I. Call to Order

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

2017-2018 Officers

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III. Agenda Approval (pg. 1-7)

IV. Meeting Summary Approval (pg. 8-16)

V. Officer’s Reports

A. President’s Report (pg. 17)

B. First Vice President’s Report (pg. 18-34)

C. Second Vice President’s Report (pg. 35)
D. Past President’s Report
   i. FA Report (pg. 36)
   ii. Letter to the BOR re: Reappointment (pg. 37)
   iii. UA System IT Assessment – January 2018 (pg. 38-60)

VI. Consent Agenda
   A. Undergraduate Curriculum
      i. Courses
         Chg ACCT A342: Managerial Cost Accounting
         Chg ACCT A420: Fraud Examination
         Chg ACCT A422: Justice for Fraud Victims
         Chg ACCT A430: Governmental and Not-for-Profit Accounting
         Chg ACCT A452: Auditing
         Chg ANTH A211: Archaeology
         Add ANTH A390A: Arctic and Subarctic Cultures
         Add ANTH A490C: Belief and Identity
         Chg CE A310: Introduction to Geotechnical Engineering
         Add CE A310L: Introduction to Geotechnical Engineering Lab
         Chg CE A334: Properties of Materials
         Chg CE A334L: Properties of Materials Laboratory
         Chg CE A341: Environmental Engineering
         Chg CE A351: Structural Analysis
         Chg CE A403: Arctic Engineering
         Chg CE A410: Foundation Engineering
         Chg CE A420: Fundamentals of Transportation Engineering
         Chg CE A421: Design of Highways
         Chg CE A432: Steel Design
         Chg CHIN A101: Elementary Chinese I
         Chg CHIN A102: Elementary Chinese II
         Chg CHIN A201: Intermediate Chinese I
         Chg CHIN A202: Intermediate Chinese II
         Chg EDEC A241: Infant and Toddler Development
         Chg EDEC A292: Early Childhood Practicum Seminar
         Chg EDEL A205: Becoming an Elementary Teacher
         Chg EDFN A101: Introduction to Education
         Chg EDSE A311Y: Special Children from Birth through Five
         Add EDSE A313Y: Positive Behavior Intervention and Supports for Early Childhood
         Add EDSE A495Y: Field Experience in Early Childhood Special Education
         Chg ENGL A121: Introduction to Literature
         Chg ENGL A306: Literature of the United States I
         Chg ENGL A307: Literature of the United States II
         Chg ENGL A414: Research Writing
         Chg ENGL A437: Studies in Style and Stylistics
Chg    ES A209: Statics
Chg    ES A210: Dynamics
Chg    ES A261: Engineering Practices II
Chg    FREN A101: Elementary French I
Chg    FREN A102: Elementary French II
Chg    FREN A201: Intermediate French I
Chg    FREN A202: Intermediate French II
Chg    GEOL A332: Sedimentary Petrology Laboratory
Chg    GER A101: Elementary German I
Chg    GER A102: Elementary German II
Chg    GER A201: Intermediate German I
Chg    GER A202: Intermediate German II
Chg    HUMS A101: Introduction to Human Services
Chg    HUMS A107: History and Systems of Human Services
Chg    HUMS A122: Substance Abuse as a Contemporary Problem
Chg    HUMS A123: Community Education and Prevention in Substance Abuse
Chg    HUMS A124: Introduction to the Physiology and Pharmacology of Substance Abuse
Chg    HUMS A153: Human Relations
Chg    HUMS A155: Human Relations in the Workplace
Chg    HUMS A185: Introduction to Field Work
Chg    HUMS A223: Introduction to Paraprofessional Counseling I
Chg    HUMS A224: Conflict and Collaborative Systems
Chg    HUMS A226: Intervention Continuum in Substance Abuse Counseling
Chg    HUMS A256: Groups and Organizations
Chg    HUMS A295A: Human Services Practicum I
Chg    HUMS A295B: Human Services Practicum II
Chg    HUMS A321: Diversity Issues in Human Services Practice
Chg    HUMS A322: Introduction to Case Management in Human Services Practice
Chg    HUMS A324: Introduction to Paraprofessional Counseling II
Chg    HUMS A333: Alternative Dispute Resolution
Chg    HUMS A334: Family Mediation
Chg    HUMS A350: Men and Masculinity Issues in Human Services Practice
Chg    HUMS A351: Career Development for Human Services Professionals
Chg    HUMS A352: Human Services Administration
Add    HUMS A353: Working with Individuals with Disabilities: A Human Service Perspective
Add    HUMS A354: Clinical Approaches to Substance Abuse
Chg    HUMS A405: Children's Mental Health Interdisciplinary Seminar
Chg    HUMS A412: Ethical Issues in Human Services Practice
Chg    HUMS A414: Advanced Case Management for Human Services Professionals
Chg    HUMS A415: Advanced Human Services Systems
Chg    HUMS A416: Substance Abuse and the Older Adult
Chg    HUMS A417: Substance Abuse Counseling for Human Service Professionals
Chg  HUMS A420: Introduction to Program Evaluation
Chg  HUMS A435: Individual and Group Facilitation
Chg  HUMS A461: Crisis Intervention
Chg  HUMS A495: Human Services Practicum III
Chg  HUMS A496: Human Services Integrative Capstone
Chg  JPN A101: Elementary Japanese I
Chg  JPN A102: Elementary Japanese II
Chg  JPN A201: Intermediate Japanese I
Chg  JPN A202: Intermediate Japanese II
Chg  MA A230: Billing and Insurance for the Medical Office
Chg  ME A313: Mechanical Engineering Thermodynamics
Chg  NS A300: Foundations of Nursing I: Roles, Processes, and Trends
Chg  NS A303: Foundations of Nursing Practice: Therapeutics
Chg  NS A303L: Foundations of Nursing Practice: Therapeutics Laboratory
Add  NS A307: Foundations of Nursing Practice: Health Assessment Theory
Add  NS A307L: Foundations of Nursing Practice: Health Assessment Laboratory
Chg  NS A313: Health Disruptions I
Chg  NS A313L: Health Disruptions I Laboratory
Chg  NS A406: Nursing Therapeutics in Complex Health Disruptions
Chg  NS A411: Population Health Integrative Capstone
Chg  NS A411L: Population Health Integrative Capstone Laboratory
Chg  NURS A120: Nursing Fundamentals
Chg  NURS A120L: Nursing Fundamentals Laboratory
Chg  NURS A125: Adult Nursing I
Chg  NURS A125L: Adult Nursing I Laboratory
Chg  NURS A127: LPN to AAS Nursing Bridge
Chg  RUSS A101: Elementary Russian I
Chg  RUSS A102: Elementary Russian II
Chg  RUSS A201: Intermediate Russian I
Chg  RUSS A202: Intermediate Russian II
Chg  SOC A462: Social Science Statistics
Chg  SPAN A101: Elementary Spanish I
Chg  SPAN A102: Elementary Spanish II
Chg  SPAN A201: Intermediate Spanish I
Chg  SPAN A202: Intermediate Spanish II

ii. Programs
Add  -AAS: Apprenticeship Technology
Chg  BAEC-BA: Bachelor of Arts in Early Childhood Education
Chg  BAEL-BA: Bachelor of Arts in Elementary Education (with Teacher Certification)
Chg  CIVL-BS: Bachelor of Science in Civil Engineering
Chg  ECDV-AAS: Associate of Applied Science in Early Childhood Development
Chg  ERCH-PBCERT: Post-Baccalaureate Certificate in Early Childhood Pre-K-Third Grade (with Teacher Certification)
Chg  FEST-AAS: Associate of Applied Science in Fire and Emergency Services Technology
Chg  GELS-BS: Bachelor of Science in Geological Sciences
Chg  HMSV-AAS: Associate of Applied Science in Human Services
Chg  HMSV-BHS: Bachelor of Human Services
Chg  HMSV-MINOR: Minor in Human Services
Chg  MOCD-OECERT: Occupational Endorsement Certificate in Medical Office Coding
Chg  MWRT-OECERT: Occupational Endorsement Certificate in Millwright
Chg  TCEL-PBCERT: Post-Baccalaureate Certificate in Elementary Education (with Teacher Certification)

B. Graduate Curriculum
   i. Courses
      Chg  DN A630: Applied Research in Nutrition and Dietetics
      Chg  DN A650: The Business of Dietetics
      Chg  ENGL A601: Introduction to Graduate Studies in English
      Add  ENGL A614: Advanced Research Writing
      Chg  ENGL A637: Advanced Studies in Style and Stylistics
      Chg  PSY A653: Practicum Placement - Clinical II
      Chg  PSY A670: Psychotherapy Internship
      Chg  SWK A634: Advanced Generalist Practice III: Organizations and Communities

   ii. Programs
      Chg  CLCO-DOCDEG: Ph.D. in Clinical-Community Psychology
      Chg  CWLA-MFA: Master of Fine Arts in Creative Writing and Literary Arts
      Chg  DINU-MS: MS Dietetics and Nutrition
      Chg  SWRK-MSW: Master of Social Work

VII. Guests

   A. LuAnn Picard, on Process Improvement/Lean work at UAA (pg. 61-67)
   B. Laura Zamborsky on Financial Literacy Month

VIII. Unfinished Business

   A. Resolution Concerning Reappointment of President James Johnsen (pg. 68-69)
   B. Motion to approve new policy on Graduate Faculty Designation (pg. 70-71)
   C. Reinstatement Policy (pg. 72-73)
IX. **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. 74)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 75-76)

G. Budget, Planning, and Facilities Advisory Committee

H. Diversity Committee (pg. 77)

I. Faculty Grants and Leaves Committee

J. Institutional and Unit Leadership Review Committee (pg. 78)

K. Library Advisory Committee

L. Student Academic Support and Success Committee (pg. 79)

M. Community Campus Committee

N. Academic Honesty and Integrity Committee

O. Research and Creative Activity Committee (pg. 80)

P. Joint Ad Hoc Committee on Mentoring Institute Proposal

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

R. Joint Ad Hoc Committee on Student Evaluation

S. Joint Ad Hoc Committee on Term Faculty Promotion

T. Joint Ad Hoc Committee on Internationalization

X. **New Business**

A. Introduction of Resolution to recommend changes to R.10.04.040 regarding GERs
B. Motion of support for Faculty Alliance memo regarding President Johnsen reappointment

XI. Administrative Reports

A. Interim Chancellor, Sam Gingerich

B. Interim Provost, Duane Hrncir

C. Interim Vice Chancellor of Administrative Services, Pat Shier

D. Vice Chancellor of Advancement, Megan Olson (pg. 81-85)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 86-89)

F. Vice Provost of Academic Affairs, Susan Kalina

G. CIO, Adam Paulick

H. Union Representatives
   i. UAFT
   ii. United Academics

I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 90-94)

J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 95-96)

K. Interim Vice Provost for Student Success, Claudia Lampman

XII. Informational Items & Adjournment
I. Call to Order

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

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III. Agenda Approval (pg. 1-8)

IV. Meeting Summary Approval (pg. 9-14)

V. Officer’s Reports

A. President’s Report (pg. 15)

B. First Vice President’s Report

C. Second Vice President’s Report (pg. 16)
D. Past President’s Report
   i. FA President Report to Senates (pg. 17-18)

VI. Unfinished Business

VII. Consent Agenda

A. Faculty Senate Committee Vacancies
   i. Graduate Academic Board – CBPP, Ajit Dayanandan
   ii. Undergraduate Academic Board – CBPP, Clayton Trotter
   iii. Academic Assessment Committee – Mat-Su, Annette Hornug (remainder of Holly Bell’s 2016-18 term)
   iv. UFEC Tripartite – Nalinaksha Bhattacharyya

