meet via Google Hangouts and anyone is welcome to attend our [meetings](#).

Following this overview are documents related to the work of Faculty Alliance over the summer and at our retreat held in Anchorage on August 14th and 15th. We are sending revisions to our bylaws and constitution for comment, though no official action is required. We have requested that the appropriate English and Developmental English faculty review the ACCUPLACER tool and the recommendations of the 2012 faculty group (The Accuplacer Community of Practice) on writing placement. We hope to hear from these faculty in December. The ACCUPLACER contract is up for renegotiation in April, so academic leadership is interested to hear from the faculty on this topic. We have included a list of important dates as an informational item. It lists our meetings, each Faculty Senate meeting, and the current schedule of my meetings with President Johnsen. Other than the Faculty Alliance meetings, we do not control the schedule of those groups and changes may have already occurred. Additionally, we sent a request to President Johnsen that a Faculty Alliance member be included on the Summit Team. Finally, we were asked to report on the work of our GER Coordinating Task Force in August. The report submitted is our final attachment.

We are currently finalizing our feedback on the Strategic Pathways process. Each team included one member of the Faculty Alliance. We are also compiling feedback on the [accreditation](#) study compiled by Chancellor Dana Thomas. The final versions of our comments will be sent to all three Faculty Senates.

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

Faculty Alliance Important Dates: AY17

2016

August

2- TS meets with President Johnsen, 1p
12-Materials to Dan White for BOR/ASA
14-15, Faculty Alliance Retreat, all day
15- Faculty Alliance report due to Statewide Governance
17-Strategic Pathways Summer Teams' Recommendations to President Johnsen
18 or 19- SAC

September

2-UAA Faculty Senate, 2:30p-4:30p
2-UAS Faculty Senate, 3-5p
5-UAF Faculty Senate, 1p-3p
6- TS meets with President Johnsen, 1p
6- BOR Public Testimony, 4p -6p, audio
8- BOR ASA Committee meeting, 8:30a-11:30a, video
8- BOR Facilities & Land Management Committee Meeting, 1p -4p, video
9- BOR Audit Committee meeting, 9a-11a, video
9-Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts
14-SAC, 3p-5p, Juneau
15-16, BOR meeting, Juneau
23- Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts
30-GER Coordination Task Force response on Alaska Native Studies GER

October

3-UAF Faculty Senate, 1p-3p
4- TS meets with President Johnsen, 1p
5 or 6-SAC
7-UAA Faculty Senate, 2:30p-4:30p
7-UAS Faculty Senate, 3p-5p
10- Faculty Alliance report due to Statewide Governance
14-Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts
TDB: SAC
28-Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts
31- BOR Public Testimony, 4p-6p, audio

November

1- TS meets with President Johnsen, 1p
3- BOR ASA Committee meeting, 8:30a-11:30a, video
3- BOR Facilities & Land Management Committee meeting, 1p-4p, video
4- BOR Audit Committee, 9a-11a, video
4-UAA Faculty Senate, 2:30p-4:30p

4- UAS Faculty Senate, 3p-5p
7-UAF Faculty Senate, 1p-3p
9- BOR Title IX Training Session, 1p-5p, Fairbanks
9-SAC, Fairbanks
10-11, BOR meeting, Fairbanks
18- Faculty Alliance meeting, 2:30-4:30 via Google Hangouts
25-National Buy Nothing Day (No Faculty Alliance meeting)

December

2-UAA Faculty Senate, 2:30p-4:30p
2- UAS Faculty Senate, 3p-5p
5-UAF Faculty Senate, 1p-3p
6- TS meets with President Johnsen, 1p
9-Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts
TDB-SAC
23-No Faculty Alliance Meeting

2017

January

13-Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts
TBD: SAC
27-Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts
19-20, BOR Retreat, Anchorage
30-Faculty Alliance report due to Statewide Governance

February

3-UAA Faculty Senate, 2:30p-4:30p
3- UAS Faculty Senate, 3p-5p
6-UAF Faculty Senate, 1p-3p
10- Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts
TBD: SAC
21- BOR Public Testimony, 4p-6p, audio
23- BOR ASA Committee meeting, 8:30a-11:30a, video
23- BOR Facilities Committee meeting, 1p-5p, video
24- BOR Audit Committee meeting, 9a-11a, video
24- Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts

March

1-SAC?
2-3, BOR meeting, Anchorage
3-UAA Faculty Senate, 2:30p-4:30p
3- UAS Faculty Senate, 3p-5p
6-UAF Faculty Senate, 1p-3p
10- Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts

13-17: SPRING BREAK

24- Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts

April

3-UAF Faculty Senate, 1p-3p

7-UAA Faculty Senate, 2:30p-4:30p

7-UAS Faculty Senate, 3p-5p

14- Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts

TBD: SAC

28- Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts

May

1-Faculty Alliance report due to Statewide Governance

1-UAF Faculty Senate, 1p-3p

5-UAA Faculty Senate, 2:30p-4:30p

5-UAS Faculty Senate, 3p-5p

12- Faculty Alliance Meeting, 2:30-4:30p via Google Hangouts

TBD: SAC

22- BOR Public Testimony, 4p-6p, audio

25- BOR ASA Committee meeting, 8:30a-11:30a, video

25- BOR Facilities Committee meeting, 1p-5p, video

26- BOR Audit Committee meeting, 9a-11a, video

June

1-2, BOR meeting, Fairbanks

UAS Faculty Senate Audio

Audio Number: 866-832-7806 Participant Pin: 2101880



Date: August 23, 2016
To: James R. Johnsen, President, University of Alaska
From: Tara Smith, Chair, UA Faculty Alliance Designed by: Tara Smith
Re: Request for a faculty member on the Summit Team 7570FDE157BE499...

The Faculty Alliance is requesting that a representative of the Alliance be added to the University of Alaska Summit Team. We think this is an important action to improve the effectiveness and efficiency of the shared governance structure at UA and to strengthen communication between the administration and faculty.

The Summit Team, since its formation, has generated and sent to Faculty Alliance a number of proposals to review, some of which have raised faculty concerns that might have been avoided had a faculty member been in the room when the proposal was initially discussed. We firmly believe that occasional meetings between the Summit Team and Faculty Alliance are not sufficient to ensure faculty voices inform proposals and discussions, and that a faculty representative needs to be in the room with the Summit Team unless we cannot legally be a part of the discussion.

In fall 2014, former Vice President of Academic Affairs and Research Dana Thomas shared an article titled "[Shared or Divided Governance?](#)" from *Inside Higher Ed*. There are two recommendations in this article that support our request:

1. Be sure that there is at least one body on campus whose members include both administrative leaders and elected faculty representatives and whose charge is to consider, in confidence, matters of strategic importance that cut across all areas of operations; and
2. Include an elected faculty representative on the president's senior staff.

While these recommendations are aimed at university and not system-level administration, we believe they hold true also for decision-making at the statewide level. Furthermore, the Summit Team membership has expanded to include Vice Chancellors for Administrative Services at all three universities, and the UA Vice President of University Relations. We believe this increase in membership underscores the necessity of ensuring that the appropriate individuals be included in discussion of issues that cross university boundaries.

We are supportive of the ongoing efforts to improve communication and collaboration across our system, and believe the Summit Team is one-step in that direction. However, it will only succeed if faculty members have representation on this team, to make sure that proposals moving forward reflect the understandings and perspectives not only of administration but also faculty.

Thank you for your consideration. We look forward to your response.



Faculty Alliance

DATE: August 12, 2016

TO: Vice President Dan White

FROM: Tara Smith, Faculty Alliance Chair

RE: BOR Request for GER Comparison Table and Update

CC: Faculty Alliance members, AY17

I am submitting for your review and dissemination this memo and the following attachments:

- An update on the activities and progress being made by the Faculty Alliance GER Coordinating Task Force and the groups with whom they are working;
- A table comparing the current GER offerings at all three universities as updated this summer by the registrars and which includes the upcoming changes to DEVE/ENGL/PRPE course prefix, numbers, and titles; and
- The notes from the registrars on the changes they made to the first comparison table which was compiled in Spring 2015.

These materials and the progress they represent would not have been possible without the dedicated efforts of faculty, staff, and administration across the system, most immediately Director Daniel Kline, Vice Provost Alexandra Fitts, and the registrars of UAA, UAF, and UAS. Their work demonstrates the progress made by faculty across our institutions collaborating for the good of our students.

I would like to note that I am providing the most up-to-date materials available to me at this time as chair of the Faculty Alliance. The Faculty Alliance is cc'd here and will have the opportunity to deliberate or comment on this at our retreat/meeting on August 14th and 15th.

I welcome the opportunity to discuss this BOR priority with the ASA committee and the regents in September. Please let me know if further materials or information would facilitate those conversations.

GER Update / August 2016 / Dan Kline, Task Force Chair

Faculty across the system have been busy with GER alignment and related activities throughout AY15, and as GER task force lead, I can report the following GER-related activities:

GER Alignment

1. **GER Math:** The MATH curriculum across the system has been aligned and is in effect.
2. **GER Composition:** The ENGL – PRPE/DEVE (GER English and Preparatory/Developmental Composition) is taking the aligned curriculum through the review processes at the respective campuses for a Fall 2017 roll out.
3. **Other GER Categories:** Disciplinary teams are being formed to align shared courses in the remaining GER categories:
 - Communication
 - Social Sciences
 - Natural Sciences
 - Humanities
 - Fine ArtsUAA and UAS have responded with faculty volunteers; UAF is currently identifying faculty leads. On a side note, we are in line with the South Dakota System's process that Dana Thomas's reported in his accreditation report.
4. **GER Transfer Equivalencies:** Faculty and staff are tabulating GER transfer equivalencies across the system.

BOR Task Force

1. The **UA GER Task Force** delivered a final report assessing the GER in March 2016. The report made two recommendations: (1) to consider moving from "General Education Requirements" to a "General Education Program," and (2) to consider incorporating an Alaska Native Studies perspective to the UA GER.

Alaska Native Studies Requirement

1. The **Alaska Native Studies Council** met over the summer (1) to define shared Student Learning Outcomes for Alaska Native Studies courses and (2) identify courses on each campus that meet those outcomes.
2. The two immediate possibilities for incorporating Alaska Native Studies into the curriculum statewide are (1) as a separate GER requirement or (2) as some form of 'double-slotting,' that is, having a course in a GER category that also meets the AKNS outcomes. Alternatively, AKNS outcomes could be seeded throughout the curriculum.
3. The AKNS requirement was supported by the UA GER Task Force.

UAF GER Revision

1. UAF circulated a flyer with their revised GER requirements, though there are details to be worked out.

To Be Discussed

1. The NWCCU guidance regarding “related instruction” in the undergraduate certificate and AAS degrees.

GER Course Equivalency Matrix August 10, 2016

All courses are three credits unless otherwise noted

This table was updated by the registrars of all three universities and has not been reviewed by disciplinary faculty, governance groups, or the Faculty Alliance. The notes following the table were compiled by the registrars on their work and help to contextualize the relationship among the GER offerings at all three universities.

I have included the upcoming changes to the ENGL-PRPE-DEVE course offerings for a more complete picture of the GER alignment work thus far.