B. Undergraduate Curriculum
   i. Courses
      Chg ADT A295: Automotive Practicum II
      Chg BA A489: From Startup to Growth
      Chg BIOL A111: Human Anatomy and Physiology I
      Chg BIOL A112: Human Anatomy and Physiology II
      Chg BIOL A113: Lectures in Human Anatomy and Physiology I
      Chg BIOL A114: Lectures in Human Anatomy and Physiology II
      Chg CSCE A321: Operating Systems
      Chg CSCE A365: Computer Networks
      Chg CSCE A381: Computer Graphics
      Chg CSCE A405: Artificial Intelligence
      Chg CSCE A465: Computer and Network Security
      Chg ECON A329: Economic and Business Forecasting
      Chg EE A437: Electrical Machines
      Chg ENGL A434: Rhetoric and Composition Research Theories and Methodologies
      Chg ES A346: Introduction to Thermodynamics
      Chg ET A166: Technical Calculations for AC Circuit Applications
      Chg GEOG A111: Earth Systems: Elements of Physical Geography
      Chg GEOL A221: Historical Geology
      Add GEOL A225: Earth Surface Processes
      Chg GEOL A310: Professional Practices in Geology
      Add GEOL A315: Geological Data Visualization and Analysis
      Chg GEOL A321: Mineralogy
      Chg GEOL A322: Igneous and Metamorphic Petrology
      Chg GEOL A331: Sedimentology and Stratigraphy
      Chg GEOL A335: Structural Geology
      Chg GEOL A345: Hydrogeology
      Chg GEOL A461: Geochemistry
      Chg GEOL A476: Applied Geophysics
Add GEOL A477: Integrated Subsurface Mapping and Analysis
Chg GEOL A480: Geologic Field Methods
Add HA A301: Advanced Hospitality Administration
Add HA A305: Front Desk Operations
Add HA A310: Hospitality Financial Management
Add HA A401: Hotel Facilities and Operations
Add HA A405: Hospitality Leadership and Ethics
Add HA A410: Hospitality Marketing
Add HA A495: Hospitality Administration Internship
Chg HIST A101: Western Civilization I
Chg HIST A102: Western Civilization II
Chg MATH A115: Art of Mathematics
Chg PETR A155: Process Industry Basics
Chg PHYS A123: Basic Physics I
Chg PHYS A124: Basic Physics II
Chg PS A325: Northeast Asia in 21st Century
Chg RADT A101: Fundamentals for Limited Radiography I
Chg RADT A102: Fundamentals for Limited Radiography II
Chg RADT A103: Procedures for Limited Radiography I
Chg RADT A104: Procedures for Limited Radiography II
Chg RADT A111: Introduction to Radiologic Technology and Patient Care
Chg RADT A131: Radiographic Procedures I
Chg RADT A132: Radiographic Procedures II
Chg RADT A133: Radiographic Procedures III
Chg RADT A195A: Radiography Practicum I
Chg RADT A195B: Radiography Practicum II
Chg RADT A195C: Radiography Practicum III
Chg RADT A211: Radiologic Pharmacology and Drug Administration
Chg RADT A272: Ethics and Quality Control in Medical Imaging
Chg RADT A280: Medical Imaging Pathology
Chg RADT A282: Current Issues in Radiologic Technology
Add UNIV A150: University Studies
Chg WELD A101: Gas and Arc Welding
Chg WELD A112: Shielded Metal Arc Welding (SMAW)
Chg WELD A114: Welding of High Strength Steels
Chg WELD A117: Pipe Fabrication
Chg WELD A121: Pipe Welding Vertical-Down SMAW
Chg WELD A122: Pipe Welding Vertical-Up SMAW
Chg WELD A157: Technical Drawings for Welders
Chg WELD A161: Gas Metal Arc Welding (GMAW)
Chg WELD A162: Flux Cored Arc Welding (FCAW)
Chg WELD A174: Gas Tungsten Arc Welding (GTAW)
Chg WELD A261: Ultrasonic Testing
Chg  WELD A262: General Nondestructive Testing
Chg  WELD A263: Radiographic Testing Safety
Chg  WELD A264: Radiographic Testing
Chg  WELD A281: Welding Inspection and Code Review
Chg  WELD A287: Welding Metallurgy Applications

ii. Programs
Chg  AVAD-AAS: Associate of Applied Science in Aviation Administration
Chg  CMGT-AAS: Associate of Applied Science in Construction Management
Chg  CMGT-BS: Bachelor of Science in Construction Management
Chg  CSCI-BA: Bachelor of Arts in Computer Science
Chg  CSCI-BS: Bachelor of Science in Computer Science
Del  Direct Service Specialist, Occupational Endorsement Certificate
Del  Disability Services, Associate of Applied Science
Del  Early Childhood Development, Undergraduate Certificate
Chg  ECON-BA: Bachelor of Arts in Economics
Chg  ECON-BBA: Bachelor of Business Administration in Economics
Chg  ECON-MNR: Minor in Economics
Del  Geographic Information Systems (GIS), Undergraduate Certificate
Chg  HDTE-AAS: Associate of Applied Science in Diesel Power Technology
Chg  HRMT-BA: Bachelor of Arts in Hospitality Administration
Chg  RADT-AAS: Associate of Applied Science in Radiologic Technology

C. Graduate Curriculum
i. Courses
Add  ATA A603: Human Error Analysis in Aviation
Add  ATA A604: Safety Management Systems in Aviation
Add  ATA A690: Selected Topics in Aviation
Chg  CSCE A605: Advanced Artificial Intelligence
Chg  CSCE A665: Advanced Computer and Network Security
Chg  DN A601: Professional Practice in Dietetics and Nutrition
Chg  DN A612: Advanced Nutrition Counseling
Chg  DN A615: Public Health Nutrition
Chg  DN A641: Clinical Nutrition Assessment and Intervention
Chg  DN A642: Advanced Clinical Nutrition
Add  DN A690: Selected Topics in Advanced Dietetics and Nutrition
Chg  EDL A695: Principal Internship
Chg  EDSE A612: Curriculum and Strategies I: Low Incidence
Chg  EDSE A686: Transition Services for Secondary Students with Disabilities
Add  EDSE A692: Internship Seminar in Special Education Teaching
Add  EE A637: Electrical Machines
Add  ENGL A690: Advanced Topics in English Studies
Add GEOL A661: Advanced Geochemistry
Add GEOL A677: Integrated Subsurface Mapping and Analysis
Chg HS A605: Public Health and Society
Chg HS A610: Environmental and Occupational Health
Chg HS A615: Health Services Administration
Chg HS A624: Circumpolar Health Issues
Chg HS A625: Biostatistics for Health Professionals
Chg HS A626: Principles of Epidemiology
Chg HS A628: Program Evaluation
Chg HS A629: Public Health Research Tools and Methods
Chg HS A630: Public Health Emergencies and Disasters
Chg LOG A661: Logistics and Global Supply Chain Management: Applications and Strategy
Chg LOG A662: Supply Chain Technology and Systems
Chg LOG A663: The Role of Global Supply Chain Management in International Trade
Chg LOG A664: Leadership Principles and Management Skills for Global Supply Chain Managers
Chg LOG A665: Quantitative and Financial Performance Metrics for Global Supply Chain Management
Chg ND A601: Advanced Pathophysiology I
Chg ND A603: Advanced Pathophysiology II
Chg ND A610: Pharmacology for Primary Care I
Chg ND A612: Pharmacology for Primary Care II
Chg NS A602: Advanced Health Assessment in Primary Care
Chg NS A611: Psychopharmacology
Chg NS A620: Evidence-Based Advanced Nursing Practice
Chg NS A621: Knowledge Development for Advanced Nursing Practice
Chg NS A660: Family Nurse Practitioner I
Chg NS A661: Family Nurse Practitioner II
Chg NS A662: Family Nurse Practitioner III
Chg NS A663: Family Nurse Practitioner IV
Chg NS A670: Advanced Psychiatric/Mental Health Nursing I
Chg NS A671: Advanced Psychiatric/Mental Health Nursing II
Chg NS A672: Advanced Psychiatric/Mental Health Nursing III
Chg NS A674: Advanced Psychiatric/Mental Health Nursing IV
Chg NS A696: Scholarly Project
Chg NSG A602: Advanced Health Assessment in Primary Care
Chg NSG A611: Psychopharmacology for Advanced Nursing
Chg NSG A613: Advanced Practice Informatics
Chg NSG A618A: Advanced Nursing Leadership
Chg NSG A621: Knowledge Development for Advanced Nursing Practice
Chg NSG A627: Practice Inquiry I: The Nature of Evidence
Chg NSG A633: Statistics for Advanced Practice
Chg NSG A660: Family Nurse Practitioner I
Chg NSG A661: Family Nurse Practitioner II

ii. Programs
Del Advanced Human Service Systems Graduate Certificate
Del Applied Environmental Science & Technology, Master of Science
Del Arctic Engineering, Master of Science
Del Career & Technical Education, Graduate Certificate
Del Career & Technical Education, Master of Science
Del Counselor Education, Graduate Certificate
Del Counselor Education, Master of Education
Chg EDLD-MED: Master of Education in Educational Leadership
Del Educational Leadership, Superintendent Graduate Certificate
Chg EDUC-MAT: Master of Arts in Teaching
Del Engineering Management, Master of Science
Del Environmental Regulation & Permitting, Graduate Certificate
Chg FNPR-GRCERT: Graduate Certificate in Family Nurse Practitioner
Chg GMGT-MBA: Master of Business Administration in General
Chg GSCM-MS: Master of Science in Global Supply Chain Management
Del Master of Applied Environmental Science & Technology
Del Master of Civil Engineering
Chg NPRC-DOCDEG: Doctor of Nursing Practice in Nursing Science
Chg NUED-GRCERT: Graduate Certificate in Nursing Education
Chg NURS-MS: Master of Science in Nursing Science
Chg PMNP-GRCERT: Graduate Certificate in Psychiatric-Mental Health Nurse Practitioner
Chg PUHL-MPH: Master of Public Health in Public Health Practice
Del Science Management, Master of Science
Chg TCPR-GRCERT: Graduate Certificate in Education Leadership: Principal (K-8, 7-12, or K-8 7-12)

D. Curriculum Placement Scores, UAB (pg. 19)

Consent Agenda Approved

VIII. Guests
A. Karl Kowalski, UA Chief Information Technology Officer (3:00 pm; 20 mins)

IX. 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. 20)

F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 21-24)

G. Budget, Planning, and Facilities Advisory Committee

H. Diversity Committee (pg. 25-32)

I. Faculty Grants and Leaves Committee

J. Institutional and Unit Leadership Review Committee

K. Library Advisory Committee

L. Student Academic Support and Success Committee (pg. 33-36)

M. Community Campus Committee

N. Academic Honesty and Integrity Committee

O. Research and Creative Activity Committee (pg. 37)

P. Joint Ad Hoc Committee on Mentoring Institute Proposal

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

R. Joint Ad Hoc Committee on Student Evaluation

S. Joint Ad Hoc Committee on Term Faculty Promotion

T. Joint Ad Hoc Committee on Internationalization

U. Joint Ad Hoc Committee on Education Abroad

X. New Business

A. Resolution Concerning Reappointment of President James Johnsen (pg. 38-39)

Motion to postpone until March
34 Approve, 4 Oppose, 1 Abstain
Motion Passes
B. Motion to approve new policy on Graduate Faculty Designation (pg. 40-41)

   Motion to postpone until March
   23 Approve, 16 Oppose, 1 Abstain
   Motion Passes

C. Resolution to Recommend a UAA-wide Trial in Fall 2018 of Electronic Annual Activity Reporting (eAAR) using Digital Measures Activity Insight (pg. 42)

   Motion to approve resolution
   36 Approve, 5 Oppose, 1 Abstain
   Motion Passes

D. Reinstatement Policy, Lora Volden (pg. 43-44)

   Motion to postpone until March
   28 Approve, 19 Oppose, 0 Abstain
   Motion Passes

XI. Administrative Reports

A. Interim Chancellor, Sam Gingerich

   Budget update: UA is advocating for $341M
   2/16/18 – Diversity Workshop
   Title IX Coordinator search & VC Administration Services interviews still underway.

B. Interim Provost, Duane Hrncir

C. Interim Vice Chancellor of Administrative Services, Pat Shier

D. Vice Chancellor of Advancement, Megan Olson (pg. 45-50)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 51-54)

   Lora Volden appointed as Vice Chancellor of Enrollment Services

F. Vice Provost of Academic Affairs, Susan Kalina

   i. Institutional Self-Study, Susan Kalina, Larry Foster & Jennie Brock
   ii. For further informational items please contact: uaa.oaa@alaska.edu

G. CIO, Adam Paulick (pg. 55-56)

H. Union Representatives

   i. UAFT
ii. United Academics, Nelta Edwards

I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 57-61)

J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 62-63)

K. Interim Vice Provost for Student Success, Claudia Lampman (pg. 64)
    Statewide
    Working on building up a mandatory first year advising program.

XII. Informational Items & Adjournment
Since my last report in February, I have attended many meetings and functions:

- Interim Chancellor Sam Gingerich (x2)
- Interim Provost Duane Hrncir (x2)
- Interim Vice Chancellor of Administrative Services Pat Shier (x2)
- Faculty Alliance bi-weekly meetings (x2)
- University Assembly
- PBAC
- Meetings about the future of the Academic Integrity tutorial
- Online Learning Advisory Council Steering Committee meetings (x2)
- Met with faculty at Kodiak College
- State of the University speech by President Johnsen

**UAA Chancellor Search**

Principals from Storbeck/Pimentel are coming to UAA on March 8 and 9 to meet with internal and external stakeholders concerning preferred characteristics of the new Chancellor, challenges that will be faced by the new Chancellor, and existing initiatives that are expected to be carried on by the new Chancellor. The ad for the position was placed last month in a number of local, state, and national publications and on their online job boards.

**Faculty Senate Executive Board**

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

**Faculty Alliance**

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

**Board of Regents**

Board of Regents has a full board meeting scheduled for March 1-2, 2018, in Fairbanks, and a retreat/full board meeting for May 31-June 1, 2018, in Anchorage.

Sharon Chamard  
Justice Center, LIB 213  
sechamard@alaska.edu  
786-1813
February 27, 2018

Faculty Senate First Vice President Report

GER Retreat February 2018 –

Updates on GER Alignment
   a) GER Coordinating Task Force Members
   b) GER Course Matrix & Alignment Update as of February 2018

Proposed updates from General Education Tax Force 2017-2018 in regards to BOR Regulation on GER’s. They have not been revised since 1996 and this revision represents much needed updates. UAF Faculty Senate has already approved the changed/updated document; UAS Faculty Senate and UAA Faculty Senate need to review and vote to approve the changes (April Faculty Senate meeting)

Please review the three attachments
<table>
<thead>
<tr>
<th>Name</th>
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<th>Campus</th>
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<tr>
<td>Dan Kline</td>
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<td><a href="mailto:dakline@alaska.edu">dakline@alaska.edu</a></td>
<td>907-786-4364</td>
<td></td>
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<tr>
<td>Rainer Newberry*</td>
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<td>907-474-6895</td>
<td></td>
</tr>
<tr>
<td>Glenn Wright*</td>
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<td></td>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
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<td>907-474-7123</td>
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**Communications**

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<tbody>
<tr>
<td>Peter DeCaro</td>
<td>Department Chair</td>
<td>UAF</td>
<td><a href="mailto:padecaro@alaska.edu">padecaro@alaska.edu</a></td>
<td>907-474-6799</td>
<td>Amy Lovecraft <a href="mailto:amay11@alaska.edu">amay11@alaska.edu</a></td>
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<tr>
<td>Barbara Harville</td>
<td>Associate Professor</td>
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<tr>
<td>Rosemarie Alexander-Isett</td>
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<td>907-796-6421</td>
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**Fine Arts**

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<tbody>
<tr>
<td>Miho Aoki</td>
<td>Associate Professor</td>
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<td><a href="mailto:maoki3@alaska.edu">maoki3@alaska.edu</a></td>
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<tr>
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<td><a href="mailto:bcook25@alaska.edu">bcook25@alaska.edu</a></td>
<td>907-786-1794</td>
</tr>
<tr>
<td>Jeremy Kane</td>
<td></td>
<td>UAS</td>
<td><a href="mailto:jmkane@alaska.edu">jmkane@alaska.edu</a></td>
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**Humanities**

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<tr>
<td>Eric Heyne</td>
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<td>907-796-6008</td>
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**Natural Sciences**

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<tr>
<td>Heidi Pearson</td>
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<tr>
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<tr>
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<td>907-796-6115</td>
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*Indicates they also serve on the Coordinating Task Force
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<th>Retreat Attendees</th>
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<tr>
<td>Glenn Wright*</td>
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<td>Andrea Dewees*</td>
<td>93402550</td>
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<td>Rosemarie Alexander-It</td>
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<td>Jeremy Kane</td>
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<td>Heidi Pearson</td>
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<tr>
<td>Lisa Hoferkamp</td>
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<tr>
<td>Amy May</td>
<td>93399848</td>
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<td>93400344</td>
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<td>Leah Berman</td>
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<td>Eileen Harney</td>
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<td>Dan Kline</td>
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<td>John P. Riley</td>
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<tr>
<td>Maria Williams</td>
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Updated Table
This table shows GER courses that are taught on more than one campus and indicates the degree of alignment and the remaining tasks. The BOR should also note that many of the outstanding issues (1) are minor and (2) often concern courses that affect fewer students system-wide. Most of the higher enrolling courses are aligned or nearly so.

### Written Communication

| WRTG 080 Basic Writing and Reading (3-4) | PRPE 080: Basic Writing | DEVE 060: Prep College Writing I & (DEVS F052: Reading Enhancement) | ENGL 092: Improving Writing Skills |
| WRTG 090 Writing and Reading Strategies (3-4) | PRPE 086: Writing Strategies | DEVE 104: Prep College Writing II & (DEVS F105: Academic Reading for College) |  |
| WRTG 110 Introduction to College Writing (3) | PRPE 108: Intro to College Writing | DEVE 109: Prep College Writing III | ENGL 110: Intro to College Writing |

### Aligned GER Courses

| WRTG 111 Writing Across Contexts (3) | ENGL 111: Intro to Composition | ENGL 111: Intro to Academic Writing | ENGL 111: Methods of Written Communication |
| WRTG 211 Writing and the Humanities (3) | ENGL 211: Writing and the Humanities | ENGL 211: Academic Writing about Literature | ENGL 211: Intermediate Composition: Writing About Literature |
| WRTG 212 Writing and the Professions (3) | ENGL 212: Technical Writing |  | ENGL 212: Technical Writing |
| WRTG 213 Writing and the Sciences (3) | ENGL 213: Writing in the Social and Natural Sciences | ENGL 213: Academic Writing about the Social and Natural Sciences |  |
| WRTG 214 Arguing Across Contexts (3) | ENGL 214: Persuasive Writing |  |  |

### Math

<p>| MATH 054 Prealgebra | MATH A054: Prealgebra | DEVM F050: Preparatory Mathematics |  |</p>
<table>
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<td><strong>UAF – Previous Courses</strong></td>
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**Oral Communication**

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<sup>1</sup> Changing to Math 113: Numbers and Society, Fall 2018 at UAF, Fall 2019 at UAS

<sup>2</sup> As of Fall 2018
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- **UAF** represents the course offered at the university where the student is enrolled.
- **UAS** represents the course offered at the student's home university.
- **UAA** represents the unaligned courses.
- **90% Aligned** indicates that 90% of the courses are aligned.
- **NOTES** contains additional information about the alignment process.
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**NOTES**

- Name
- Number
- Title
- New ideas will be discussed with faculty for both categories and is acceptable for both.

- 90% Aligned
- Remaining

- ANTH A101: Introduction to Anthropology (3)
- ANTH F101X: Introduction to Anthropology (3)
- ANTH S101: Introduction to Anthropology (3)
- ANTH F211X: Fundamentals of Archaeology (3)
- ANTH F111X: Ancient Civilization (3)
- ANTH S211: Fundamentals of Archaeology (3)
- ANTH S202: Cultural Anthropology (3)
- ANTH S211: Cultural Anthropology (3)

- de-align
- different emphases, not an easy alignment
- courses are too different to be aligned
- UAS is proposing a course that will be aligned
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<td>Introduction to Geography (3)</td>
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<td>HIST F100X</td>
<td>Modern World History (3)</td>
<td>de-align courses are too different for alignment</td>
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<td>HIST F102X</td>
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<td>Introduction to Geography (3)</td>
<td></td>
<td>kick back to program faculty for possible alignment</td>
</tr>
<tr>
<td>+</td>
<td>HIST S105</td>
<td>World History I (3)*</td>
<td>de-align courses are too different for alignment</td>
</tr>
<tr>
<td>+</td>
<td>HIST S106</td>
<td>World History II (3)*</td>
<td>Courses are not comparable and should not even be considered for alignment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 101X</td>
<td>Intro to American Government &amp; Politics</td>
<td></td>
<td>kick back to program faculty for possible alignment</td>
</tr>
<tr>
<td>PS 102</td>
<td>Introduction to Political Science</td>
<td></td>
<td>ALIGNED</td>
</tr>
<tr>
<td>PS S101</td>
<td>Intro to American Government</td>
<td></td>
<td>kick back to program faculty for possible alignment</td>
</tr>
<tr>
<td>PS S102</td>
<td>Introduction to Political Science</td>
<td></td>
<td>ALIGNED</td>
</tr>
<tr>
<td>PS S2032</td>
<td>Comparative Politics: Contemporary Doctrines and Structure</td>
<td>kick back to program faculty for possible alignment; suggest UAA change name to avoid confusion or seek</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>UAF Equivalent</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>SOC 101</td>
<td>ALIGNED</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY A11</td>
<td>Lifespan Development (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC A101</td>
<td>Intro to Sociology (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC F101X</td>
<td>Social Problems and Solutions (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC A201</td>
<td>Intro to Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK F103X</td>
<td>Intro to Women's and Gender Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSU A200</td>
<td>Art Appreciation (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS A115</td>
<td>Music Appreciation (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS A121</td>
<td>Theatre Appreciation (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART F10X</td>
<td>History of World Art I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART F26X</td>
<td>History of World Art II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Alignment Number Change:**
- Kick back to program for possible alignment
- Possibly de-align
- Possibly separately accredited, but kick back for possible alignment
- Maria will talk to UAF faculty
- Will be discussed in UAF art department

**Remaining Notes:**
- 95% Aligned
- Disalgin?
Motion: The General Education Task Force 2017-18 proposes that UAA, UAF, and UAS Faculty Senates propose to the UA system president, via the Faculty Alliance, the following modification to University Regulation R.10.04.040.

Effective: Upon approval by all three institutions

Rationale:
The language in Board of Regents Regulation regarding the general education requirements (GERs) has not been revised since 1996. The descriptions in the regulations no longer clearly describe the GER categories in a way that is acceptable to the corresponding academic areas, the humanities description combines two categories. Changing the credit distribution among the categories enables the universities to determine how best to support their individual student populations. Finally, the option for students to use GERs to satisfy major and degree requirements not only allows for more flexibility, especially for students in credit-heavy majors, but it also allows departments to use GERs as recruitment courses for their programs.

While we recognize that separating courses into strict disciplinary buckets may not be ideal, we also recognize that revising and improving these disciplinary descriptions will be helpful to all three universities as they continue to revise their GERs.

In addition, having up-to-date language may be helpful to individual university GER committees, such as the UAF General Education Requirements & Core committee (GER&C), which bases its determination as to which courses are allowable into GER buckets on the language in the university regulations.

The language provided in this motion was developed initially by the statewide General Education Learning Objectives committee in 2012–2014 and revised by the second iteration of the General Education Learning Objectives committee in 2015. The revisions were sent to Faculty Alliance in the report “Report on General Education Alignment across the UA System: A Proposal for Student Success” in May 2015 but were not forwarded to the president for consideration at that time. Simultaneously, this language was being considered in the UAF General Education Revitalization Committee; basically the same language, with the exception of the change from Quantitative Skills to Mathematics, was submitted to UAF Faculty Senate as part of the report “Proposal for Common Baccalaureate Requirements and General Baccalaureate Education at UAF” in March 2014. The Expanded General Education Task Force, comprised of the Statewide GER Task Force plus faculty members from UAA, UAF, and UAS serving as disciplinary leads for each of the GER categories, finalized the language that follows in the revised regulations at the General Education Task Force & Disciplinary Leads retreat in February 2018.

Specific commentary on changing subsection A: the consequences of the revision of each of the disciplinary categories:

- Oral Communication Skills:
- Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.

- Written Communication Skills
  - Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.

- Quantitative Skills/Mathematics
  - This change would require UAA to change the title of one of its GER buckets. At all three universities, all courses that satisfy this GER requirement are mathematics and statistics courses (viewing statistics as a subfield of mathematics); this change would codify this current practice in university regulation.

- Natural Sciences
  - The proposed change could be interpreted to mean that natural sciences GER courses must include a laboratory to satisfy the “practice” component, but we don’t think it must have that interpretation. All UAF GER natural science courses have a lab.

- Arts
  - Currently, the description of arts courses is confusingly smashed in with the description of humanities courses. The new description would allow ‘skills’ classes into the GER (e.g., painting, drawing, sculpting, movie making, acting…. ) as long as there is some ‘academic discipline’ content. Currently only fine arts appreciation and fine arts history classes are allowed. Note that we choose the name “arts” rather than “fine arts” to recognize that there are various arts disciplines, such as creative writing, that are not traditionally recognized as “fine arts”.