Written Communication *(Alignment under implementation)*

UAA	UAF	UAS
PRPE A080 Basic Writing (PRPE A070 Basic Reading) <i>Fall 2017: WRTG A080 Basic Writing & Reading (3-4)</i>	DEVE F060 Introduction to Academic Writing (DEVS 052 Basic Reading) <i>Fall 2017: WRTG F080 Basic Writing & Reading (3-4)</i>	Not offered <i>Fall 2017: WRTG S080 Basic Writing & Reading (3-4)</i>
PRPE A086 Writing Strategies (PRPE A076 Reading Strategies) <i>Fall 2017: WRTG A090 Writing & Reading Strategies (3-4)</i>	DEVE F104 Introduction to Academic Writing (DEVS F105 Academic Reading) <i>Fall 2017: WRTG F090 Writing & Reading Strategies (3-4)</i>	ENGL S092 Improving Writing Skills <i>Fall 2017: WRTG S090 Writing & Reading Strategies (3-4)</i>
PRPE A108 Introduction to College Writing <i>Fall 2017: WRTG A110 Introduction to College Writing (3-4)</i>	DEVE F109 Introduction to Academic Writing <i>Fall 2017: WRTG F110 Introduction to College Writing (3-4)</i>	ENGL S110 Introduction to College Writing <i>Fall 2017: WRTG S110 Introduction to College Writing (3-4)</i>
ENGL A111 Introduction to Composition <i>Fall 2017: WRTG A111 Writing Across Contexts</i>	ENGL F111X Introduction to Academic Writing (ENGL F190H may be substituted.) <i>Fall 2017: WRTG F111X Writing Across Contexts</i>	ENGL S111 Methods of Written Communication <i>Fall 2017: WRTG S111 Writing Across Contexts</i>
ENGL A211 Academic Writing About Literature <i>Fall 2017: WRTG A211 Writing & the Humanities</i>	ENGL F211X Academic Writing about Literature <i>Fall 2017: WRTG F211X Writing & the Humanities</i>	ENGL S211 Intermediate Composition Writing About Literature <i>Fall 2017: WRTG S211 Writing & the Humanities</i>

ENGL A212 Technical Writing <i>Fall 2017: WRTG A212 Writing & the Professions</i>		ENGL S212 Technical Report Writing <i>Fall 2017: WRTG S212 Writing & the Professions</i>
ENGL A213 Writing in the Social & Natural Sciences <i>Fall 2017: WRTG A213 Writing & the Sciences</i>	ENGL F213X Academic Writing about the Social and Natural Sciences <i>Fall 2017: WRTG F213X Writing & the Sciences</i>	
ENGL A214 Persuasive Writing <i>Fall 2017: WRTG A214 Arguing Across Contexts</i>		

Oral Communication

UAA	UAF	UAS
COMM A111 Fundamentals of Oral Communication		COMM S111 Fundamentals of Oral Communication
	COMM F121X Introduction to Interpersonal Communication	
COMM A235 Small Group Communication	COMM F131X Fundamentals of Oral Communication: Group Context	COMM S235 Small Group Communication and Team Building
COMM A237 Interpersonal Communication		COMM S237 Interpersonal Communication
COMM A241 Public Speaking	COMM F141X Fundamentals of Oral Communication: Public Context	COMM S241 Public Speaking

Mathematics

UAA	UAF	UAS
	MATH F113X Concepts and Contemporary Applications of Mathematics	MATH S113 Concepts and Contemporary Applications of Mathematics
MATH A121 College Algebra for Managerial and Social Sciences		
	MATH F122X Precalculus for Business and Economics	
MATH A151 College Algebra for Calculus	MATH F151X College Algebra for Calculus	MATH S151 College Algebra for Calculus
MATH A152 Trigonometry	MATH F152X Trigonometry	MATH S152 Trigonometry
MATH A155 Precalculus (6)		
	MATH F156X Precalculus (4)	
MATH A221 Applied Calculus for Managerial and Social Sciences		
	MATH F230X Calculus Essentials with Applications (3)	
MATH A231 Introduction to Discrete Mathematics		
MATH A251 Calculus I	MATH F251X Calculus I	MATH S251 Calculus I
MATH A252 Calculus II	MATH F252X Calculus II	MATH S252 Calculus II
MATH A253 Calculus III	MATH F253X Calculus III	MATH S253 Calculus III
		STAT S107 Survey of Statistics
STAT A252 Elementary Statistics	STAT F200X Elementary Probability and Statistics	
STAT A253 Applied Statistics for the		

Sciences		
STAT A307 Probability and Statistics		

Natural Science with Lab

UAA	UAF	UAS
<u>ASTR A103/ASTR A103L</u> Solar System Astronomy and Laboratory (4)		
<u>ASTR A104/ASTR A104L</u> Stars, Galaxies and Cosmology and Laboratory (4)		
	ATM F101X Weather and Climate of Alaska (4)	
	BIOL F100X Human Biology (4)	
	BIOL F103X Biology and Society (4)	BIOL S103 Biology and Society (4)
<u>BIOL A102</u> Introductory Biology (3) and <u>BIOL A103</u> Introductory Biology Lab (1)		
	BIOL F104X Natural History of Alaska (4)	BIOL S104 Natural History of Alaska (4)
BIOL A108 Principles and Methods in Biology (6)	BIOL F115X Fundamentals of Biology I (4)	BIOL S105 Fundamentals of Biology I (4)
	BIOL F116X Fundamentals of Biology II (4)	BIOL S106 Fundamentals of Biology II (4)
	BIOL F120X Introduction to Human Nutrition (4)	
<u>BIOL A111</u> Human Anatomy and Physiology I (4)	BIOL F213X Human Anatomy and Physiology I (4)	BIOL S111 Human Anatomy and Physiology I (4)

UAA	UAF	UAS
<u>BIOL/GEOL A178</u> Fundamentals of Oceanography (3) and <u>BIOL/GEOL A179</u> Fundamentals of Oceanography Laboratory (1)	MSL F111X The Oceans (4)	
	CHEM F100X Chemistry in Complex Systems (4)	
CHEM A103/CHEM A103L Survey of Chemistry and Laboratory (4)	CHEM F103X Basic General Chemistry (4)	CHEM S103 Introduction to General Chemistry (4)
CHEM A104/CHEM A104L Introduction to Organic Chemistry and Biochemistry and Laboratory (4)	CHEM F104X Survey of Organic Chemistry and Biochemistry(4)	
CHEM A105/CHEM A105L General Chemistry I and Laboratory (4)	CHEM F105X General Chemistry (4)	CHEM S105 General Chemistry I (4)
CHEM A106/CHEM A106L General Chemistry II and Laboratory (4)	CHEM F106X General Chemistry (4)	CHEM S106 General Chemistry II (4)
	CHEM F111X Introduction to Environmental Chemistry of the Arctic (4)	
		ENVS S102 Earth and Environment (4)
ENVI A211/ENVI A211L Environmental Science: Systems and Processes and Laboratory (4)		
	GEOG F111X Earth and Environment: Elements of Physical Geography (4)	GEOG S102 Earth and Environment (4)
GEOL A111/GEOL A111L Physical Geology and Laboratory (4)	GEOS F101X The Dynamic Earth (4)	GEOL S104 Physical Geology (4)
GEOL A115/GEOL A115L Environmental Geology and		

UAA	UAF	UAS
Laboratory (4)		
	GEOS F100X Introduction to Earth Science (4)	
	GEOS F106X Life in the Age of Dinosaurs (4)	
GEOL A221 Historical Geology (4)	GEOS F112X History of Earth and Life (4)	
	GEOS F120X Glaciers, Earthquakes and Volcanoes (4)	
LSIS A102 Origins: Earth-Solar System-Life (5 cr)		
LSIS A201 Life on Earth (5 cr)		
LSIS A202 Concepts and Processes: Natural Sciences (5 cr)		
		PHYS S102 Survey of Physics (4)
	PHYS F102X Energy and Society (4)	
PHYS A123/PHYS A123L Basic Physics I and Laboratory (4)	PHYS F103X College Physics I (4)	PHYS S103 College Physics I (4)
PHYS A124/PHYS A124L Basic Physics II and Laboratory (4)	PHYS F104X College Physics II (4)	PHYS S104 College Physics II (4)
	PHYS F115X Physical Sciences (4)	
	PHYS F175X Introduction to Astronomy (4)	
PHYS A211/PHYS A211L General Physics I and Laboratory (4)	PHYS F211X General Physics I (4)	PHYS S211 General Physics I (4)

UAA	UAF	UAS
PHYS A212/PHYS A212L General Physics II and Laboratory (4)	PHYS F212X General Physics II (4)	PHYS S212 General Physics II (4)
	PHYS F213X Elementary Modern Physics (4)	

Natural Science — non-lab

UAA	UAF	UAS
	[All courses satisfying the Natural Science GER at UAF are lab courses]	ANTH S205 Biological Anthropology
<u>ASTRA103</u> Solar System Astronomy		
<u>ASTRA104</u> Stars, Galaxies and Cosmology		
		ASTR S225 General Astronomy
<u>BIOL A102</u> Introductory Biology		
<u>BIOL/CPLX A200</u> Introduction to Complexity		
<u>BIOL/GEOL A178</u> Fundamentals of Oceanography		OCN S101 Introduction to Oceanography
CHEM A103 Survey of Chemistry		CHEM S100 Introduction to Chemical Science
CHEM A104 Introduction to Organic Chemistry and Biochemistry		
CHEM A105 General Chemistry I		
CHEM A106 General Chemistry II		

<u>BIOL/CPLX A200</u> Introduction to Complexity (duplicate)		
ENVI A211 Environmental Science: Systems and Processes		
<u>GEOG A111</u> Earth Systems: Elements of Physical Geography		
		GEOL S105 Geological History of Life
GEOL A111 Physical Geology		
GEOL A115 Environmental Geology		
<u>BIOL/GEOL A178</u> Fundamentals of Oceanography (duplicate)		OCN S101 Introduction to Oceanography
LSIS A101 Discoveries in Science (1 cr)		
		PHIL S206 Symbolic Logic
<u>PHYS A101</u> Physics for Poets		
PHYS A123 Basic Physics I		
PHYS A124 Basic Physics II		
PHYS A211 General Physics I		
PHYS A212 General Physics II		

Humanities

UAA	UAF	UAS
AKNS A101A Elementary Central Yup'ik Language I (4)	ESK F101X Elementary Central Yup'ik Eskimo (5)	
AKNS A101B Elementary Tlingit Language I (4)		AKL S105 Elementary Tlingit I (4)

UAA	UAF	UAS
AKNS A101C Elementary Alaska Native Language I (4)		
AKNS A101E Elementary Alutiiq Language I (4)		
AKNS A102A Elementary Central Yup'ik Language II (4)	ESK F102X Elementary Central Yup'ik Eskimo (5)	
AKNS A102B Elementary Tlingit Language II (4)		AKL S106 Elementary Tlingit II (4)
AKNS A102C Elementary Alaska Native Language II (4)	ANL F255X Introduction to Alaska Native Languages (3)	
AKNS A102E Elementary Alutiiq Language II (4)		
		AKL S107 Elementary Haida I (4)
		AKL S108 Elementary Haida II (4)
AKNS A201 Alaska Native Perspectives		
	ANL F141X Beginning Athabascan- Koyukon or Gwich'in (5)	
	ANL F142X Beginning Athabascan (5)	
	ANL F251X Introduction to Athabascan Linguistics (3)	
ART A261 History of Western Art I		
ART A262		

UAA	UAF	UAS
History of Western Art II		
ART A360A History of Non-Western Art I		
ART A360B History of Non-Western Art II		
ASL A101 Elementary American Sign Language I (4)	ASLG F101X American Sign Language I (3)	ASL S101 Beginning American Sign Language I (4)
ASL A102 Elementary American Sign Language II (4)	ASLG F202X American Sign Language II (3)	ASL S102 Beginning American Sign Language II (4)
ASL A201 Intermediate American Sign Language I (4)		
ASL A202 Intermediate American Sign Language II (4)		
CHIN A101 First Year Chinese I (4)		
CHIN A102 First Year Chinese II (4)		
CHIN A201 Second Year Chinese I (4)		
CHIN A202 Second Year Chinese II (4)		
ENGL A121 Introduction to Literature		
		ENGL S215 Introduction to Literary Study
	ENGL/FL F200X World Literature (3)	
ENGL A201 Masterpieces of World Lit I		