- Humanities
  - This change clearly separates arts from humanities. Note that specific fields are not mentioned; this change to the language leaves open the contentious question of whether History is a social science (as at UAF) or a humanities (as at UAA).

- Social Sciences
  - Removing the requirement that social sciences be “broad survey courses”, which is required of no other category, would allow a greater diversity of acceptable GER courses in the social sciences.

Specific commentary on changing subsection B: minimum credit distribution

- University regulations should allow for as much flexibility as possible for each university, while maintaining a core of commonality across the three universities for general education.

- Moving ‘minimum’ to the heading saves repetition

- To satisfy their GER, students would be allowed to take one to three social science classes (possibly all in the same discipline), one to three arts classes and one to three humanities classes; that is, 1 of each category plus 2 more of any. However, each university could choose to set stricter guidelines, with the proviso that---as in current practice---a student who had taken courses to complete GERs at one institution would be
considered to have completed GERs at the other university.

- Currently (although not explicitly required by UA regulations) all three Universities require 2 natural sciences plus 1 mathematics (including statistics) class. The proposed wording change would not change this minimum requirement, although it would allow for flexibility in the future if desired.

**Specific commentary on changing subsection C: assumptions**

- Emphasizes the expectation that general education courses should be at the 100 and 200 level.
- Allows for more flexibility for majors and programs that want to include GER courses explicitly in their major requirements (e.g., calculus is required for engineering courses) while maintaining the credit requirements described in subsection B.

---

**R10.04.040. General Education Requirements.**

A. Categories for the Common Core of General Education Requirements for Baccalaureate Degrees

1. **Oral Communication Skills**

   Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice. Courses that fulfill this requirement provide guided practice in using oral communication as a tool for communicating ideas and responding to diverse and changing audiences.

2. **Written Communication Skills**

   Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating. Courses that fulfill this requirement provide guided practice in using writing as a tool for communicating ideas and responding to diverse and changing audiences.

3. **Quantitative Skills Mathematics**

   Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem-solving skills and expose students to the theory, methods, and practice of mathematics as an intellectual discipline, as well as skills in the manipulation and/or evaluation of quantitative data.

4. **Natural Sciences**

   Courses that fulfill this requirement are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences. Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the natural sciences, integrating basic knowledge and disciplinary methodologies.

5. **Arts**

   Courses that fulfill this requirement introduce the students to the methods and context of the arts as academic disciplines.
5.6. Humanities
Courses that fulfill this requirement are those that provide the student with an introduction to the visual arts and performing arts as academic disciplines as opposed to those that emphasize acquisition of skills. General humanities courses introduce the student to the humanistic fields of language, arts, literature, history, and philosophy within the context of their traditions. Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the humanities, integrating basic knowledge and disciplinary methodologies.

6.7. Social Sciences
Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences. Courses that fulfill this requirement introduce the students to the theory, methods, and practice of the social sciences, integrating basic knowledge and disciplinary methodologies.

B. Minimum Credit Distribution for General Education Requirements for Baccalaureate Degrees

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication Skills</td>
<td>6 credits minimum</td>
</tr>
<tr>
<td>Oral Communication Skills</td>
<td>3 credits minimum</td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>42 credits minimum</td>
</tr>
<tr>
<td>Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>at least 3 credits in the arts</td>
<td></td>
</tr>
<tr>
<td>at least 3 credits in general humanities</td>
<td></td>
</tr>
<tr>
<td>at least 6 credits in the social sciences, from 2 different disciplines</td>
<td></td>
</tr>
<tr>
<td>Quantitative Skills/Natural Sciences</td>
<td>10 credits minimum</td>
</tr>
<tr>
<td>at least 3 credits in mathematics</td>
<td></td>
</tr>
<tr>
<td>at least 4 credits in the natural sciences, including a laboratory</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Natural Sciences, including a laboratory</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

In addition, students must take:
At least 6 more credits from among arts, humanities, and social sciences
At least 3 more credits from among natural science and mathematics

Total general education credits: 34 credits minimum

C. Assumptions Regarding General Education Requirements for Baccalaureate Degrees

1. All credits must be at 100 level or above.
2. Requirements should be fulfilled at the 100 or 200 level. In some cases, upper division courses may meet the criteria.
3. Credit may be counted towards general education or a degree major requirement, but not both. A student shall not use a single course to meet more than one general education category. However, general education courses may also satisfy degree or major requirements.
4. General education requirements may extend beyond the 34 credit minimum described by the common core outlined in this Regulation.
Faculty Senate Reapportionment

Each of the units identified in the UAA Faculty Senate Constitution shall elect Senators at a ratio of one Senator per fifteen eligible members, with each unit having at least one Senator. Senators will be elected to staggered two-year terms.

Changes in the current number of full-time faculty members will lead to the following changes in numbers of representatives on the faculty senate for AY 2018-2019.

<table>
<thead>
<tr>
<th>Faculty Senate</th>
<th>AY 17-18</th>
<th>AY 18-19</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Senate</td>
<td>54</td>
<td>48</td>
<td>6 fewer seats</td>
</tr>
<tr>
<td>CAS/Humanities</td>
<td>5</td>
<td>3</td>
<td>2 fewer seats</td>
</tr>
<tr>
<td>CAS/Math and Natural Sciences</td>
<td>6</td>
<td>4</td>
<td>2 fewer seats</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>3</td>
<td>2</td>
<td>1 fewer seat</td>
</tr>
<tr>
<td>College of Health</td>
<td>7</td>
<td>8</td>
<td>1 additional seat</td>
</tr>
<tr>
<td>Community and Technical College</td>
<td>4</td>
<td>3</td>
<td>1 fewer seat</td>
</tr>
<tr>
<td>Kenai Peninsula College</td>
<td>3</td>
<td>2</td>
<td>1 fewer seat</td>
</tr>
</tbody>
</table>

Seats scheduled for elimination will be selected from terms that are currently expiring (AY 16-18).

The 2018-2019 UAA Governance Election ballots that faculty receive in March will reflect these changes.
Date: February 2, 2018
To: UAA Faculty Senate,
From: Dave Fitzgerald
Faculty Alliance members are:
Megan Buzby, President, UAS Faculty Senate
Sharon Chamard, President, UAA Faculty Senate
Chris Fallen, President, UAF Faculty Senate
David Fitzgerald, Past President, UAA Faculty Senate,
Lisa Hoferkamp, Past President, UAS Faculty Senate, Chair, Faculty Alliance
Orion Lawlor, Past President, UAF Faculty Senate
Donie Bret-Hart, President-Elect, UAF Faculty Senate
Robin Gilchrist, President-Elect, UAS Faculty Senate
Maria Williams, 1st Vice President, UAA Faculty Senate
Faculty Alliance meets the second and fourth Fridays of each month from 2:30 to 4:30 p.m.
Topics for January 2018 included:
• GER Alignment Retreat February 10 & 11, 2018
• Faculty Regent
• College of Education
• Faculty role in Title IX
• Banner upgrade
• Credit for prior learning
• Double-counting courses
• Course blocks
• Morale survey
• Faculty Alliance memo to BOR regarding UA presidential compensation and review (attached).

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

On January 10, 2018, UAA Professor David Fitzgerald communicated with Board of Regents (BOR) Chair Gloria O’Neil, his concerns regarding the process by which UA President James R. Johnsen’s annual contract was renewed, and how the compensation package provided to him was determined. Professor Fitzgerald points out, and the Faculty Alliance (FA) agrees, that the basis for the BOR’s exceptionally positive review and generous compensation package was not articulated in documents made available to the public, nor was it included in public BOR discussions. While a document that included quantitative and qualitative measures by which to judge presidential performance (Presidential Compensation Performance Goal Methodology Notes) was made publicly available, no evidence of performance on those measures was provided.

Furthermore, there is no indication that the numerous concerns that have been brought to the attention of the BOR by individuals affected by President Johnsen’s actions were considered during deliberations. Of particular concern are the votes of no confidence in President Johnsen that were passed by the faculty senates at two of the three universities regarding his handling of the Strategic Pathways Phase I process. The FA agrees with Professor Fitzgerald’s tenet that silence from the BOR regarding the express dissatisfaction voiced by those directly affected by President Johnsen’s actions is not conducive to a positive work environment, and leaves the impression that the University of Alaska does not value the opinions of its faculty and students. From the FA perspective, publicizing the evaluative criteria used in assessing presidential performance, and more importantly the measurable outcomes of efforts to meet those criteria, especially initiatives that generate significant stakeholder pushback, would be a clear demonstration that the BOR uses a responsive and impartial review mechanism, listens to the entire University, and is truly committed to shared governance.

The FA recognizes the difficulties of the job undertaken by President Johnsen and applauds his efforts to solicit information from the UA faculty. It appears, however, that while faculty opinion is often gathered, it is infrequently considered in many of the decisions put forth by President Johnsen, or is only considered in hindsight. The FA urges faculty to develop input with the greatest benefit to the University in mind and believes strongly that the system will benefit from two-way dialog rooted in that input. Faculty have important, relevant, and deep institutional knowledge that is crucial to understanding and solving the challenging financial problems that the UA system is currently facing. The FA asks the BOR to identify cooperative problem-solving criteria among President Johnsen, his staff, and the faculty, as an evaluative metric in future reviews of presidential performance.

Respectfully,
IT Assessment
Executive Summary

JS Consulting (the consultant) was engaged by the University of Alaska System to perform an in-depth review of the UA system-wide IT budget to further explore the Strategic Pathways goal of reducing IT expenditures by 20%. The efforts to date had resulted in an insufficient savings via the consolidation of embedded IT into a single shared services organization. While work to find additional savings continues, the President’s office thought it wise to consult an organization with deep experience in building efficient, high-performance, distributed IT functions.

The consultant met with a broad group of over twenty (20) leaders from all three UA campuses IT staff and administrative staff, including the three UA campus Chancellors and Vice Chancellors. In total, they participated in over thirty (30) interviews that contributed significantly to the pool of data that resulted in the recommendations herein. In total, over eighty (80) separate reports and files were scrutinized during the review process to examine IT execution.

In the course of the data collection, analysis and review, the consultant repeatedly confronted a fundamental concern with how the UA System IT departments approached IT Governance. While numerous symptoms became apparent during the discovery process that pointed toward suspect IT governance practices, the most pronounced was the UAA Faculty Senate resolution(s) regarding the performance of certain information technology services and the IT organization itself. Of particular note were the lack of well defined and efficient methods of communication between stakeholder organizations and the IT organization for each technology service provided.

This goes far beyond a trouble ticketing system, which is standard operating procedure for any IT organization. In this case, we see complaints from students and faculty regarding IT systems that are not functioning as expected and impacting curriculum delivery. That these escalations resulted in expression of such strong concerns, is reflective of the strained relationship IT has with its stakeholders.

With agreement from the office of the President, the consultant shifted the focus of the review toward governance methodologies and the organizational structure of the university’s system-wide IT organization. The primary question to be answered became: Does the current approach to governance, including leadership alignment, stakeholder identification, requirements gathering, communications, training and support meet the needs of the university system? If not, is that governance approach impacting IT operating costs?
We found that IT governance was neither well defined nor practiced consistently across the IT organization. Further, the lack of these IT disciplines resulted in the delivery of system updates that often do not meet the needs nor expectations of the stakeholders. Applying more rigor and structure across the four separate IT organizations should enable a candid review of more cost-effective solutions for providing unified cross-campus services resulting in savings from the elimination of duplication.

The secondary question raised by the governance model is the organizational structure of the distributed IT function across the statewide office and the three campuses. Is the current structure effective or, as some hypothesize, is it a root cause for the governance challenges and the perceived high cost of the system-wide IT organization?

We found that the current reporting structure, including the technology responsibility structure, was a well-known concern across all IT organizations – each with a differing view on how best to resolve this dichotomy. We offer several options with Pro’s and Con’s in this report.
Introduction

This report is the culmination of a University-wide assessment of information technology that has its origins in the University of Alaska Strategic Pathways plan.

The IT Assessment is a University-sponsored, consultant facilitated project.

- The President is the recipient of the consultant’s recommendations. We anticipate that the President’s office will share the report with the Executive Council and others in the university community.
- The consultant met with a broad group of over twenty (20) leaders from all three UA campus IT staff and administrative staff, including the three UA campus Chancellors and Vice Chancellors.
- In total, the consultant conducted over thirty (30) interviews that contributed significantly to the pool of data that resulted in the recommendations herein.
- In total, over eighty (80) separate reports and files were scrutinized during the review process to examine IT execution.
- The consultant facilitated the analysis, provided independent, objective judgment and formulated the recommendations contained in this report. To the extent possible, the support of the Executive Council and IT leadership was sought for the overall recommendation.
- Data were collected from all areas of the University to quantify IT related personnel activities, non-personnel IT expenditures and IT service offerings.
Summary Findings

A system wide IT governance process is not defined nor is one executed consistently and uniformly. Each campus IT organization has their own form of program and project management and an approach to IT governance. However, IT governance goes beyond traditional project management; it spans leadership alignment, stakeholder identification, requirements review, communications strategy, development, test, training and concludes with support. These components, these disciplines work together to ensure every IT service is implemented to meet organizational needs and is adopted by the most users.

- Lack of a defined and well executed system-wide IT governance process is the single most significant barrier to quality execution and IT service delivery across the university system.

IT, as currently organized across the UA System, is inherently inefficient
- The goal of a shared services organization remains unimplemented. As a result, each University IT organization provides services unique to the organization - with only a few functions shared.

The cost of operating IT is difficult to ascertain from the reports available from the ERP system.
- Inconsistent cost coding impacts the ability to filter and review costs effectively across the university.
- As a result, significant manual work is required to account for true operating costs. This must be repeated every reporting period.
- The co-mingling of the University and Statewide office funds further clouds the issue. While the intention is to leverage the statewide funds for the greatest impact, the result is not optimal. UAF in particular, has difficulty in identifying staff focused on UAF vs. system wide functions.

The cross-campus relationships are often combative due to technology philosophy and execution differences. As a result, the implementation of several solutions designed to function across the campus remain unimplemented in full.

Combining the role of CITO and UAF CIO prevents the individual from simultaneously exercising visionary leadership and operational excellence. In other words, both are compromised as there is not enough time available to perform either function to its greatest service.
- As a result, there is a perceived lack of overall strategic planning and visioning.
- The CITO’s leadership effectiveness is in question from numerous quarters across the University system.
## Current IT Service Model

<table>
<thead>
<tr>
<th>Organization</th>
<th>System-wide functions</th>
<th>Local functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>UA System-wide/UAF</td>
<td>• Banner HR • Banner Finance • Banner Student • Oracle Database • Housing manager software • Gmail • Security strategy • Data center • Blackboard hosting • Video conferencing • WAN management • Project management • IT policy • External relations</td>
<td>• Helpdesk • Desktop support • Network / Wireless Op’s • Telephony OP’s (+UAS) • Banner Data Report Development • Project Management • Media services • Training • Web Content Management System • Classroom instructional systems • Security Cameras • Active Directory • Telecom billing • Campus Emergency Notification</td>
</tr>
<tr>
<td>UAA</td>
<td>• Microsoft • Office 365 environment • Active Directory • Web Conferencing (Skype for Biz) • Survey tool (Qualtrics)</td>
<td>• Gmail local support • Blackboard Learn services • Security local support • Banner Data Report Development • Audio / Video Conferencing team • Helpdesk • Desktop support • Network / Wireless / Telephony Op’s • Project Management • Training (non-dedicated staff) • Web Content Management System • Security Cameras • Regional Data Center • Software licensing • Media services • Telecom billing (+UAS) • Campus Emergency Notification • Classroom instructional systems</td>
</tr>
</tbody>
</table>
Root Causes

As we examine the root causes for the challenges the IT organization is facing, for the most part they fall into three categories.

- Coordinated **Operational** and **Project Governance** is not a priority
- **Accountability** to set, meet and report on system-wide operational and project goals is not a priority
- Long-term **Vision** for a UA System wide information technology organization is not a priority

Each of these are explored on the following pages.
Lack of Operational Governance

Missing effective coordinated **Operational Governance** includes:

- Every mission critical system has measurable performance criteria typically referred to as a Service Level Agreement (SLA). The SLA is reviewed, agreed to and signed-off by the delivery team and the stakeholders receiving the services.
- The SLA performance criteria are developed in conjunction with system stakeholders.
- All criteria of the SLA are *measured* at meaningful intervals.
- All criteria are *reported* against goals and SLA’s at meaningful intervals.
- Help Desk *and* executive escalation paths are communicated to stakeholders for efficient reporting and escalation.
- Monthly or quarterly operations reviews are performed for all mission critical systems with the delivery team and the stakeholders in attendance.

Lack of Operational Transparency

Missing effective **Operational Transparency** include:

- Performance criteria or Service Level Agreements (SLA’s) that are published for all, especially stakeholders, to see.
- Performance measures published monthly / quarterly for all to see.
- Operations review materials and work plans published for external review.
- Escalation path published for all to see.
- Reviewable trouble tickets with status, communications and resolution documented.
Lack of Project Governance

More effective **Project Governance** would include:

- Roadmap for mission critical systems with material enhancements documents
- Each roadmap developed in cooperation with system stakeholders
- Plan for enhancements / defect resolution vetted with stakeholders
- Standard release rhythm created and published - appropriate for each system
- Stakeholders recruited for user acceptance testing (UAT) before go-live
- A project RASCI* matrix utilized daily to maintain project team alignment
- Project manager aligns cross-functional team to deliver features on-time
- Team meeting minutes with actions are published for all to review
- Team members held accountable for committed deliverables
- A project manager responsible for the above process

Lack of Project Transparency

Effective **Project Transparency** would include:

- Roadmap of features is published for stakeholder review
- List of enhancements / defect fixes published for stakeholder review
- Project team meeting minutes published for stakeholder review
- Stakeholders actively involved in, and feedback solicited during User Acceptance Testing (UAT)
Lack of Change Governance

More effective Change Governance would include:

• Every IT project should require a change plan
• Minimal to robust, the change plan scope is commensurate with the stakeholder impact
• At a minimum, the change plan has six components:
  • **Executive Sponsorship** – The executive accountable who actively promotes the change value.
  • **Leadership Alignment** – Every leader impacted by the system has reviewed and openly supports the plan.
  • **Stakeholder Analysis** – Identify impacted individuals (stakeholders), understand the unique impact to each.
  • **Communications** – How stakeholders will be updated, how often and how they can provide feedback.
  • **Training** – How stakeholders will be trained with an approach that meets their unique needs.
  • **Support** – How stakeholders are supported via the help desk via phone, online, chat and other solutions.
• The Project Plan and Change Plan can be 1 or 2 documents as appropriate to project complexity.
• The Project Manager and Change Manager can be 1 or 2 people as appropriate to the project complexity.
Accountability

Service oriented IT organizations demonstrate accountability

- IT Leadership should be accountable to diverse stakeholders
  - Directly to supervisor
  - Across organizations: UAA – UAF – UAS
  - Across teams: The operations team that operates the systems day-to-day, the project teams that bring new systems or features to the users as two examples.
  - Across functions: Help desk, engineering, project management, etc...

- Expectations for IT accountability are elevated in a University environment
  - Service delivery is mission critical, every day or students and faculty can perform.
  - Competitors set a high bar for curriculum delivery via technology.
  - Student perception of technology is important, invasion of technology in everyday lives sets unique expectations of the university only IT can deliver.
  - Faculty expectations of IT services has raised as well, leaving them accountable to the students when the technology fails.

- Technology converts student expectations into demands. Students expect:
  - High system availability – 99% uptime
  - Mobile ready – the ability to access needed systems, classes via mobile devices
  - Time shifted – The ability to take a class “on-demand” instead of live when it occurs
  - Alternative delivery – Attend a class one-time from a remote location if they are sick or unable to attend live.
  - Flawless execution – Technology will work the first time and every time. No reloading, retrying or rebooting required; “It just works”.

- Ensure broad support by demonstrating transparency
  - Report technology performance scorecards on a published schedule, offer feedback opportunities to stakeholders.
  - Hold regular town hall meetings and on-line forums to solicit involvement from stakeholders.
    - Earn the respect and the right to push back when needed.

- Requires for new investment in IT must be accompanied by a measurable ROI
  - Must quantify and then measure and report on that investment as part of the operations review.
Vision

When thinking about the future Information Technology needs for the University system two questions arise from the staff:

- What is IT doing differently today in response to Strategic Pathways?
- What will the University need from IT five (5) years from now?

Strategic Pathways provides important vision for the IT Organization. What is IT doing differently in response to Strategic Pathways?

- All but one IT person interviewed responded with, “nothing different here”.
  - Why not? Why are we not seeing new or changing priorities?
- By several accounts the IT response has been to push through preexisting initiatives that had been stalled:
  - Unified email system
  - Transitioning embedded IT staff into each university’s IT department
  - Implementing lean process improvements
  - Seeking economies of scale
  - Outsourcing
  - Cloud Services
- The outcome? Too soon to measure, however, we don’t anticipate the needed savings resulting from these initiatives.

What will the University need from IT five (5) years from now?

- If UA is not offering an on-line education that’s competitive with out-of-state universities today, what are we doing today to ensure we are competitive tomorrow?
  - Needed: A vision for Information Technology developed in concert with Academic and Student Affairs that creates a next generation delivery strategy.
Recommendations

Before any of the following recommendations are implemented, fundamental questions must be answered:

- What IT organization reporting structure would most effectively operate the university today while planning the future IT service needs?
- Who will provide operational leadership for the University IT services in this structure?
- Who will plan for the University’s future IT service’s needs?
- How will state-wide and University budgets be configured to support the above decisions?

To explore this, refer to the Decision Matrix that follows on the next two pages.

Following that are four recommendations in weighted order. To be clear, any of these four recommendations can be successful. The UA system needs to determine which priorities are most important when selecting the appropriate structure.
## Organizational Decision Matrix A

<table>
<thead>
<tr>
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<td>Future budget cuts could put IT staff and service levels at risk.</td>
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<td>2. Hire needed people with statewide budget and assign them to universities. Staff report up to Local CIO’s.</td>
<td>Doesn’t affect statewide or university budgets. Existing staff remain in place.</td>
<td>Minor annual review and reporting issues resolvable through HR.</td>
</tr>
<tr>
<td></td>
<td>3. Move all available IT budget from universities to statewide. Staff report up to CITO.</td>
<td>Consolidate the delivery team into a single organization with a single manager.</td>
<td>Grows the size of the statewide IT budget by having a significantly larger staff. Probable change to some existing staff.</td>
</tr>
<tr>
<td></td>
<td>4. Leave all existing staff in University IT budget. Staff report up to CITO.</td>
<td>Doesn’t grow statewide budget. Existing staff remain in place.</td>
<td>Potential inefficiencies with management separate from employees in <em>all</em> locations.</td>
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## Recommendation A

**CITO Directs**  
**CIOs Operate**

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### CITO Indirect CIOs Operate

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#### CIOs Local Only

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CITO Indirect and Operates
CIOs Local Only

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Organizational Options

The organizational options listed above are summarized here:

- Recommendation A - Provides a balance between the statewide CITO driving the vision and operational standards while the University CIOs execute the operations.
- Recommendation B – Similar to A with the exception that the CIOs do not report to the CITO.
- Recommendation C – Shifts all university-wide staff leadership and operations to the CITO and leaves only local needs with the university CIO’s.
- Recommendation D – Similar to C with the exception that the CIOs do not report to the CITO.
Summary Recommendations

CITO

CITO should drive:

• An IT Governance model applied to all IT services
• Every IT service to commit, measure and report SLA
• UA-wide technology and security architecture
• A rolling, 5-year technology roadmap
• Partnership with university CIOs,
• Exploration of outside IT relationship such as Alaska state CIO, public/private partnerships and the community organizations at large
Recommendations

Governance

To improve the effectiveness of the IT organization and better serve the needs of the University, IT should:

- Define stakeholder groups, detail needs; revisit annually
- Define core IT services, document stakeholder requirements
- Select IT organization best equipped to deliver each core IT service
- Engage stakeholders in IT governance technology committee
- Define performance criteria for core IT services in an SLA
- Review SLA performance in monthly/quarterly operations review and publish the results for stakeholder transparency
- Revisit core services definition and stakeholder alignment annually to ensure continued relevance

To oversee the implementation of these changes and provide on-going, proactive management of IT at UA, the University should implement a revised IT governance model. Key aspects include:

- Designate the CITO, CISO and the three University CIOs as the primary body for IT technology recommendations
- Appoint an IT Council comprised of representative vice chancellors and senior IT leaders to approve strategic directions, approve IT policies, designate common IT services and prioritize the most significant IT investments
- Empower the IT Council to review and provide input into the CITO's strategic IT plan
- Appoint domain specific governance committees comprised of faculty, staff and IT providers to identify emerging needs, recommend priorities, recommend standards, and sponsor university-wide improvement initiatives
Recommendations
State-wide Funding