UAA	UAF	UAS
ENGL A202 Masterpieces of World Lit II		
	ENGL F270X Introduction to Creative Writing (3)	ENGL S261 Introduction to Creative Writing
ENGL A301 Literature of Britain I		ENGL S223 Survey of British Literature I
ENGL A302 Literature of Britain II 3		ENGL S224 Survey of British Literature II
ENGL A306 Literature of the United States I		ENGL S225 Survey of American Literature I
ENGL A307 Literature of the United States II		ENGL S226 Survey of American Literature II
ENGL A310 Ancient Literature		
ENGL A383 Film Interpretation		
ENGL A445 Alaska Native Literatures		
	ESK F111X Elementary Inupiaq Eskimo (5)	
	ESK F112X Elementary Inupiaq Eskimo (5)	
FREN A101 Elementary French I (4)	FREN F101X Elementary French I (5)	
FREN A102 Elementary French II (4)	FREN F102X Elementary French II (5)	
FREN A201 Intermediate French I (4)		

UAA	UAF	UAS
FREN A202 Intermediate French II (4)		
FREN A301 Advanced French I (4)		
FREN A302 Advanced French II (4)		
GER A101 Elementary German I (4)	GER F101X Elementary German I (5)	
GER A102 Elementary German II (4)	GER F102X Elementary German II (5)	
GER A201 Intermediate German I (4)		
GER A202 Intermediate German II (4)		
GER A301 Advanced German I (4)		
GER A302 Advanced German II (4)		
HIST A101 Western Civilization I		
HIST A102 Western Civilization II		
		HIST S105 World History I
		HIST S106 World History II
HIST A121 East Asian Civilization I		
HIST A122 East Asian Civilization II		
HIST A131		HIST S131

UAA	UAF	UAS
History of United States I		History of the U.S. I
HIST A132 History of United States II		HIST S132 History of the U.S. II
HIST A341 History of Alaska		
HNRS A192 Honors Seminar: Enduring Books		
		HUM S120 A Sense of Place: Alaska and Beyond
HUM A211 Introduction to Humanities I		
HUM A212 Introduction to Humanities II		
		JOUR S101 Introduction to Mass Communications
JPN A101 First Year Japanese I (4)	JPN F101X Elementary Japanese I (5)	
JPN A102 First Year Japanese II (4)	JPN F102X Elementary Japanese II (5)	
JPN A201 Second Year Japanese I (4)		
JPN A202 Second Year Japanese II (4)		
JPN A301 Advanced Japanese I (4)		
JPN A302 Advanced Japanese II (4)		
	JRN F101X Media and Culture (3)	

UAA	UAF	UAS
	JRN F102X Introduction to Broadcasting (3)	
	LAT F101X Beginning Latin I (3)	
	LAT F102X Beginning Latin II (3)	
LING A101 The Nature of Language	LING F101X Nature of Language (3)	
	LING F216X Languages of the World (3)	
MUS A221 History of Music I		
MUS A222 History of Music II		
PHIL A101 Introduction to Logic	PHIL F104X Logic and Reasoning (3)	PHIL S101 Introduction to Logic and Reasoning
PHIL A201 Introduction to Philosophy	PHIL F102X Introduction to Philosophy (3)	PHIL S201 Introduction to Philosophy
PHIL A211 History of Philosophy I		
PHIL A212 History of Philosophy II		
PHIL A301 Ethics		PHIL S301 Ethics
PHIL A305 Professional Ethics 3 Credits		
PHIL A313 Eastern Philosophy and Religion		
PHIL A314 Western Religions		

UAA	UAF	UAS
PS A331 Political Philosophy		
PS A332 History of Political Philosophy I: Classical		
PS A333 History of Political Philosophy II: Modern		
	RELG F221X Religions of the World (3)	
RUSS A101 Elementary Russian I (4)	RUSS F101X Elementary Russian I (5)	RUSS S101 Elementary Russian I (4)
RUSS A102 Elementary Russian II (4)	RUSS F102X Elementary Russian II (5)	RUSS S102 Elementary Russian II (4)
RUSS A201 Intermediate Russian I (4)		
RUSS A202 Intermediate Russian II (4)		
RUSS A301 Advanced Russian I (4)		
RUSS A302 Advanced Russian II (4)		
SPAN A101 Elementary Spanish I (4)	SPAN F101X Elementary Spanish I (5)	SPAN S101 Elementary Spanish I (4)
SPAN A102 Elementary Spanish II (4)	SPAN F102X Elementary Spanish II (5)	SPAN S102 Elementary Spanish II (4)
SPAN A201 Intermediate Spanish I (4)		
SPAN A202 Intermediate Spanish II (4)		

UAA	UAF	UAS
SPAN A301 Advanced Spanish I (4)		
SPAN A302 Advanced Spanish II (4)		
THR A311 Representative Plays I		
THR A312 Representative Plays II		
THR A411 History of the Theatre I		
THR A412 History of the Theatre II		

Social Sciences

UAA	UAF	UAS
	ACCT F261X Principles of Financial Accounting (3)	
	ANTH F100X Individual Society and Culture (3)	
<u>ANTH A101</u> Introduction to Anthropology	ANTH F101X Introduction to Anthropology (3)	ANTH S101 Introduction to Anthropology
<u>ANTH A200</u> Natives of Alaska	ANS F242X Native Cultures of Alaska (3)	
<u>ANTH A202</u> Cultural Anthropology		ANTH S202 Cultural Anthropology
	ANTH F111X Ancient Civilization	
	ANTH F211X Fundamentals of Archaeology (3)	ANTH S211 Fundamentals of Archaeology
ANTH A250 The Rise of Civilization		

UAA	UAF	UAS
BA A151 Introduction to Business	BA F151X Introduction to Business (3)	
CEL A292 Introduction to Civic Engagement		
	COMM F180X Introduction to Human Communication (3)	
	ECE F104X Child Development I (3) ECON F100X Political Economy (3)	
		ECON S100 Introduction to Economics
ECON A123 Introduction to Behavioral Economics		
ECON A201 Principles of Macroeconomics	ECON F202X Principles of Economics II: Macroeconomics (3)	ECON S201 Principles of Economics I: Macro
ECON A202 Principles of Microeconomics	ECON F201X Principles of Economics I: Microeconomics (3)	ECON S202 Principles of Economics II: Micro
ECON A210 Environmental Economics and Policy	ECON F235X Introduction to Natural Resources Economics (3)	
EDEC A105 Introduction to the Field of Early Childhood		
ENVIA212 Living on Earth: People and the Environment		
GEOG/INTL A101 Local Places/Global Regions: An Introduction to Geography	GEOG F101X Expedition Earth: Introduction to Geography (3)	GEOG S101 Introduction to Geography
	HIST F100X Modern World History (3) HIST F102X Western Civilization Since 1500 (3)	

UAA	UAF	UAS
		HIST S105 World History I
		HIST S106 World History II
	HIST F122X East Asian Civilization (3)	
	HIST F132X History of the U.S. (3)	HIST S131 History of the US I
		HIST S132 History of the US II
<u>HNRS A292</u> Honors Seminar in Social Science		
<u>HS A220</u> Core Concepts in the Health Sciences		
JPC A204 Media Literacy		
<u>JUST A110</u> Introduction to Justice	JUST F110X Introduction to Justice (3)	
<u>JUST/SOC A251</u> Crime and Delinquency		
<u>JUST A330</u> Justice and Society		
<u>JUST A375</u> Juvenile Justice and Delinquency		
	PS F100X Political Economy (3)	
<u>PS A101</u> Introduction to American Government		PS S101 Introduction to American Government
<u>PS A102</u> Introduction to Political Science		PS S102 Introduction to Political Science
	PS F201X Comparative Politics	PS S202 Comparative Politics: Contemporary Doctrines and Structure
		PS S251 Introduction to International Relations

UAA	UAF	UAS
PS A311 Comparative Politics		
PS/SOC A351 Political Sociology		
PSY A111 General Psychology	PSY F101X Introduction to Psychology	PSY S101 Introduction to Psychology
PSY A150 Lifespan Development		PSY S250 Lifespan Development
PSY A200 Introduction to Behavior Analysis		
	RD F200X Rural Development in the North (3)	
SOC A101 Introduction to Sociology	SOC F100X Individual, Society, and Culture (3)	SOC S101 Introduction to Sociology
SOC A110 Introduction to Gerontology: Multidisciplinary Approach		
SOC A201 Social Problems and Solutions	SOC F201X Social Problems (3)	SOC S201 Social Problems
SOC A202 Social Institutions		
SOC A342 Sexual, Marital and Family Lifestyles	SWK F103X Introduction to Social Work (3)	
SWK A106 Introduction to Social Welfare		
SWK A243 Cultural Diversity and Community Service Learning		
URS A121 Methods of Inquiry		
WS A200 Introduction to Women's and Gender Studies	WGS F201X Introduction to Women's and Gender Studies (3)	

Fine Arts

UAA	UAF	UAS
AKNS/MUS A215 Music of Alaska Natives and Indigenous Peoples of Northern Regions	ANS/MUS/NORS F223X Alaska Native Music (3)	
AKNS/MUS A216 World Indigenous Music		
	ANS/FLPA F161X Introduction to Alaska Native Performance (3)	
	ANS F202X Aesthetic Appreciation of Alaska Native Performance (3)	
ART A160 Art Appreciation	ART F200X Exploration in Art (3)	ART S160 Art Appreciation
	ART F261X History of World Art (3)	ART S261 History of World Art I
	ART F262X History of World Art (3)	ART S262 History of World Art II
DNCE A170 Dance Appreciation		
	ENGL/FLPA/JRN F217X Introduction to the Study of Film (3)	
	FLPA/JRN 105X History of the Cinema (3)	
	FLPA F200X Performance, Production and the Audience (3)	
	FLPA F215X Dramatic Literature and	

UAA	UAF	UAS
	History (3)	
	HUM F201X Unity in the Arts (3)	
	MUS F103X Music Fundamentals (3)	
MUS A121 Music Appreciation	MUS F200X Exploration in Music (3)	MUS S123 Music Appreciation
MUS A124 History of Jazz	MUS F125X Enjoying Jazz (3)	
MUS A221 History of Music I		
MUS A222 History of Music II		
THR A111 Introduction to the Theatre		THR S111 Theatre Appreciation
		THR S211 Theatre History & Literature I
		THR S212 Theatre History & Literature II
THR A311 Representative Plays I		
THR A312 Representative Plays II		

August 10, 2016

Notes for Alex Fitts regarding GER Course Equivalency Matrix Document

Used 2016-17 catalogs. This document was probably created when only the 2015-16 catalogs were available.

1. **COMM F121X** is not equivalent to **COMM A111** or **COMM S111**, so I moved it to its own line in the table as **UAA** and **UAS** have no GER equivalents for this class.
2. **COMM F141X** is not equivalent to **COMM A237** or **COMM S237**. It is closest in content to **COMM A241** and **COMM S241** so I moved it to that line on the table. The Communication Departments may not agree that these are equivalent however, because **UAF's COMM F141X** does not have a prerequisite requirement and **UAA's** and **UAS's COMM 237** has **ENGL 111** as a prerequisite.
3. There is a note at the top of the Mathematics table which states, "proposed aligned curriculum currently under review." Just wanted to mention that, effective for Fall 2015, these have already been aligned across the UA system and updated in Banner (including all prerequisites) by the three universities.
4. Added "X" to all the **UAF Math** class numbers.
5. **MATH F222X (4 cr) & MATH F232X (3 cr)** were removed from the **UAF catalog** effective for Fall 2016. They were replaced with **MATH F230X - Calculus Essentials with Applications (3 cr)**.
6. **STAT F200X** is equivalent to **STAT A252**.