- The current perception of co-mingling of UAF and statewide funding and IT staff should be clarified and replaced with a transparent structure designed with input from university and Statewide leaders
  - The CITO will ensure that all statewide IT funding is provided in alignment with the priorities designated in the strategic IT plan, which in turn is aligned with UA’s strategic plan
  - This change should be implemented and fully operational for the next annual budgeting cycle
  - Strategic application of the statewide IT funding should be reviewed and approved every budget cycle by the IT Council

Recommendations
Embedded IT

With regard to the integration of embedded IT staff into the IT organization, we recommend:

- Those embedded IT staff already identified and planned for transition should be completed as agreed with university leadership (typically the vice chancellor).
- Further transition of embedded IT staff be deferred until the IT organization, governance, financial and communications structure are aligned in accordance with this plan.
- Once the IT organization is delivering services to the university system consistently in compliance with SLAs and the IT organization has earned the right to provide services currently provided by embedded IT, then this should be reevaluated and examined anew.
LEAN SIX SIGMA = PROCESS IMPROVEMENT
“Release creative and resource potential to maximize value for UAA students, staff, faculty, the institution, alumni, and our community through intense customer focus, seamless operational excellence, and an unrelenting culture of continuous improvement.”
<table>
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<tr>
<th><strong>BY THE NUMBERS</strong></th>
<th><strong>92% OF EMPLOYEES</strong> report they are very or extremely likely to engage in a process improvement project after Lean Six Sigma WB training</th>
</tr>
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<td><strong>$1.13M</strong> VALUE RECAPTURED</td>
<td><strong>359</strong> EMPLOYEES TRAINED</td>
</tr>
<tr>
<td><strong>70+ PROJECTS</strong></td>
<td><strong>$493.95K</strong> STAFF TIME SAVED</td>
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<td><strong>80% OF EMPLOYEES</strong> report that the Lean Six Sigma White Belt Training is either very or extremely useful</td>
<td></td>
</tr>
<tr>
<td><strong>86% OF EMPLOYEES</strong> desire more additional process improvement training</td>
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Value and time saved metrics current as of year-end 2017.
Advance a culture of institutional excellence that inspires and enables student, faculty and staff success

More students persist and complete their educational goals

Graduate more students to fill Alaska’s needs

Expedited employee reimbursement process by moving to end-to-end electronic processing. Hundreds of hours saved for Faculty & Staff can be reinvested into serving students.

Integrated forms software with document imaging system (Onbase). Students will experience faster processing in many areas, such as financial aid, from the elimination of manual process steps.

Evaluated Nursing Admissions process and eliminated unnecessary requirements, got rid of paper application, resulting in faster processing times, fewer confused students, and greater capacity for future program growth.

Facilitated Family Medical Leave process improvement workshop with HR from every campus and statewide. Identified differences in how campuses operate and developed a roadmap for standardization so all employees participate in a simple and equitable process.
QUESTIONS

LUANN PICCARD
lpiccard2@alaska.edu

MATTHIEU OSTRANDER
mfostrander@alaska.edu

MORE INFORMATION AVAILABLE AT UAA.LEANHIGHERED.ORG
Resolution 030218-1
Concerning the reappointment of President James Johnsen

WHEREAS, the renewal of the UA President’s contract is clearly a matter affecting the welfare of faculty and the interests of the university; and

WHEREAS, the University of Alaska Board of Regents renewed the UA President’s contract without seeking input from faculty; and

WHEREAS, UNIVERSITY REGULATIONS, PART III – FACULTY, STAFF, AND STUDENT GOVERNANCE, Chapter 03.01 - Faculty, Staff, and Student Governance specifies that the intent of the Board of Regents is, in part:

- that faculty shall share in the governance of the university,
- and that shared governance is an integral part of the business of the university
  and
- and the university hereby establishes a mechanism for faculty to participate in system governance through the Faculty Alliance;
  and

WHEREAS, REGENTS’ POLICY PART III – FACULTY, STAFF, AND STUDENT GOVERNANCE
Chapter 03.01 - Faculty, Staff and Student Governance specifies, in part:

The opportunity for faculty to participate in the governance of the university is important to its effective operation. The board intends that faculty participation in university governance be an integral part of the university community’s culture.

And, that governance organizations shall carry out their functions subject to the authority of the board. The organizations’ purposes are to:

1. provide an effective opportunity for university faculty to play a meaningful role in matters affecting their welfare;
2. represent the viewpoints of university faculty regents’ policy, university regulation, and other matters affecting the interests of the university;

and

WHEREAS, the Board of Regents’ justification for the renewal and potential bonus for the UA President’s contract was primarily his energy, enthusiasm, and long work hours; the Board did not specifically reference any tangible and/or measurable accomplishments; and

WHEREAS, the Board of Regents did not identify a single accomplishment by the President that has improved the state of the university; and

WHEREAS, in AY 2016-2017, the Faculty Senates of both UAA and UAF voted that they had no confidence in the leadership of President Johnsen; and
WHEREAS, the rationale specified in the UAA Faculty Senate vote of no confidence remains valid today.

THEREFORE, be it resolved that the University of Alaska Anchorage Faculty Senate disagrees with the renewal of UA President Johnsen’s contract without meaningful input from faculty through the established shared governance process concerning his ability to successfully carry out University business.
1. Proposed new policy title: Graduate Faculty Designation

2. Policy language:

   **UAA Graduate Faculty Designation:**

   Full-time tenured or tenure-track faculty from any department at the University of Alaska Anchorage who have a terminal degree in their field or who have ongoing responsibility for the graduate program are automatically part of this designation. Graduate Faculty status for other individuals who have graduate degrees and/or relevant expertise (e.g., may include emeritus faculty, research scientists, term faculty, and/or adjunct faculty) may be assigned by a department.

   Departments will determine the criteria and provide the Dean of the Graduate School with lists of their current Graduate Faculty. The Dean of the Graduate School will send letters of recognition to the Graduate Faculty to complete the designation of this honor. Departments are also responsible for notifying the Dean of the Graduate School of faculty who are to be added (such as new hires) or removed from the list of Graduate Faculty.

3. Where the policy currently appears or will appear: If approved, this policy will appear in the a. UAA Faculty Handbook; and b. UAA Graduate School website.

4. Implementation date: Fall 2018

5. Board(s) to review the policy: GAB (Chair Anthony Paris, ajparis@alaska.edu, 907.786.1912). Approved January 12, 2018.

6. Initiator to whom feedback and questions should be directed: Dr. Helena Wisniewski (hswisniewski@alaska.edu or 907.786.4833) and the following members of the UAA Graduate Council’s Subgroup for Policy on Graduate Faculty:

   Clare Dannenberg (cjdannenberg@alaska.edu or 907.786.4386)
   Aaron Dotson (addotson@alaska.edu or 907.786.6041)
   Vivian Gonzalez (vmgonzalez@alaska.edu or 907.786.6779)
   Grant Sasse (gmsasse@alaska.edu or 907.786.6314)
   Jonathan Stecyk (jstecyk@alaska.edu or 907.786.4791)
   Cassie Wells (cdwells@alaska.edu or 907.786.4910)

7. Optional suggested other considerations (Rationale, Identified Stakeholders, Impact, etc): See above language, which includes the rationale and impact.

   **Rationale:**

   Establishing a Graduate Faculty designation recognizes the importance and excellence of graduate education at UAA. UAA’s graduate programs have grown, and UAA is now a doctoral granting institution. This includes a Ph.D. in Clinical Psychology and a Doctor of Nursing Practice. We want to acknowledge these achievements.
In addition, a graduate faculty designation has the following benefits:

- It puts us on par with our peer and aspiring peer institutions, which all have graduate faculty.
- It makes it clear which faculty on campus are eligible to:
  - Teach graduate courses,
  - be the primary advisor to a graduate student, and
  - serve on graduate thesis and project committees.
- It is easier for our faculty to serve as external committee members for students at other institutions that also have a graduate faculty designation requirement.
- It can be valuable in the recruitment of quality faculty and students.
- It improves how UAA is perceived.
To: Faculty Senate
Thru: Undergraduate Academic Board
       Student Academic Support & Success Committee
       Faculty Senate E-Board
From: Lora Volden, Interim AVC for Enrollment Services
Date: 2/28/2018
Re: Reinstatement Policy

---

**Issue:**
Current policies and processes for Academic Disqualification and Reinstatement are complicated, cumbersome, and not in line with best practice.
- In fall 2016, 172 students were academically disqualified at UAA (all campuses). Of these, 59 chose to enroll in spring 2017 courses (34%). Students attempted an average of 9.5 credits and successfully completed an average of 4 credits with an average GPA of 1.01.
- In spring 2017, 265 students were academic disqualified at UAA (all campuses). Of these, 21 chose to enroll in summer courses. Students attempted an average of 5.7 credits and completed 3.3 credits with an average GPA of 1.12.
- Students returning after a long break are still required to take 12 credits as non-degree seeking and ineligible for aid.
- No steps put into place to change student behavior or likelihood of success (advising, action plan).

**Review:**
After looking at academic standing policies and processes surrounding reinstatement at a number of institutions the following are common themes:
- Students are required to stop attending the university for at least one term.
- After a period of separation, students may apply for reinstatement.
Reinstatement applications include statements regarding tools which will be in place to ensure future success, require advising as a condition of return, and may limit the number of credits a student may take upon their return.

Students who after reinstatement again fall below a 2.0 are again removed from the university for a longer period of time.

Students who are not reinstated within 2 years of their removal need to reapply for admissions with the university.

**Proposal:**

**Academic Disqualification**

Academic disqualification is the status assigned to a student who begins a semester on academic probation or continuing probation and fails to earn a semester GPA of 2.00 or higher. The student’s admission status will be changed to inactive and he or she will not be allowed to attend UAA for one academic (fall or spring) semester. After non-attendance for one semester, he or she may complete a form for reinstatement.

**Reinstatement**

An academically disqualified student may submit a request for reinstatement after not attending the University of Alaska Anchorage for one semester. The student should complete a form for reinstatement which includes a plan for academic success. This form must be reviewed and approved by an academic advisor. Completed reinstatement forms must be submitted to the Office of the Registrar at least 4 weeks prior to the first day of the semester for which a student wishes to be reinstated. An academically disqualified student must successfully be reinstated within two years of disqualification or he or she will need to reapply for admission.

If reinstatement is granted, the student will remain on probation and be required to meet with an advisor prior to registering for classes until their cumulative GPA is 2.0 or above. Students must achieve a term GPA 2.0 or above for each term. Students who are reinstated who achieve a term GPA of below 2.0 will again be disqualified and will not be allowed to attend UAA for one academic year.

**Current Policies:**

**Academic Disqualification**

Academic disqualification is the status assigned to those students who begin a semester on probation or continuing probation and fail to earn a semester GPA of 2.00. Those students’ admission status will be changed to non-degree-seeking. Students who have lost certificate or undergraduate degree-seeking status may continue to attend UAA as non-degree-seeking students. However, those students do not qualify for financial aid, and international students will lose their immigration status. Students must apply for reinstatement to UAA (see Reinstatement below).

**Reinstatement**

Students who have lost certificate or undergraduate degree-seeking status may continue to attend UAA as non-degree-seeking students. Students may apply for reinstatement after completing a minimum of 12 credits at UAA and/or another regionally accredited post-secondary institution in courses at the 100-level or higher with a GPA of 2.00 or higher. These courses must be taken after the loss of degree-seeking status at UAA. Application for Reinstatement Forms are available online on the Office of Admissions website. If approved, reinstated students must then reapply for admission to a certificate or undergraduate degree program. A reinstated student whose UAA cumulative GPA is less than 2.00 (C) will begin the semester on probation.
Academic Assessment Committee February Report to UAA Faculty Senate for March 2, 2018 Faculty Senate Meeting

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

On February 2, 2018, during our regular meeting time, the AAC held a listening session for the faculty for the assessment leaders on our campus. We had rich conversations about the assessment efforts going on around campus, what is going well, and what can be done to improve the processes and procedures. A summary of the discussion was sent to all who were invited to collect feedback and additions. The committee will use this information to guide planning for future seminars and goals. We are planning to hold these sessions on a regular basis.

The February 16th meeting was cancelled so committee members could attend the UAA conversation on racial equity and social justice that was held that day.

Plans Reviewed
- None

Upcoming Plans
- Construction Management AAS, BS – separate plans
- Public Health MPH
- Radiologic Technology AAS

Submitted by: Rachel Graham, AY18 Co-Chair Date: 23 February 2018
ACDLITe Report to the Faculty Senate
March 2018

Present at the February ACDLITe Meeting: Adam Paulick, Lynn Paterna, Veronica Howard, Matt Kupilik, Getu Hailu, Dave Fitzgerald, Lorelei Sterling, Barb Harville, Ed McLain, Kitty Deal, Toby Long, and Dennis Drinka

E-Learning Luncheon - Lynn Paterna
Faculty invitations and university leader invitations have been sent out. Lorelei sent reminder invitations today. She will send out the Skype log in information to all faculty. Veronica reported that we have 50 luncheon guests who have replied. Riza Brown at Lucy’s has confirmed our reservation. Lynn will contact her Monday or Tuesday morning to get the final number.

Other campuses:
Kitty Deal has reserved the library conference room in Kodiak to listen to the presentation.
Toby Long at KPC will get the word out to their faculty. Micah Muer will send out an e-mail to Matsu faculty and reserve a room for those to listen to the presentation.
It was suggested that ACDLITe make a user manual on organizing the e-Learning Luncheon in May.

To do list:
1. Getu needs pictures of the presenters, a short (less than 100 words) summary of their presentation and presentation title.
2. Lynn needs a short introduction bio from presenters for Naomi Everett, the MC
3. Lorelei will send out the Skype log in information to all faculty.
4. Getu will prepare and print programs
5. Matt will contact Dave Dannenberg to get the poster
6. Jo Ann Bartley will have the name tags, pens, and set up the table in front of Lucy’s door.
7. Adam will set up video conferencing equipment at 11 am at Lucy’s on Feb. 16.
8. Lynn will double check on door prizes.
9. Matt will send out the post luncheon surveys
10. Lorelei will prepare the presenter thank you certificates to be presented at the end of the luncheon.
11. Lorelei and Veronica will check to see if they have tickets for the door prizes.

IT Updates: Adam Paulick.
Adam talked about Karl Kowaski’s talk with Faculty Senate and discussed the e-mail. There have been some functionality losses with the change from Exchange to g-mail. There is also a HIPPA compliance problem, which the committee believes did not exist with Exchange.

Adam suggested that ACDLITe meet with the Faculty Senate’s eBoard and discuss issues and concerns.
Adam will meet next week with Karl. An outside consultant suggested that the University develop a system and strategy for calendar and collaboration. The committee believes that it is important that Karl Kowalski and the Statewide administration commit to this strategy.

The committee believes that it is important to keep this on the Faculty Senate agenda, particularly focusing on the importance emphasizing shared governance and the processes and procedures of changes in technology.

Getu, Lorelei, Veronica, and Dennis will draft a motion for Faculty Senate. ACDLITe will keep this issue on Faculty Senate agenda. Lorelei will send out Google Doc with the motion.

Adam also announced that he is working on additional training on the G-Suite.

Survey Work Session
Quantitative Data: Barbara, Dave, and Toby will draft an e-mail to the faculty about the survey, which will go out with the survey results.

Qualitative Data: Veronica and Dennis will analyze the qualitative data from the survey.

Veronica suggested another survey for users to be sent to faculty and students next year. The committee asked Adam to check the Call Center’s tracking of Blackboard problems by their tickets. It was suggested to have the Call Center ask the students if they have told their faculty about their Blackboard problems. They asked for Adam to compare the tickets of what problems there were before SIBL and after SIBL. Then ACDLITe can present this data to Faculty Senate.

Action Items:
1. ACDLITe will send results of survey and will draft it. Barb will work with Dave and Toby to draft e-mail to Faculty Senate about the survey. It will go out with the survey results.
2. Veronica, Getu, Lorelei and Dennis will draft resolution to Faculty Senate regarding technology and shared governance.
3. Veronica and Dennis will analyze qualitative data of the survey
4. Adam obtain data about Blackboard call Center
5. Lorelei, Barb, and Lynn will meet with the e-Board of the Faculty Senate

BBUG does not have ACDLITe members yet. We can still join. Adam reported that BBUG’s first meeting had a good start. Karl will transition chair during the next meeting.

Meeting adjourned 10:40 am
February 2018 Report to the Faculty Senate

The Faculty Senate Diversity Committee did not hold a February meeting, but instead encourage members to attend the Racial Equality and Social Justice at UAA event hosted by the First Alaskans Institute February 16th, 2018. Members in attendance were Jeane Breinig, Amber Christensen Fullmer, Gabe Garcia, Erin Hicks, Colleen Kelley, Beth Leonard, Emily Madsen, and Maria Williams. In addition to this event, the committee has made progress on the following tasks during the month of February:

I. Collaborating with CAFE to organize a Spring Diversity Dialogue with a student panel exploring the topic of Alaska Native ways of teaching and learning. This Dialogue will be held in late March.

II. Diversity GER
   
   1. Student learning outcomes have been established by a subcommittee and feedback from the full committee has been gathered and incorporated.
   
   2. FSDC members are working through the UAA catalog to identify courses that already satisfy the student learning outcomes. This inventory will be completed by the end of March.

III. Content for the updated FSDC website has been gathered and will be add to the site before the end of the academic year.

IV. Working with CAFE to identify a date for a joint mixer at the Varsity Grill.
The Committee’s tasks for this academic year include:

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

The Committee will survey the faculty of three colleges this academic year. Since the Committee’s last report, the Committee has conferred with the Director of Kodiak College in preparation for the April survey of his College. The Committee has also completed a testing cycle of the survey instrument, and has notified the faculty of the College of Engineering that its survey commences on February 28th. The Committee will meet next immediately following the Faculty Senate’s March 2nd meeting.
Student Academic Support and Success (SASS)
Friday, February 16, 2018
ADM 101A, 2:30-4:00 PM
Minutes

Present:

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<td>Barbara Brown (Kodiak College)</td>
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<td>Tracey Burke (COH)</td>
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<td>Kamal Narang (CAS)</td>
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<td>Connie Fuess (Mat-su)</td>
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<td>Irasema Ortega (COE, Co-chair)</td>
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<td>Gregory Hartley (CTC)</td>
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<td>Christina Stuive (KPC, Co-chair)</td>
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I. Old Business
Minutes approved

II. New Business
   a. Faculty Senate Report- Chris
      Possible concerns about Digital Measures as a new platform. Will email Paul Wasko to see if student platforms may also change. Reinstatement policy is tabled until the next Senate meeting.
   b. Title IX Discussion PART 2
      The committee discussed a follow-up to see what changes will be implemented to ensure the safety of students in the “new” vendor, what stakeholders are participating, and what evaluation and/or policies or procedural changes may have occurred regarding the previous roll-out of Title IX training. An email will be sent to Faculty President Sharon Chamad
   c. Discussion of Rural Fees
      The committee discussed concerns with Rural students regarding fees and increased dependence on internet-based communication with the university (registration, drop, withdrawal, etc. . .). We discussed concerns about internet reliability in Western rural regions vs. other rural areas.
   d. Next meeting will be March 23 instead of 16 (due to Spring Break)

III. Meeting Adjourned 3:50p
Research and Creative Activity Committee

March 2018 Report to the Faculty Senate

The Faculty Senate Research and Creative Activity Committee (FSRCAC) met on 2/9/18 (present were: Ajit Dayanandan, Ray Ball (co-chair), Travis Hedwig, Nate Hicks (co-chair), Andrew Bibler, Zeynep Kiliç, Cathy Coulter (remote), and Tom Dalrymple (remote).

During the meeting, the committee addressed the items below:

1. Electronic annual activity report (eAAR) trial and initial recommendation. The Faculty Senate passed (on 2/2) the committee’s proposed resolution to support a UAA-wide trial of eAAR using Digital Measures (DM) Activity Insight in Fall 2018. In the 2/9 meeting, the committee discussed possible scenarios to support the rollout, as well as the pricing structure of DM and options to optimize platform versatility while keeping costs down. The committee is now working with the Provost’s office to determine whether resources available will make the recommended Fall 2018 rollout feasible. This determination will be made within the next two weeks, and if resources are available, a working group of eAAR stakeholders will likely be formed in order to specify and customize the college- and campus-specific attributes of the UAA-wide eAAR platform.

2. The 2016-17 Research & Creative Activity Survey has concluded (with 155 responses collected), and committee members are currently working to make a summary analysis of data collected.

3. The committee also discussed concerns received from some faculty about possible fees for late and/or incomplete proposals submitted to the Office of Sponsored Programs; the committee agreed to collect more input on the topic and to discuss the concerns raised with OSP personnel and the VPRGS.

The next meeting will be on Friday, 3/9, at 1 pm in CPSB 301S.
Recruitments
- Director of Marketing & Communications
- Director of Alumni Engagement
- Director of Philanthropy

ConocoPhillips Arctic Science and Engineering Endowment Awardees
On March 23, the 2017 awardees of the ConocoPhillips Arctic Science and Engineering Endowment ($450,000 in total funding) will present their research and projects to ConocoPhillips leadership. Projects include:

- Accelerated Corrosion Under Insulation (CUI) Test Apparatus Continuation (Matthew Cullin)
- Reinvigorating Arctic Oil/Gas Exploration with new Shelf-edge Exploration Concepts (Jennifer Aschoff and Simon Kattenhorn)
- Vortex-Induced Vibration in Marine Pipelines with Application to AKLNG (Jifeng Peng)
- Arctic Coastal Erosion Modeling Using Machine Learning and Process-Based Approaches (Tom Ravens and Mathew Kupilik)
- Mycellium-based Biomaterials for Sustainable Thermal Insulation in the Arctic (Zhaolui Joey Yang and Phillippe Amstislavski)
- Snow Cover in Alaska: Comprehensive Review (Gennady Gienko, Scott Hamel and Rob Lang)

Retirees Reception
Chancellor Gingerich invites this year’s retirees to join him for hors d’oeuvres and refreshments at the chancellor’s residence Wednesday, April 11. This annual tradition honors the many years of service dedicated to the university by our valued retiring faculty and staff.

Spring Hooding and Commencement
Save the dates for the graduate degree hooding and commencement ceremonies! Hooding takes place Saturday, May 5, 3 p.m. at the Wendy Williamson Auditorium. Commencement will be held Sunday, May 6, 1 p.m. at the Alaska Airlines Center. The opportunity to RSVP for these ceremonies will open in early March. Please remind students that they must apply for graduation prior to RSVP’ing for the ceremonies. Guest tickets are required for the spring commencement ceremony only and will be available at the bookstore during and after Grad Fair on March 23 and 24 at the campus bookstore.
FALL 2017 Commencement Ceremony

*1174 summer and fall semester graduates were celebrated at December commencement. 452 walked in the ceremony, 69 more students than in December of 2016.

*127 Faculty member participated in commencement ceremonies.

ALUMNI RELATIONS NEWS/UPDATES

Alumni ParTee: 9 in the Spine

The Office of Alumni Relations held one of its biggest annual events on Wednesday, Feb. 28. Part of Winterfest, the Alumni ParTee invites teams of alumni to return to campus and putt through a course designed entirely by 18 student clubs. This year's event, 21 teams took part in the fun fundraiser that benefits the UAA Alumni Scholarship endowment fund.

Juneau Area alumni meeting | March 20

The Juneau Area Alumni Chapter will once again welcome USUAA delegates as they visit the capitol for the student fly-in. Juneau area UAA graduates will host a pizza lunch for students at the capitol building on March 20. If you know any graduates in Juneau, encourage them to contact seawolf.forever@alaska.edu to connect with their local chapter.

College of Engineering Hall of Fame Induction ceremony | April 6

The College of Engineering Alumni chapter will induct its third class of honorees into the COE Hall of Fame during a reception April 6, from 3-5 p.m. in the Engineering & Industry Building second floor lounge. This year, the College will recognize inductees Melissa Branch ’00, Nicole Knox ’04 and Chris Turletes ’90 for their outstanding engineering work in the community.

Chicago Area Alumni Meeting | May 16

The Chicago Area chapter will host its annual meet and greet in Evanston, Illinois on Wednseday, May 16. If you know any graduates near Chicago, encourage them to contact seawolf.forever@alaska.edu to get connected.
**CORPORATE GIFTS**

**Hawk Consultants, LLC** donated $25,000 to the Maynard Tapp Scholarship for PM and the Maynard Tapp Scholarship ANSEP PM  
**Providence Health and Services** donated $1,730,000.00 to the School of Nursing Expansion.  
**Providence Health and Services** donated $30,000 to the PWSC Healthcare Related Learning Programs & Careers in the Valdez area.