NOTE: Statistics classes were not included in the Math realignment project conducted by all the UA Math Departments.

7. Natural Sciences

- a. Moved the following from the "Lab" list to the "No Lab" list

ANTH S205	
ASTR S225	
CHEM S100	
GEOG S105	
GEOS S205	
OCN S101	BIOL/CPLX A200
GEOG A111	
PHYS A101	

- b. Removed **GEOG S205** *Elements of Physical Geography* from the UAS “No Lab” list. I don’t see this class on their GER list or even in their catalog. It isn’t in Banner either. Perhaps it was confused with some other class?
- c. **BIOL F101X** was removed from our GER list because it is not being taught, so I removed it from the “Lab” list.
- d. **CHEM F111X** is new, effective for Fall 2016. I added it to the “Lab” list.
- e. **BIOL A108** (6 cr) - UAF’s Biology Department determined that this new UAA class, which replaced BIOL A115 and A116, can transfer as BIOL F115X & F116X (8 cr), but students are awarded 6 credits (3 for each class).
- f. Added **LSIS A102, A201 and A202** to the “Lab” list, per UAA’s Natural Sciences GER table.

8. Humanities

- a. Removed ENGL A305 - used UAA’s Humanities GER table

NOTE: UAF and UAS consider History a Social Science discipline. UAA considers it a Humanities discipline. UAF has History classes on the Social Sciences GER list. UAA has History classes on the Humanities GER list. UAS compromised and placed History classes on both the Humanities *and* the Social Sciences GER lists.

9. Social Sciences

- a. Changed UAS’s GOVT classes to PS classes (per UAS registrar, Barb Hegel)
- b. Removed UAS’s PS S230 (per UAS registrar, Barb Hegel)
- c. Added UAS’s PS S202 (per UAS registrar, Barb Hegel)
- d. Removed JPC A101 and added JPC A204 per UAA’s Social Sciences table
- e. **SOC F100X** - left as equivalent to SOC A101 and SOC S101 because UAF’s Sociology Department has directed that all Introductory Sociology classes should be equated to UAF’s SOC F100X.

NOTE: Transfer credit evaluation staff do not equate Western Civilization with World History classes.

10. Fine Arts/Arts

- a. Removed ART A261, ART A262, ART A360A and ART A360B from UAA's Fine Arts GER list in the matrix document. Per UAA's catalog, these classes are on their Humanities GER list.
UAF's ART F261X and ART F262X are on their Arts GER list and UAS's ART S261 and ART S262 are on *their* Fine Arts GER list.
- b. Removed THR A411 and THR A412 from UAA's Fine Arts GER list in the matrix document as they are not on UAA's Fine Arts GER list.
- c. ART/MUS/FLPA F200X were de-cross-listed and each have different titles now, so they're updated as stand-alone classes on the list.

NOTE: Transfer credit evaluation staff do not equate History of *World* Art with History of *Western* Art.

- 11. UAA and UAS require 6 credits of Humanities GER. UAF requires 3 credits of Humanities GER and an **Ethics** class is required for everyone as part of general education; these classes are not on UAF's Humanities GER list, but are in a category of their own, instead.



Faculty Alliance Constitution

Amendments approved by President Gamble September 5, 2014

Proposed amendments Fall 2016

Article 1. Intent

It is the intent of the University of Alaska Board of Regents: 1) that the faculty shall share in the governance of the university, 2) that shared governance is an integral part of the business of the university, and 3) that participators in shared governance are empowered by the UA Board of Regents to carry out their governance responsibilities to the best of their abilities without interference or fear of reprisal.

Article 2. Name

The UA Board of Regents hereby establishes a mechanism for faculty system governance consisting of the Faculty Alliance, hereinafter "Alliance."

Article 3. Authority, Purposes, and Responsibilities

A. Authority

The Faculty Alliance receives its authority by policy 03.01.01 of the UA Board of Regents which derives its authority from the constitution and statutes of the State of Alaska. The Alliance shall carry out its functions subject to the authority of the UA Board of Regents and the University of Alaska President.

B. Purposes

1. Representation

To provide official representation for the faculty of the University of Alaska in matters which affect the general welfare of the university system and its educational purposes and effectiveness.

2. Consultation

To provide consultation to the UA Summit Team, UA vice president for Academic Affairs and Research, UA President and the UA Board of Regents.

3. Communication

To serve as an instrument by which information which is of interest and concern to the university system faculty may be freely collected, disseminated, coordinated, and discussed.

C. Responsibilities

The Alliance recognizes the faculty of the individual ~~academic major administrative units~~universities as having the primary responsibility and authority for recommending the establishment of degree requirements; implementing the degree requirements; establishing the curriculum, the subject matter and methods for instruction; determining when established degree requirements are met; and recommending to the UA President and the UA Board of Regents the granting of degrees thus achieved. The Alliance shall have advisory and coordinating role in academic affairs; no action of the Alliance shall abridge individual ~~academic major administrative unit~~university's authority in academic matters.

When issues have statewide impact, the responsibilities of the Alliance may include, but are not limited to, coordination on matters relating to academic affairs such as academic program review; the addition, deletion or merging of academic programs; curriculum; subject matter and methods of instruction, those aspects of student life relating to the educational process such as degree requirements, grading policy, course coordination and transfer, student probation and suspension, standards of admission and scholastic standards; and faculty welfare issues, including, but not limited to compensation, benefits, appointments, reappointments and termination, workload, promotions, the granting of tenure, dismissal, ethics, and other matters affecting the faculty, the general welfare of the university and its educational purposes and effectiveness.

Representatives shall promote maximum dissemination of information to local faculty governance groups before voting in the Alliance.

Article 4. Membership and Organization

A. Membership

The membership of the Alliance shall consist of three faculty members from each of the faculty senates at the University of Alaska Anchorage, University of Alaska Fairbanks and University of Alaska Southeast. The representatives are the incoming president, the president, and the past-president of each faculty senate.

If a Faculty Alliance member can no longer serve, then the faculty senate of that university shall appoint that person's replacement.

B. Selection

Incoming presidents, presidents, and past presidents of faculty senates serving on the Faculty Alliance shall be selected in such a manner as prescribed by local faculty senates.

C. Term of Service

The term of service shall be three years: year one as incoming president of a faculty senate, year two as president of a faculty senate, and year three as past president of a faculty senate.

D. Recall of Members

Any member may be recalled by the faculty senate by which the member was chosen. The method of recall shall be determined by the local faculty senate. That faculty senate shall select a replacement to complete the term of office.

E. Officers

Alliance officers include the chair and the next chair in rotation.

1. Chair Rotations

The chair shall rotate among the Faculty Senate past-presidents from each university: UAA, UAF and UAS, ~~or be delegated to the next chair in rotation~~. The chair position shall rotate to each university in sequence so that the chair generally is located at each university every third year. This is subject to confirmation of the majority of Faculty Alliance. If for any reason the chair in rotation is unable or unwilling, or not confirmed to serve, the next chair shall be elected by a majority of the Faculty Alliance. The regular rotation shall resume following the term of the chair thus elected.

2. Duties

The chair shall serve as the official spokesperson for the Faculty Alliance. The chair shall a) preside over all meetings of the Alliance b) represent the Alliance, except that the spokesperson be required to present majority and minority opinions regardless of personal opinion. The next chair in rotation shall carry out the duties of the chair in the chair's absence.

The next chair in rotation shall become chair at the beginning of the next term of the Alliance. Terms begin at the May Faculty Alliance regular meeting each year.

F. Task Forces

The Alliance may establish task forces independently or in response to requests of the UA Board of Regents or the UA President to consider complex system-wide issues relating primarily to academic matters or faculty welfare issues. Issues and suggestions of the task force, from whatever source, shall be referred to local faculty senates before formal action occurs at the Alliance level.

Article 5. Meetings

A. Regular and Special meetings

The Alliance shall have monthly meetings during the academic year. At least once per semester, the Alliance shall meet with the UA President to identify system issues and plan for the coming year. Special Faculty Alliance meetings may be called by the UA Board of Regents, the UA President, the Alliance chair, or on petition of one-third of the membership.

B. Voting

Voting shall be by simple majority of the total membership, to include at least one member from each university, except for amendments to the Alliance constitution.

A representative who will be absent from an Alliance meeting may designate another Faculty Alliance member as a proxy for the purpose of voting during that meeting by providing advance written notice to the Chair of the Faculty Alliance.

Representatives may defer voting pending action by local faculty senates on the issue.

Article 6. Quorum

A minimum of a simple majority of the voting membership to include at least one member from each university shall constitute a quorum.

Article 7. Parliamentary Authority

The parliamentary authority shall be the latest edition of Robert's Rules of Order.

Article 8. Amendments to the Constitution

A. Constitution Approval

The constitution, once passed by the Alliance, shall be transmitted to the UA President for approval. A copy of the Faculty Alliance constitution shall be maintained in the System Governance Office.

B. Amendments to Constitution; Distribution prior to Voting

Amendments to the constitution shall be sent to Alliance members and to the local faculty senates at least 30 days prior to the Alliance meeting at which they will be considered. Amendments to the constitution require seven Alliance member votes.

Article 9. Review and Transmittal of Proposals

The review and transmittal of actions from the Alliance shall be done according to Regulation 03.01.010

Article 10. Presidential Action on Recommendations

If the UA President determines that UA Board of Regents action is warranted as a result of a

governance recommendation, including, but not limited to changes to Regents' Policy, the governance item is placed on the regents' agenda for discussion or action as appropriate and the sponsoring governance leader(s) are invited to participate in the discussion of the issue.

Spokespersons for governance groups may also present their views directly to the UA Board of Regents in accordance with board procedures.

Article 11. Handbook

The Faculty Alliance shall annually submit a directory of Alliance members, a description of the Alliance and how it works, and the annual Alliance calendar to the system governance executive officer for inclusion in the governance handbook. This handbook shall be posted online and publically available. ~~§~~

Article 12. Reports

The Alliance chair or designee shall prepare a report of Alliance activities. This report shall be submitted to the system governance executive officer for compilation into a single report of governance activities for submission to the UA President and the UA Board of Regents as part of the agenda for regular board of regents meetings. The system governance executive officer shall also maintain Alliance electronic and written communications systems.



Faculty Alliance Bylaws

Amendments passed May 16, 2014

Section 1. Membership (Constitution Article 4.)

A. Voting Membership

The voting membership shall consist of members of the Faculty Alliance.

B. Corresponding with the Alliance

Incoming correspondence to the Alliance shall be addressed and sent to the Alliance chair with a copy to the system governance executive officer. All outgoing Alliance correspondence shall be sent with the approval of the Alliance chair.

C. Task Forces

3. Membership

The UAA and UAF and UAS faculty senates shall nominate representatives to serve on Alliance task forces. The Alliance shall endeavor to ensure that there is at least one task force representative from each university.

Requests to the Alliance for nominations to task forces established by the UA Board of Regents, the UA President, or others within the university community shall be relayed by the Alliance to the UAA, UAF and UAS faculty senates. The leaders of these groups shall submit nominations to the Alliance. The Alliance shall forward the list of nominees to the person requesting nominations.

4. Charge

The task force charge should be clearly stated, and should accompany any requests to the Alliance or from the Alliance to appoint or nominate faculty representatives. The ground rules for establishing each task force will be determined by the Faculty Alliance.

Section 2. Meetings (Constitution Article 5.)

A. Public Meeting Notice

The Alliance chair shall prepare the public meeting notice in conjunction with the system governance executive officer.

Public meeting notices for regular meetings shall be distributed to the university community and posted on the Alliance web site at least ten days prior to the meeting. Notice shall be distributed and posted at least 24 hours in advance for special meetings.

B. Deadline for Submitting Agenda Items

Deadlines for receiving agenda items shall be set by the Alliance spokesperson no later than ten days prior to regular Alliance meetings and these deadlines shall be distributed by the system governance executive officer to administration, the UA Board of Regents and the university community.

C. Agendas

The agendas of each regular meeting shall include a standing agenda item for interaction with the ~~Systemwide-Statewide~~ Academic Council.

The agendas of each regular meeting or special Alliance meeting shall be distributed to the Alliance membership by the system governance executive officer at least five working days prior to the meeting. The executive officer shall submit a written explanation for any exception.

The Alliance chair shall prepare the agenda in conjunction with the system governance executive officer, and approve the final agenda before distribution.

D. Meeting Records

The Alliance and its committees and task forces shall record meetings and create written minutes, except for those times when the Alliance meets in executive session.

Audio/visual records of the meeting shall be preserved for at least one year and shall be available to the public upon request. The minutes of all meetings shall include all actions taken by the Alliance, shall be prepared and distributed no later than seven days after the meeting, and shall be made available to Alliance members and the public.

Hard copies of Alliance agendas and minutes shall be kept in the System Governance Office for ten years with electronic files available thereafter.

E. Open meetings

All Alliance meetings are open to all members of the university and the general public; however, only Alliance members may participate in the meeting unless the rules for participation in a meeting are suspended by a two-thirds vote of the members present.

F. Executive Session

The Alliance may meet in executive session at any meeting when the subject to be discussed tends to prejudice the reputation or character of any person, or when the subject under discussion includes matters which are required by law or university policy or

regulations to be held confidential. The portions of a meeting spent in executive session shall not be recorded.

G. Roll Call Vote

A roll call vote shall be ordered if requested by one-third of the members present.

H. Meeting Format

Regular or special Alliance meetings may be conducted by any communication technology.

Section 3. Quorum (Constitution Article 6.)

Procedure for Voting by Proxy

When Alliance members cannot attend a meeting, they shall advise the Alliance chair prior to the meeting. The absent member may designate another Alliance member to vote as his/her proxy, and must notify the Alliance chair of this in advance of the meeting in an email or written format.

Section 4. Parliamentary Authority (Constitution Article 7)

A. Time Limit on Speaking

The Alliance chair may set time limits on each agenda item. No speaker shall then speak for more than the fixed number of minutes on any one topic unless more time has been granted in advance. The time limit may be extended by a two-thirds vote of the members present.

Section 5. Amendments to the Bylaws

B. Written Submission

Amendments to the bylaws must be presented in writing by voting members of the Alliance to the Alliance chair at least two weeks before the meeting at which they will be considered.

I. First Reading and Action

Amendments shall have first reading and discussion at the first meeting after they have been received by the Alliance chair. Amendments may then be voted on at the same meeting or postponed for further consideration.

J. Voting on Amendments

Amendments shall be by a simple majority of the membership, and at least one member from each university must be in agreement.

K. Submission to the UA President

Within ten days after the meeting at which amendments were approved by the alliance, the System Governance executive officer shall forward them to the UA President with a request for response within 30 days.



Faculty Alliance

Resolution 2017-01 Concerning Student Placement into Required Composition Courses

Whereas, Developmental English and English faculty across the state met as the Accuplacer Alignment Community of Practice in which they established common placement scores using the ACCUPLACER tool for all required composition courses in the UA System, and

Whereas, these faculty called for a review of the new cut scores in 2014 and for the establishment of multiple measure for student placement into required composition courses in alignment with research and best practices, and

Whereas, the current contract between ACCUPLACER and the UA System is up for renegotiation in Spring 2017;

Therefore be it resolved, the Faculty Alliance asks the Accuplacer Alignment Community of Practice to reconvene with departmentally selected representatives as the Writing Placement Community of Practice with the following charge:

1. Review the 2012 agreements of the original Accuplacer Alignment Community of Practice
2. Review current IR information and research in the field on student placement
3. Review examples of multiple measures implemented by other institutions
4. Make recommendations on the continued use of the ACCUPLACER tool for use by the administration in renegotiating that contract, and
5. Make recommendations on a system of multiple measure for student placement into required composition courses in the UA system.

The Writing Placement Community of Practice is asked to complete their review and submit their recommendations to the Faculty Alliance by December 15, 2016.

Adopted by the Faculty Alliance the 15th day of August, 2016.

DocuSigned by:
Tara Smith

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Tara Smith, Chair

Academic Assessment Committee May 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, Adrainne Thomas - COE, Jennifer McFerran Brock - CoEng, Rachel Graham - Faculty Senate, Jeffrey Hollingsworth - Faculty Senate, Tim Benningfield - Faculty Senate, Kathi Trawver – COH (co-chair), Brian Bennett - Faculty Senate (co-chair), Thomas Harman – CTC, Susan Kalina (Ex-officio) - OAA

Guest(s) and Public Attendee(s)

Committee discussion(s)

NWCCU visitation update
SharePoint Assessment archive project updates
UAA Core Theme Objective Survey: Data and Institutional Assessment Plan
Annual Academic Assessment Survey, live from April 1st to June 15th.

Motions

Informational Items

Children's Behavioral Health OEC
Civic Engagement Undergraduate Certificate
Educational Leadership MEd/Graduate Certificate

Programs whose assessment plans were reviewed during the period

Office Foundations/Office Support OECs represented by Heather Corriere, Gloria Hensel, and Jason Stevens
Occupational Safety and Health AAS/BS represented by Phillip Galloway and Al Grant
Engineering and Science Management MS represented by Seong Dae Kim and LuAnn Piccard
Diesel Power Technology AAS/Undergraduate Certificate represented by Kelly Smith, Jeff Libby, Darrin Marshall, and Craig Defendorf
Sustainable Energy OEC represented by Mark Masteller
Mechanical Engineering BS represented by Jennifer Brock

Submitted by: Brian Bennett

Date: 25 Apr., 2016



**Institutional and Unit Leadership
Review Committee (IULRC) Report
August 29, 2016**

The Committee's tasks for this academic year include:

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

The Committee's next meeting is at 1:30 PM, Friday, September 2nd; the location will be announced.

STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

REPORT FOR AUGUST 2016 TO UAA FACULTY SENATE

Membership

The members of the 2015-2016 SASS Committee are Tracey Burke, Connie Fuess, Jo Gottschalk, Keith Hackett, Tom Harman, Trish Jenkins, Kamal Narang, Irasema Ortega, Galina Peck, Karl Pfeiffer, Ruth Terry, and Sharyl Toscano. The seventh and last meeting of the 2015-2016 academic year was held 4/15/16. The first meeting of the 2016-2017 academic year is scheduled for September 16, 2016.

2015 – 2016 SASS Committee Goals

1. Review prior years' goals. Assess accomplishment, continued priority, or discontinued priority. Status: ongoing. Continue for the coming year. Reports to Faculty Senate as requested.
2. Explore intervention strategies for at-risk students. Status: ongoing. Continue for the coming year as regular agenda item for discussion and review. Reports to Faculty Senate as requested.
3. Continue review of latest requirements for AA degrees. Status: ongoing. Continue for the coming year. Reports to Faculty Senate as requested.
4. Review latest Anchorage School District/State of Alaska standards for high school graduations in relationship to being "college ready." Status: ongoing. SASS would like to invite an ASD representative to serve on the committee. Continue for the coming year.
5. Continue promoting committee participation to include students, parents of students, and alumni. Status: ongoing. The first SASS Student Forum was hosted by SASS during the March 20, 2015 meeting. It was successful and was done again this year during the March 25, 2016 meeting.
6. Review process of supporting students enrolled in discontinued programs. Status: ongoing.
7. Advocate for transparency and predictability in course sequencing. Status: ongoing.
8. Advocate for the development of more effective, "student friendly" self-advising tools. Status: ongoing.
9. Explore system fixes for problems in student services and particularly advising: incorrect information, extensive wait times "on hold," confusing and time consuming voice mail menus, etc. Status: ongoing.
10. Review current rules and processes related to financial aid that effect advising, program sequencing, grading, etc. Status: new/ongoing.

Chair Summary: The SASS Committee met for the seventh and last time of the 2015-2016 academic year on April 15, 2016. The SASS Student Forum on 3/25/16 was reviewed. The first meeting for the coming academic year is scheduled for September 16, 2016, 2:30-4:00 PM, in ADM 101A. Since the last meeting, Faculty Senate Elections were held. Karl Pfeiffer was not reelected to the Senate and may not consequently chair the committee. A new chair will be recruited for SASS. Karl will serve as acting-chair during the interim.



FACULTY SENATE REPORT

September 2016

University Advancement Office

Vice Chancellor Megan Olson

UPCOMING CAMPUS EVENTS

UAA/ISU Doctor Of Pharmacy Students

On Friday, Aug. 19, Governor Walker welcomed the inaugural cohort of UAA/ISU doctor of pharmacy students at a welcome reception held at the Historic Anchorage Hotel. These students were formally welcomed to the program at their white coat ceremony on Saturday, Aug. 20 in the Fine Arts Building recital hall.

Faculty and Staff Welcome Event

Chancellor Case and President Johnsen welcomed UAA faculty and staff to the new academic year on Thursday, Aug. 25 during an event at the Wells Fargo Sports Complex. Chancellor Case reviewed the past year's successes and President Johnsen provided an update for the year ahead. The event concluded with a question and answer session.

Convocation 2016

Convocation 2016 welcomed students back to campus on Saturday, Aug. 27 at the Wendy Williamson Auditorium. Dale Tran, B.B.A. Marketing, shared his story from emigrating from Vietnam to becoming the CFO of Kaladi Bros. Coffee and how UAA played a role in his success. Olympian Kikkan Randall inspired students to work hard to achieve their dreams noting that "any time you give your best effort, you'll walk away satisfied."

SAVE THE DATE - Fall Graduate Degree Hooding Dec. 17 and Commencement Ceremony Dec. 18

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

ALUMNI RELATIONS NEWS/UPDATES

Alumni Nights in Juneau, Portland and Seattle

Alumni groups gathered across the Pacific Northwest this summer. The Juneau Area Alumni chapter met for drinks and networking after work in early August. Further south, UAA Recruitment partnered with Alumni Relations to bring graduates together in Portland and Seattle. The Seattle group has since met independently in August, with plans to continue in different areas of the city in the months ahead.

Green & Gold Gala - Oct. 1 - Alaska Airlines Center

It's the same stage, but a new celebration at this year's Green & Gold Gala. The university's signature alumni event returns Oct. 1 as a cocktail party at the Alaska Airlines Center, featuring a silent auction, Glee Club performances and a live DJ. Net proceeds benefit the UAA Fund for Excellence. [Sponsorships are available at all giving levels and tickets are now available.](#)

DEVELOPMENT NEWS/UPDATES

Susan Foley Appointed University of Alaska Foundation President

The University of Alaska Foundation Board of Trustees and University of Alaska President Jim Johnsen announced today the appointment of Susan Behlke Foley as president of the University Foundation. Foley, an Anchorage-based attorney, brings substantial executive and non-profit leadership to the position. She will join the Foundation on September 6.

"Susan's experience and perspective as a longtime Alaskan with deep experience in philanthropy will be critical for the Foundation's success as we navigate our way through some very challenging fiscal times," said Scott Jepsen, chair of the University of Alaska Foundation Board of Trustees. "We look forward to her leadership."

As a partner in the law firm of Foley, Foley, & Pearson, P.C. for the past 28 years, Foley has helped hundreds of Alaskans recognize the importance of philanthropy as they plan their estates. A frequent

lecturer on all aspects of charitable planning, philanthropy and wealth transfer planning, she has significant teaching and speaking experience.

"I look forward to working with others at the university as I take on this important role at the University Foundation," Foley said. "Alaskans understand the university system is crucial to the future of our state. They agree that education is critical to quality of life, workforce quality and the ability to retain our brightest. Enhanced giving is key if our university is to carry out its critical mission."

Foley has been active in philanthropic and charitable organizations throughout her professional career. She was a long time member of the board of directors of the Alaska Community Foundation and served as that organization's interim CEO and president in 2015. She participated as a member of the Planned Giving Goals and Visioning Committee for United Way of Anchorage,

and in 2014 she was the recipient of Alaska's Outstanding Volunteer in Philanthropy Award from the Alaska Association of Fundraising Professionals.

Raised in Fairbanks, Foley earned a B.A. in Economics from Whitman College and a Juris Doctor from Lewis & Clark Northwestern School of Law. She began her law practice in Fairbanks and moved to Anchorage in 1981.

Foley succeeds Carla Beam, who retired in December 2015 and Interim UA Foundation President Megan Riebe.

Student Phonathon Program

The UAA Student Phonathon Program, which is student-led and raises funds from alumni to support student scholarships and program support, kicks off its 13th year of calling on September 6. We have a diverse group of student callers ready to share their enthusiasm for UAA with our amazing alumni. Our goal this year is \$118,000.

INDIVIDUAL DONORS

The Randich Family Foundation made its annual gift to the R and R Completion Scholarship.

John and Rika Mouw remembered their friend, long time KBC adjunct, biologist and author with their gift to the Eva Saulitis Memorial Scholarship.

Bruce and Janna Chandler continued their support with gifts to the School of Nursing, the Della Keats Summer Enrichment Program and the Dr. Robert

Fortune Endowed WWAMI Scholarship. They have supported WWAMI Alaska since 2007 and helped several Alaska doctors and nurses to start their careers.

Anne and Owen Hanley contributed to the Last Frontier Theatre Conference.

Rick Calcote and Anne Reed donated to the Athletic Excellence fund.

CORPORATE AND FOUNDATION GIFTS

Providence Valdez Medical Center continues to advocate for the wellness of the Valdez community with its gift to PWSC to support the Ski for Free Program and special-interest courses on health-related subjects.

Providence Alaska Foundation gave to the Parrish Healthcare Scholarship, which was established in honor of Al Parrish's dedication to healthcare.

The Alaska Performance Excellence Foundation gave generously to the Small Business Development Center, to continue its commitment to the Baldrige Excellence framework.

Arctic Slope Regional Corporation gave to the Excellence in ANCAP fund to make it possible for ANCAP to address behavioral and mental health issues and promote wellness among Alaska Native communities.

The **Council of Alaska Producers, including Coeur Alaska, Kinross Fort Knox, Sumitomo Metal Mining Pogo and Teck Alaska** renewed its commitment to the Visiting Professor of Public Policy fund in support of Bob Loeffler.

Livingston Slone contributed its annual pledge installment to the Livingston Slone Applied Research in Health Project Management Award. This award is visionary and one of a kind at UAA. It fosters healthcare facility planning, project

management, design and construction bringing new expertise into our communities.

Costco Wholesale Corporation generously increased its support to the RRANN Program Scholarship.

Bartlett Regional Hospital contributed to the School of Nursing Expansion for the twelfth consecutive year.

ExxonMobil continues its dedication to support ANSEP.

UNIVERSITY RELATIONS NEWS/UPDATES

ADVERTISEMENT

University Relations/Student Affairs Partnered

University Relations and Student Affairs partnered to place a series of general recruitment ads in the Alaska Dispatch News and APRN/KSKA 91.1 FM during the month of August.

Anchorage International Airport

The “UAA Opens Doors” sliding door wrap at the Anchorage International Airport remains a strong local presence in town through April 2017.

MEDIA

UAA was mentioned in nearly 500 news clips in August. Some highlights include:

- National coverage of UAA-Idaho State University partnership to offer Alaska’s first Doctor of Pharmacy program.
- Consistent local and statewide coverage of ANSEP’s summer bridge opportunities.
- Continued coverage of university budget and Strategic Pathways discussions.

This month, University Relations has started syndicating stories weekly to local and statewide media outlets, hoping to increase the coverage of the Amazing Stories Being Written Every Day at UAA. Recent syndicated stories that were picked up by media include the UAA-ISU PharmDoc program (Alaska Business Monthly), and engineering professor Aaron Dotson’s work to bring in-home running water and sewage disposal systems to rural Alaska (Alaska Dispatch News, Mat-Su Valley Frontiersman). These stories are distributed each Wednesday out of the University Relations office.

PUBLICATIONS

Alumni Spirit Magazine

The next edition of the *Alumni Spirit* magazine is in progress and will publish in mid October. This issue will celebrate UAA’s 50,000 alumni.

Seawolf Monthly

Beginning in August, email publication *Seawolf Weekly* became *Seawolf Monthly* with its transition to a monthly publication schedule. Weekly stories are still being released through the UAA website and social media channels.

SOCIAL MEDIA

Facebook: 15,390 likes
Twitter: 5,141 followers
Instagram: 1,978 followers
LinkedIn: 29,629 members
YouTube: 299 subscribers
Community Total: 52,437

Highlights & Campaigns

Developing new short-form video series / monthly installment video campaign

Instagram Contest strategy in the works; slated for midterms.

Implemented Hashtags

Institution Specific Hashtags for Branding:

#UAA
#UAAmazing
#SeawolfNation
#GoSeawolves

Local / Relevant Hashtags that direct traffic and increase engagement:

#Alaska
#Anchorage
#college
#collegelife
#community
#education

Performance

Facebook - Top Posts

1. UAA Bookstore Scavenger Hunt Promo (4.6K organic reach)
2. Campus Kick-Off Promo + Picture of Spirit (3.8K organic reach)
3. Williwaw Elementary Thank You Card (3.5K organic reach)
4. Campus Photography - Fall Semester Almost Here (3.4K organic reach)
5. Instagram Cross-Promo Photography (3.1K organic reach)

We have been more strategic this month in our efforts with Facebook posts; increasing our posts from 1 per day to 2-3 per day and abiding a timing formula that allows us to maximize our engagement. ***In the last 28 days***, UAA's

Engagement has increased by 275%, Page Likes have increased by 50%, Reach has increased by 32%, and Views have increased by 44%.

Twitter - Top Tweets

1. Gov. Bill Walker Welcome Pharm School Students + Photo (2.5K impressions)
2. Williwaw Elementary Thank You Card + Photo (1.7K impressions)
3. Kaladi Bros. Seawolf Blend Promo + Photo (1.3K impressions)
4. Green & Gold Story: Alum & Olympian Hansi Gnad (1.2K impressions)
5. Campus Photography / Instagram Cross Promo - flowers in the quad (1K impressions)

Affiliate interaction has served us well this month; staying engaged with Seawolf Athletics, Consortium Library, Bookstore, Departments, and other various affiliate pages has only helped direct traffic to our profile and increase our overall engagement. ***In the last 28 days***, our Twitter Activity has increased by 240%, Tweet Impressions have increased by 187% capping us at around 45,000 impressions, Profile Visits have increased by 180%, Mentions have increased by 23%, and we have gained 52 new followers.

Instagram - Top Posts

1. UAA Night at Fred Meyer - VIDEO (538 views)
2. Alaska Airlines Center Track - PHOTO (111 likes)
3. Campus Kick-Off Star Wars on the Lawn - PHOTO (105 likes)
4. Spirit Striking a Pose, regram - PHOTO (103 likes)
5. Aerial Shot of Campus Kick-Off, regram - PHOTO (103 likes)

Instagram implemented a new Snapchat-like update called Instagram Stories; this feature allows users to post temporary snapshots of things for their followers in a consecutive story format, and the content disappears after 24 hours. UAA Instagram utilized this feature for the Campus Bookstore Harry Potter Event, Campus Kick-Off, UAA Night at Fred Meyer, and The Learning Commons reopening celebration -- this test run yielded fantastic results! Each snapshot was viewed between 111-314 times,

which is about a 50%-300% range higher than our average LIKES per photo.

Linkedin - Top Posts

1. Partnership with Jilin University - photo of Chancellor Case & VP Ding Baojun (20 likes)

2. Green & Gold Story: Kicking the Honeybucket (8 likes)
3. Green & Gold Story: Pharm College (8 likes)

This month's reach was about 43,000 people.

STAFF CHANGES

Long-time Editorial Director **Kathleen McCoy** retired at the end of July 2016.

Kirstin Olmstead, former communication specialist for the UAA Community & Technical College,

recently accepted the Public Relations & Marketing Manager position within University Relations.

Kendra Doshier recently accepted the social media specialist position within University Relations.

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STUDENT AFFAIRS REPORT for FACULTY SENATE

SEPTEMBER 2016

Office of Student Affairs (OSA) & SA Assessment

The National Institute for Learning Outcomes Assessment (NILOA) has chosen UAA's Student Affairs Assessment webpage to be the NILOA Featured Website at learningoutcomesassessment.org. George Kuh (NILOA Director and Co-Principal Investigator), Stan Ikenberry (NILOA Co-Principal Investigator) and Natasha Jankowski (NILOA Associate Director) send their congratulations.



The NILOA Featured Website is a service intended to point others to promising practices in innovative and transparent online communication of student learning outcomes assessment. This is what NILOA wrote about the site:

"The University of Alaska Anchorage's Student Affairs Assessment webpage provides viewers with a concise overview of the university's student affairs assessment efforts. Included within the webpage is an explanation about the university student affairs assessment efforts on the front page in addition to links regarding End of Year reports, Annual Goal Review and Alignment Process, and Student Affairs Student Outcomes, among other related information such as Key Performance Indicators. Because the website presents the university's student affairs assessment efforts in a clear manner it is this month's Featured website in the category of Communication. Thank you for illustrating your assessment information in meaningful ways and for being a good example of institutional transparency."

Additional highlights from the Student Affairs Assessment Website include (<https://www.uaa.alaska.edu/students/assessment/index.cshtml>):

- **Student Affairs Key Indicators and Data Points** (<https://www.uaa.alaska.edu/students/assessment/kpi.cshtml>): Data dashboards that illustrate SA mission and core theme fulfillment, contributions to UAA Core Theme indicators, program performance and outcomes.

- **SA Assessment Intranet:** Features an archive of assessment reports and resources for UAA faculty and staff. New Reports on this site include:
 - » **Fall 2010 First-time Freshmen Pathways** (https://intranet.uaa.alaska.edu/student-affairs/osa/assessment/reports/2016-06-22_FF_retention.cshtml): This report outlines the status, over six academic years, of the fall 2010 first-time freshman cohort at the UAA Anchorage campus. The data provided may be used to determine at what point student statuses change in order to provide targeted interventions or support.
 - » **Project CEO: Co-curricular Experience Outcomes** (https://intranet.uaa.alaska.edu/student-affairs/osa/assessment/_documents/ProjectCEO2016-ExecutiveSummary.pdf): Examines the impact of co-curricular and other outside-the classroom experiences on students' development of employment skills. The survey highlights the ten most desirable skills for new college graduates to possess, as identified by NACE (National Association of Colleges and Employers) in its annual Job Outlook survey.
 - » **RACI Initiatives** (<https://intranet.uaa.alaska.edu/student-affairs/osa/raci.cshtml>): SA departments utilize the RACI Model to help describe continuous improvement initiatives and the various roles needed to complete tasks for a project or business process. The four letters of the RACI acronym stand for responsible, accountable, consulted and informed.
 - » **Mapworks** (<https://intranet.uaa.alaska.edu/student-affairs/student-outreach-transition/mapworks/index.cshtml>): The Mapworks survey is administered at four times throughout the academic year to eligible first-year students (degree-seeking, earned 30 credits or less) and eligible second-year students (degree seeking and earned between 30 and 60 credits). These reports provide an overview of student responses for each of the four surveys.



STUDENT AFFAIRS REPORT for FACULTY SENATE

SEPTEMBER 2016

Admissions & Electronic Student Services

Application numbers are down across the system and that is no exception at the UAA Anchorage campus where the number of fall 2016 applicants is 9.5% less than the number of fall 2015 applicants. The Anchorage campus continues to attract UA Scholars who were up this year and freshmen who are down by only -3.6%. The Admissions team is working with new processes to more quickly admit late complete applicants who are dependent on financial aid.

The Admissions Team is busy putting the finishing touches on the new "Gateway to UAA" application and portal that will open for phase one in mid-September 2016. The team worked on the project trying to view all actions from the student perspective.

It will be rolled out to Anchorage campus faculty and staff after the hustle of this new academic year dies down.

To support Admissions' changing role, which now includes increasing the number of applicants who subsequently enroll, the Admissions team has a new mission statement and is working with a multitude of departments to develop processes that will engage the applicant, develop stronger connections and create an even smoother transition to enrollment.

Career Exploration & Services (CES)

CES was featured on the August 24, 2016 edition of "Workforce Wednesday," a segment of KTVA's "Daybreak." CES has participated in each New Student Orientation and led two workshops with the "Wolf Pack." Staff of CES have collaborated with Residence Life and Conference Services to provide or participate in programming for their student leaders. Additionally, CES provided a Career/Major Exploration program for the Anchorage School District. CES is gearing up for the Student Employment Fair for on-campus employment, which takes place September 14, and has maxed out registration for employers for Accounting Week, held September 26-30.

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

The Alcohol, Drug, and Wellness Educator is planning Safety Awareness Month, a series of events to inform students how to be safe. Suicide Prevention Week is incorporated into Safety Awareness Month.

In May, the UAA Care Team hosted a training conference on behavioral intervention teams for the University of Alaska system. The conference assisted attendees to learn how to effectively address students of concern.

The Student Success Coordinator will lead several emotional support groups for students this year including the Grief Group: Living with Loss, Expressive Arts Group, and Personal Wellness for Drugs and Alcohol.

The Student Success Counselor co-hosted an event in June to support students and co-facilitate a discussion in the aftermath of the Orlando Pulse nightclub shooting.

The Dean of Students Office completed the biennial Students of Concern and Their Behavior Report. This report tracks trends in student behavior.

Disability Support Services

Anne Lazenby, attended the Registry of Interpreters for the Deaf, Region V conference in Phoenix, Arizona. As the DSS coordinator for services for the Deaf/Hard of Hearing at UAA, it is important that Anne maintain her certifications and stay up to date on her knowledge of best practices. She applied for travel vouchers from Alaska Airlines and was awarded the appropriate travel vouchers.

Natalie Page, DSS staff sign language interpreter, fulfilled the necessary requirements and received the National Interpreter Certification. This certification indicates a higher level of professional status.

DSS will be holding its annual Disability Awareness Fair in October. The theme is "Yes I Can...Don't 'Dis' My Ability."



STUDENT AFFAIRS

REPORT for FACULTY SENATE

SEPTEMBER 2016

Exploratory Advising

Exploratory Advising has used a variety of advising methods including group advising, walk-in advising and student-led peer advising. Advising continues to offer one-on-one advising without students needing to wait more than a couple of days to get an appointment. Two positions for "Transition Advisors" were opened and the hiring committee is in the process of reviewing applications. Advising has been able to offer advising at both New Student Orientations covering Exploratory students and has held three workshops on "Professionalism in College" and "How to be a student" for students new to UAA.

Office of the Registrar

The Office of the Registrar implemented a series of process improvements, including adding the ability for students to add an attachment to outgoing electronic transcripts, enabling them to include a resume, copy of institutional recommendations, and other required documents. The Office also implemented a staggered waitlist period, intended to maximize course capacity and allowing automatic waitlists to function during the first week of the term. Staff also revamped the pre-post-secondary registration process to align with new BOR policy.

In collaboration with the Office of Academic Affairs, the Office of the Registrar rolled out the first all-inclusive catalog representing Anchorage, Kenai, Kodiak, Mat-Su, and Prince William Sound. The Office also worked with Student Leadership to produce the first electronic student handbook with shared content and shared search feature with UAA Catalog.

The Office of the Registrar updated DegreeWorks, Schedule Planner, Enrollment Verifications, and Official Transcripts to include PWSC as part of UAA instance. The Office also moved approximately 200 PWSC students into UAA-approved programs and curriculum.

The Office of the Registrar awarded 1516 degrees and certificates on Anchorage campus (spring/summer), a one percent increase from last year.

Student Life & Leadership

Multiple students and staff joined together to organize the 2016 Campus Kick-Off. The event was a success and over 2,000 students, their families, friends, staff, and faculty participating in the festival on the Quad, the comedy show, the outdoor movie, and the shopping night at Fred Meyers. This UAA tradition welcomes new and returning students to campus and this year featured four local food trucks, aerial drones, 170 festival booths, 3 comedians, robust social media, and spectacular weather.

Mark your calendars for these upcoming events:

- Sept. 2 @ 3pm: USUAA first meeting of the semester, upper lounge Student Union
- Sept. 2 @ 5pm: Student Union Gallery opening "Reign of Fables"
- Sept. 6 @ 10am and 2pm: Daily Den begins – UAA's Commuter Lounge offering snacks and info to hungry students
- Sept. 10 @ 10am, Alaska Airlines Center: Spirit Run

TRIO Educational Talent Search (ETS)

ETS served 785 students in the Anchorage School District at seven different middle and high schools. Of those students, 68% of qualified as both first generation and low-income. The ETS class of 2016 held a 98% high school graduation rate (136 out of 139 seniors). Of those ETS graduates, 74% (100 students) plan on attending UAA in the fall of 2016, with an overall postsecondary enrollment rate of 87%. Over one million dollars were awarded in scholarships and financial aid to graduating ETS participants.

Since March 2016, a reported 1154 hours of combined volunteer time has been contributed by the 18 high school members of the Graduation Youth Task Force. From May 23-27, 30 high school juniors attended an intense week of ETS College Prep Summer Academy. Students wrote college essays, prepared for the SAT/ACT, and more.

Unfortunately, ETS program lost federal funding through a competitive grant process and will be closing.



STUDENT AFFAIRS REPORT for FACULTY SENATE

SEPTEMBER 2016

TRIO Student Support Services (SSS)

SSS has accepted 38 eligible incoming freshmen to the program for fall 2016. Students Support Services and Education Talent Search collaborated to financially support 28 freshmen in attending Howl Day Orientations. Twelve SSS upperclassmen completed training in August to serve as Peer Mentors to the incoming freshmen for the 2016-17 academic year.

Twenty-two freshmen participated in the SSS Freshmen Summer Bridge program on campus during August 1-2. The Bridge program assists freshmen in transitioning to college and helps them become more comfortable with the UAA community. Students toured campus, learned about resources and attended presentations by the Learning Commons and Student Health and Counseling Center, and participated in team-building activities with their peers and upperclassmen. Ten SSS upperclassmen volunteered throughout the program, serving as mentors to share their personal college experiences and inform freshmen about opportunities at UAA.



Students participating in the SSS Freshmen Summer Bridge program.

Save the Dates:

Reaffirmation of Accreditation Institutional Self-Study Kick Off: Capturing our Strengths and Meeting our Challenges

**Friday, September 9, 2016
9:00 a.m.-12:30 p.m. in LIB 307**

What makes UAA unique?
What do you value most about the learning that occurs at UAA?
What is distinctive about a UAA graduate?

RSVP today through the links below

More information coming soon...

Kick Off and Core Theme Open Forum Series

Date	Open Forum	Register
Friday 9/9	Institutional Self-Study Kick Off – 9:00-12:30	Register
Friday 9/16	Teaching and Learning (Core Theme 1)	Register
Friday 9/30	General Education Open Forum – 10:00-11:30	Register
Friday 10/7	Student Success (Core Theme 3)	Register
Friday 10/21	Public Square (Core Theme 5)	Register
Friday 10/28	UAA Community (Core Theme 4)	Register
Friday 11/4	Research, Scholarship, & Creative Activity (Core Theme 2)	Register
Friday 12/2	Bringing It All Together: Summary of All Core Theme Sessions	Register
Friday 2/24	Core Theme Discussion of Findings	Register

Following the Kick Off, most open forums will be held from 9:00-11:00 in LIB 307.

The Kick Off and open forums will be available by distance to the community campuses.

Questions? Please contact Academic Affairs at uaa_oaa@uaa.alaska.edu.



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

- UAA students meet or exceed faculty expectations for at least 90% of program student learning outcomes.
- UAA meets the needs of our communities and state through certificate and degree awards, with an emphasis on high demand job areas.
- UAA students, faculty, and staff increasingly reflect the diversity of the state.
- UAA engages the community through diverse partnerships and mechanisms that support community engagement.
- UAA's excellence is recognized and supported by local and national agencies through grant awards.

UAA CORE THEME OBJECTIVES AND INDICATORS

Core Theme Objectives	Core Theme Indicators
Core Theme 1: Teaching and Learning	
UAA student learning outcomes are achieved	<ul style="list-style-type: none">• Student achievement of course and program student learning outcomes
UAA academic programs meet state needs	<ul style="list-style-type: none">• Total degrees and certificates awarded with emphasis on high-demand jobs• Total student credit hours
Core Theme 2: Research, Scholarship, and Creative Activity	
UAA research, scholarship, and creative activities advance knowledge	<ul style="list-style-type: none">• Number and dollar amounts of proposals submitted and awarded grants, contracts, and sponsored activities in research, scholarship, and creative activities• National Center for Higher Education Management Systems (NCHEMS) Research Expenditures
Core Theme 3: Student Success	
UAA students access and successfully transition into the university	<ul style="list-style-type: none">• The degree to which UAA's students reflect Alaska's racial and ethnic diversity• First-to second-year first-time, full-time undergraduate student retention rate
UAA students persist and achieve their goals	<ul style="list-style-type: none">• Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student sub-cohorts grouped by first year of entry• Total degrees and certificates awarded with emphasis on high-demand jobs• Graduation rates• Graduates' employment rates and average earnings
Core Theme 4: UAA Community	
UAA's environments support and sustain learning, working, and living	<ul style="list-style-type: none">• The degree to which UAA's faculty and staff reflect Alaska's racial and ethnic diversity• The degree to which faculty, staff, and students express satisfaction with their professional and learning environments• Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios• Number of crimes, incidents, and injuries reported
Core Theme 5: Public Square (Community Engagement)	
UAA engages in mutually beneficial partnerships with the communities we serve	<ul style="list-style-type: none">• The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies and communities.• Number of UAA colleges which have developed engagement guidelines for faculty promotion and tenure
Approved by Chancellor's Cabinet February 2015	



SEPTEMBER 2017

INFORMATION UPDATE

CENTER FOR ADVANCING FACULTY EXCELLENCE

AUGUST ACTIVITIES

- CAFE coordinated and hosted the **New Faculty Orientation August 15-16, 2016**. 38 new faculty members from the Anchorage and Community Campuses attended, representing a wide array of disciplines. Topics covered included: UAA's Student Population; Alaska Native and Rural Students; Students in Conflict or Crisis; An Overview of UAA's Faculty Development Resources; What I Wish I Knew as a New Faculty member, and more.
- On August 17, CAFE offered a 3-hour workshop on ***Succeeding as a Department Chair or Director***, attended by 30 individuals. Topics addressed included: Leading Among Peers; Conflict Management; Building a Collegial Department; and Delivering Bad News Humanely. Evaluations were extremely positive and indicated an interest in an ongoing chairs' discussion forum. CAFE has scheduled a follow-up meeting so interested chairs can discuss the preferred format and frequency for ongoing sessions.
- CAFE's Director Shawnalee Whitney presented workshops at AI&E's Course (re)Design event August 21-23. The first was on **Creating and Using Rubrics**. The second was on **(re)Designing Syllabi to Improve Student Success**. Faculty attended in person and via distance.
- **In an effort to promote faculty networking, collaboration and mentoring**, CAFE is partnering with Varsity Grill and Seawolf Catering for a monthly faculty gathering designed to give full- and part-time faculty a way to network with colleagues in an informal, relaxed way. These gatherings will be **held on Second Fridays from 4-6**. Our September event will focus on welcoming our new faculty. Last year's mixers drew large groups and folks had a great time while making important connections with colleagues. Join us from 4-6pm at the Varsity Grill in the Alaska Airlines Arena! No need to RSVP.
- Two tracks of CAFE's **New Faculty Learning Community** (based on the book ***Advice to New Faculty*** by Robert Boice) will meet several times this fall. The book introduces the "most reliable research differentiating between new faculty who thrive and those who struggle. By following its practical, easy-to-use rules, new faculty can learn to teach with the highest levels of student approval, involvement and comprehension time -- with only modest preparation time..." The book offers similar suggestions for writing and quickly integrating into academic culture.

CENTER FOR ADVANCING FACULTY EXCELLENCE (continued)

- CAFE has partnered with Academic Innovations and eLearning to create a cohort of faculty Tech Fellows who are pursuing **Making Learning Visible** projects. (**MLV is CAFE's faculty learning community supporting the Scholarship of Teaching and Learning**). The cohort started work last spring with their SoTL work led by CAFE Faculty Associates Betty Predeger and Deb Periman. The group includes a mix of new, returning, tenure-track, and term faculty. As in the past, MLV's goal is to allow faculty to discuss, introduce, document and assess specific teaching interventions in the classroom and report the results to their colleagues. This cohort's added twist is that they're developing interventions that incorporate academic technologies. This learning community will be presenting its projects via e-portfolios. Their academic technology development is being guided by Lara Madden and Heather Caldwell. A date for the Tech Fellows Showcase will be announced by AI&e.
- CAFE continues to **support the work of the Faculty Senate Diversity Committee**. Libby Roderick, our Associate Director of CAFE and Director of Difficult Dialogues, attended a portion of the FSCD's retreat. We look forward to more chances to collaborate and support the committee.
- At the request of the Provost, CAFE will continue to coordinate **Conversations with the Provost**. Following last year's model, he will have conversations with different faculty cohorts to get a sense of obstacles they've faced, as well as positive experiences at the institution. We look forward to the insights these conversations may yield relative to faculty development needs.
- CAFE's long-time Program Coordinator Liisa Morrison retired in mid-August. We are currently searching for a person to fill this very important position in CAFE. It will be difficult to find someone who is able to step right in and do all that Liisa handled.

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- **CCEL is reviewing proposals for Community-Engaged Student Assistants** due from faculty on August 26 and anticipating awarding the equivalent of up to \$30,000 in scholarships to students to support faculty engaged teaching, research, and scholarship this fall semester. "Early Bird" applications submitted in May for fall CESAs have been confirmed and award letters sent to faculty.
- **"Early Bird" applications for faculty minigrants were awarded** to Angela Anderson in English, Marsha Olson in Journalism & Communication, Caroline Wilson in WWAMI, Dan Anteau in Theatre & Dance, Rebecca Robinson in Psychology, Hattie Harvey in Early Childhood Education, Kimberly Pace in Political Science, and Sarah Kirk in CPDS-English. The awards totaled \$9,395 for research and creative activity for community partnerships ranging from young voter engagement on and off campus for this year's election to K-12 projects, outreach to ELL students at ASD and UAA, and trauma-informed services and emergency preparedness. An additional RFP is due November 4th for faculty to apply for funding that will be available mid-November.

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING (continued)

- **The May 2016 Faculty Intensive for Community Engaged Teaching & Scholarship was attended by 13 faculty members** with ½ day sessions on Engaged Teaching and Engaged Writing for publication. Several faculty members have continued to meet over the summer, and we will be scheduling times this fall to continue as a group. We have an agreement to submit articles as invited from the Journal of Community Engagement and Scholarship for issues in 2016-17.
- **Community engaged course designations for Fall 2016** indicate that 33 courses were designated as community-engaged and 20 as service-learning.
- CCEL participated in welcoming new faculty and providing information about services to support engaged scholarship at New Faculty Orientation with CAFÉ on August 16 and led a workshop on reflection for Academic Innovation & eLearning's EDUPass trainings August 22nd: *Creating & Integrating Reflective Assignments*.
- **The UAA Community Engagement Council** will begin meeting again in September, chaired this year by Christy McDowell. Irasema Ortega is the Chair-Elect to take over in 2018-2020.
- **Welcoming Week for the municipality-wide initiative “Welcoming Anchorage” began here as an idea with CCEL** for Anchorage to participate in a national initiative *Welcoming Cities & Counties* (<https://www.welcomingamerica.org/programs/our-network>) and was taken up first by the Assembly and now as a key initiative in this mayor's administration. *Welcoming Week* takes place across the U.S., with the kickoff for Anchorage this year in our UAA Think Tank sponsored by the English Department and featuring Mayor Ethan Berkowitz coming with a question for us to brainstorm: “What makes for a Welcoming Community?” **Thursday, September 15, 11:30 am – 12:45 pm, LIB 307, Moose's Tooth donates pizza!** Check out the rest of the Welcoming Week activities in Anchorage (<https://www.welcomingamerica.org/programs/welcoming-week#filter>), including events on 9/22 and 9/27 at the UAA Bookstore.
- **The Think Tanks this year, started by CCEL in 2014, are being sponsored and promoted by individual departments** to engaged more of our constituencies across the campus in these very worthwhile discussions. Non-profit agencies are invited to come with a question for faculty, staff, students and community members to come together to discuss. Next month, 10/6, 1:00 – 2:15 pm is sponsored by the College of Education. The November date is unexpectedly open due to a cancellation if any department is interested.
- **Save the Date for our Urban (& Rural) in Alaska Conference on Friday, October 21st, from 9 am – 2 pm.** Currently break-out sessions and keynote speakers are being organized – and don't forget the Rapid-Fire Community Engagement during lunch from 12:30-2:00 pm with 2 minute presentations from 25+ faculty across the campuses on their community-engaged work!

ACADEMIC INNOVATIONS & eLEARNING

Academic Technologies:

- We have spent the summer working on the statewide **Single Instance of Blackboard Learn (SIBL)** project. As of now, our plans are to open this new system in late October. This will allow faculty ample time to build Spring 17 courses and gain familiarity with the system. Please keep in mind, functionally there is very little change occurring in the transition to the new system.
 - As part of this process, email addresses in Blackboard Learn have been changed from the student's preferred email address back to the official UA email (username@alaska.edu).
- Also, over the summer we completed our procurement process and entered into a two-year agreement with Software Secure to provide **RP Now online test proctoring services**. RP Now allows distance students to take online tests in a location of their choosing, rather than an official UAA approved proctoring center.
 - RPNOW is integrated into Blackboard for easy set.
 - The service (and technical support) is available 24/7, 365.
 - Requirements for the service are:
 - Webcam
 - Microphone
 - Internet connection
 - Computer with Windows 7+ or MAC 10.8+ OS
 - AI&e will work with a small group of faculty to pilot the program this fall and plan to make the service available for all distance courses in the Spring. For more information, please contact Keith Berggren, kberggren@alaska.edu.

ePortfolios:

- Over 60 faculty attended our **second annual eWolf/AI&e May 2016** workshop. The conference had keynotes from: (1) John Ittelson, Professor Emeritus at Cal State Monterey bay and a pioneer in the world of e-Portfolios and (2) Jeffrey Yan and Kelly Driscoll co-founders of Digication (our eWolf provider).
- **Native Student Services and eWolf collaboration** was highlighted this summer by both University Advancement and the WCET (<https://wcetfrontiers.org/2016/07/28/uaa-native-alaskan-digital-storytelling/>). This work has led to interest in our effort by the American Association of Colleges and Universities.
- We continue to partner with Academic Affairs and Faculty Senate to work on the second round of **Promotion and Tenure activity**. There is active interest in the work by faculty involved and many changes have been made in review from the first year.
- On the horizon, alpha testing is underway on a Blackboard building block for integration with eWolf.
- Digication is also working to deploy a new user interface in eWolf. Look for more information by early winter.

ACADEMIC INNOVATIONS & eLEARNING (continued)

Instructional Design Services:

- Completed dedicated Quality Matters APPQMR workshop for **Social Work** program - all faculty members have completed basic training, and the program is looking toward course review with a goal of overall QM program certification.
- UAS has joined the Alaska System for **Quality Matters**. We've extended invitations to other institutions around the state to join the system, including APU, UAF, and Ilisagvik College.
- Strong increase in requests for **interactive course modules** made with rapid prototyping tools - at the moment we have about 60 of varying complexity in the queue. We'll be working on establishing and publishing waitlist and prioritization information for new development requests.
- **Opening searches** for 1.25 ID3 positions - one full-time regular instructional designer, one .25 FTE Quality Matters coordinator

Professional Development:

- We kicked off this fall by holding our **EDUPASS: Online Course Design & Development Conference** on August 21-23. In partnering with CAFÉ, the eWolf program, and instructional designers from College of Education and School of Nursing, we offered 26 workshops, attended by 41 faculty members (10 of which were served remotely from the community campuses).

Robust Online Learning Grant:

- UAA received Grant Award Notice for Year 2 - **our funding is continued!**
- **Bridge to Success project with Alaska Native Studies** held a feedback session on the completed module with NSS bringing in new students from their Native Early Transition program on August 23. Overall reception was positive, and now we'll move into final edits on the project.
- Two online master courses (CEL 292 and MUS A121) will launch with start of classes.
- **Innovation Design Studio** equipment is ordered and construction on the space should commence any day. We hope to have the studio open for business by late September and host a grand opening celebration in October.
- Data collection & other grant evaluation processes are in place as pilots begin and our grant year one winds down.

INSTITUTIONAL RESEARCH

- The Office of Institutional Research has worked with Information Technology Services over the summer to switch the SharePoint reporting portal to an "always on" server environment. This environment will allow IR to **offer end users uninterrupted access to data**. Additionally, the office has upgraded to SQL Server 2016 which offers more options for reporting and graphics. Please visit the IR SharePoint site for current information regarding enrollments, students, staff and graduates.

COMPLEX SYSTEMS

- Dr. Lael Parrott, Professor in Sustainability and Director of the Okanagan Institute for Biodiversity, Resilience and Ecosystem Services (BRAES) at The University of British Columbia, will be the **Lee Gorsuch Complex Systems Speaker on Thursday, September 22**. Dr. Parrott leads an internationally recognized research program in modelling contemporary regional landscapes and ecosystems as complex systems. She promotes a holistic, complex systems vision of managing land and water resources at the landscape scale. The annual Lee Gorsuch lecture will highlight leaders in complex systems thinking and modeling.