**INDIVIDUAL DONOR GIFTS**

**The R.J. Downey Irrevocable Trust** donated at the Leadership Circle giving level to the Marguerite Downey Memorial Music Scholarship.  
**Jan van den Top** donated at the Leadership Circle giving level to the Jan van den Top/The Superior Group Inc. Endowed Scholarship.  
**Gloria Okeson** donated at the Aurora Circle giving level to Alvin S. and Gloria M. Okeson Endowed Scholarship.  
**Ernest Mitchell** donated at the Aurora Circle giving level to the Cecile Mitchell Scholarship.  
**Cynthia and David Schraer** donated at the Aurora Circle giving level to the Excellence in RRANN fund and Clay Body Award.  
**Mary Jane and Edward Phelps** donated at the Aurora Circle giving level to the Frank and Jennie Clark Memorial Scholarship.  
**Leo Bustad** donated at the Gold Circle giving level to the University of Alaska.  
**Anne McPeck Gabler** donated at the Gold Circle giving level to the Hugh McPeck Gallery Art Student Scholarship.  
**Terry Gryting** donated at the Gold Circle giving level to create the Smart Mom Engineering Scholarship.  
**Don and Sherry Shiesl** donated at the Gold Circle giving level to the Marie Narhi Shiesl Scholarship.  
**Marie and Angel Llanes** donated at the Gold Circle giving level to the Max Llanes Behind the Camera Endowed Scholarship.  
**Richard Navitsky and Tanya Leinicke** donated at the Gold Circle giving level to the Alaska WWAMI Biomedical Excellence Endowment.

**NEW FUNDS**

**Dental Days** To provide support for the Alaska Cares - Dental Days program at the University of Alaska Anchorage.
PHONATHON

Ruffalo Noel Levitz (RNL) began working with UA in September to implement a system-wide Phonathon program, housed at UAA's calling center. The program has raised $121,519 in pledges and cash gifts for UAA and $79,940 in pledges and cash gifts for UAF totaling $201,459 for both MAU's. The donor count for UAA is 1434, UAF is 680 with a total of 2114 for both MAU's.

UNIVERSITY RELATIONS NEWS/UPDATES

MEDIA

UAA appeared in more than 350 articles in February. Coverage highlights include:

- UAA athletes past and present at the Olympics in ADN, KTUU, KTVA
- Political science department coordinating and hosting Model United Nations covered by ABC/Fox affiliate
- College of Engineering hosting FIRST Tech Challenge in robotics covered by ADN, KTUU, KTVA
- USUAA President Alec Burris interviewed by KTUU regarding student government resolution in support of Alaska Performance Scholarship and Alaska Education Grant
- UAA hosting first statewide Anchorage Libraries, Archives and Museums Fair at the UAA/APU Consortium Library by KTVA
- Theatre department’s original production of "Earthquake '64" by KTVA, KRUA, Anchorage Press, Mat-Su Valley Frontiersman

FEBRUARY SOCIAL MEDIA

Facebook: 18,228 fans (+1%)
Twitter: 6,333 followers (+1%)
Instagram: 3,514 followers (+2%)
YouTube: 394 subscribers (+2%)
LinkedIn: 39,514 followers (+1%)
Community Total: 67,983 (+1%)
PERFORMANCE

- Total engagements on Facebook increased by 43% with over 210,000 unique user impressions.
- UAA’s Twitter is gaining more traction as we adjust our best practices. Now that we’re making our calendar more robust and cycling in more evergreen content to diversify our twitter feed, we’ve been able to increase our organic impression rate to approximately 15 impressions per follower – garnering a total of 95,000+ organic impressions for the short month of February.

FACEBOOK - Top Posts
1. UA ALERT: Campus Closure due to inclement weather (97.2K impressions, 70 engagements)
2. COMMUNITY CONTENT: Valentine’s Day Comic by Student (3.7K impressions, 113 engagements)
3. CAMPUS VIDEO: Snow Day at UAA Video (3.1K impressions, 90 engagements)
4. HOLIDAY GRAPHIC: Elizabeth Peratrovich Day (3K impressions, 67 engagements)
5. ALUMNI SUCCESS STORY: Jeremy Worrall DOT I Am UAA (2.8K impressions, 315 engagements)

TWITTER - Top Tweets
1. UA ALERT: Campus Closure due to inclement weather (38K reach, 342 engagements)
2. HOLIDAY GRAPHIC: Elizabeth Peratrovich Day (10.8K reach, 15 engagements)
3. COMMUNITY ENGAGEMENT: UAA Parking Photo Contest (11.8K reach, 15 engagements)
4. STUDENT SUCCESS STORY: Jordan Cooper I am UAA - Girl Scouts & STEM Education (16.6K reach, 37 engagements)
5. CAMPUS PHOTO: White board - math study group notes (7.6K reach, 6 engagements)

INSTAGRAM - Top Posts
1. URBAN WILD: Chugach Range just beyond campus (229 likes)
2. CAMPUS: UAA Sign covered in snow (219 likes)
3. CAMPUS: Abstract angular photo of UAA logo on building (168 likes)
4. CAMPUS: February Frost. Closeup Shot of Ice on Sculpture (114 likes)
5. ACADEMIA: Microbiology Lab (108 likes)

LINKEDIN - Top Posts
1. COMMUNITY EVENT: 9 in the Spine Coming up! RSVP (15.7K impressions, 42 interactions)
2. ALUMNI SUCCESS STORY: Jesse Arrington III M.Ed ’72 publishes new kids book (11.6K impressions, 27 interactions)
3. STUDENT & PROGRAM SUCCESS: UAA Students influence Arctic Valley renaissance (10.2K impressions, 46 interactions)
4. SCHOLAR-ATHLETE STORY: Nursing major and star runner, Caroline Kurgat (10.2K impressions, 61 interactions)
5. ALUMNI MAGAZINE: Update your address and make sure you’re on the list to receive the Alumni Spirit Magazine! (8.6K impressions, 22 interactions)
Admissions & Recruitment

Academic Insights (uaa.alaska.edu/admissions/academic-insights) have begun. New Student Orientation has assisted with calling all students who have applied for fall to encourage them to attend. Admissions and Recruitment staff appreciate the support of all the academic areas with growing this new and important engagement with our new students and their families.

Admissions and Recruitment is partnering with students from the University Honors College to conduct local high school visits to share the amazing academic opportunities available at UAA.

In conjunction with University Advancement, Admissions and Recruitment has recently distributed a new publication entitled “Academic Excellence,” which showcases some of UAA’s program highlights and student standouts.

On February 23, the inaugural group of students selected to the Chancellor’s League participated in an all-day training that included UAA history and etiquette. These students represent the best and brightest at UAA and will assist with high-profile campus visits, fundraisers, and other distinguished University and community events.

Please mark April 20 on your calendar for the Kids2College program, when UAA will host more than 800 fifth and sixth grade students. This event provides an opportunity for these grade-school students to experience university classes, see UAA facilities, and interact with current students, faculty and staff. This day will serve as a catalyst to create an interest in attending college.

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

Alcohol, Drug, and Wellness Educator Brittney Kupec hosted a safe medication storage and disposal information table on February 2.

On February 6, Student Conduct & Ethical Development Coordinator Megan Wilbur hosted a webinar on “Free Speech: 10 Case Studies that Changed Campus Communities.” The webinar discussed lessons learned from recent court cases involving free speech issues on college campuses.

Student Conduct & Ethical Development Coordinator Megan Wilbur is authoring a new publication to inform faculty members about changes to the academic integrity process, which were implemented in FY18.

Alcohol, Drug, and Wellness Educator Brittney Kupec is collaborating with UAA Athletics to host a screening of the film Haze on March 25 to discuss social pressures and college binge drinking with student athletes.

Care Team Case Manager Anyon Turner is enhancing the Care Team’s webpage. Improvements include the addition of student testimonials, informational about Care Team trainings which can be requested, new online resources, and a survey to collect feedback about individuals’ experiences with the Care Team.

Student Conduct Administrator Steve Hawkins has partnered with the Office of Equity & Compliance and Student Life & Leadership to host conversations about men and masculinity issues on campus. The next event will be a screening of the film The Mask You Live In on March 28 in the Student Union Den from 6:00 to 8:00 pm. The film is about issues surrounding hyper masculinity in America.

Care Team Coordinator Lisa Terwilliger hosted the first meeting of the Homeless Student Solutions Work Group. The group is currently collecting information and raising awareness about student homelessness.

Disability Student Services (DSS)

Disability Support Services is committed to student success and assisting those who experience disabilities to achieve their academic and life goals. Several UAA students registered with DSS recently graduated and participated in the December commencement ceremony. It was exciting to see those with visible and invisible disabilities on the platform. A number of students also participated with their service animals marching at their sides. The service animals were “graduating” also as students couldn’t have done it without the assistance.
of their dogs. Check out the photos of one graduate's dog in cap and gown!

Enrollment Services (ES)
ES offices were closed on February 27 from 11:00 am to 1:00 pm so that all staff could participate in a customer service training.

Military & Veteran Student Services (MVSS)
MVSS staff have completed certifying all spring courses and have begun early certifications for summer classes.

Native Student Services (NSS)
NSS hosted the Alaska Native and Rural Student Scholarship and Internship Fair on February 27 from 10:00 am to 3:00 pm in the Student Union Cafeteria. Vendors from throughout the state were available to meet with UAA students regarding scholarship and summer internship opportunities.

NSS, in collaboration with the College of Business and Public Policy (CBPP), the Alaska Native Professional Association (ANPA), the Alaska Native Village Corporation Association, and the Alaska Native Media Group, sponsored a panel discussion of the Alaska Native village corporations on February 23 from 7:00 to 9:00 pm in Rasmuson Hall, Room 101. This panel was moderated by Hallie Bisset and included Davis Clark, Gerad Godfrey of Afognak Native Corporation, Nathan McCowan of St. George Tanaq Corporation, and Dr. Jeane Breinig of KAVILCO (Kassan Corporation).

Office of the Registrar
Office of the Registrar staff are working diligently with Statewide and Courseleaf (vendor for CAT/CIM) to finalize implementation of the new academic class scheduling software. Training sessions will be available in early-mid April with the hope to utilize the new software for spring 2019 course scheduling. What is better? No more spreadsheets.

Office of Financial Aid (OFA)
OFA staff are starting to review scholarship applications for fall 2018 for returning students.

A reminder that year-round Federal Pell Grants are now available for summer classes. OFA staff will soon begin outreach to students who may be short on credits required to maintain Satisfactory Academic Progress or their Alaska Performance Scholarship and encourage them to consider summer enrollment to maintain eligibility.

Residence Life
Interim Director Ryan J. Hill, Alaska Native & Rural Outreach Program (ANROP) Coordinator Allison Warden, Residence Coordinator (RC) Julia Vizcaino, and Cama-i Room Peer Mentor Aaron Tolten attended the Racial Equity and Social Justice at UAA Conference on February 18.

East Residence Advisors Luisa Valencia and Grace Pedersen organized an emergency preparedness program in February. Anchorage Fire Department, University Police, and University Housing representatives discussed fire safety, earthquake readiness, and active shooter preparedness. Roughly 20 students attended in total.

RC Edens and Faculty-in-Residence Dr. Joel Potter met with Associate Professor of College Preparatory & Developmental Studies Shannon Gramse to discuss setting aside North Hall for specific cohorts developed around ENG A110 and A111. There is a good possibility of the cohorts starting in fall 2018.
The cohorts will include ENG A110/111, UNIV 150, and or MATH 055/110 or a COM course.

The SHCC continues to monitor the State of Alaska Mumps outbreak, which according to the State of Alaska Department of Epidemiology, has now surpassed 200 confirmed cases in Anchorage. There have been no known cases of mumps on campus. Please call the SHCC if you have questions or concerns about your mumps vaccine status.

There are five School of Nursing graduate students completing their family nurse practitioner and psychiatric nurse practitioner internships at the SHCC this semester. The students receive one-to-one mentoring from their assigned SHCC clinician, have hands-on clinical experiences, and bring valued classroom information into the weekly team-based learning meetings.

Student Life & Leadership (SL&L)
SL&L welcomed Marika Anthony-Shaw on February 1 in the Wendy Williamson Auditorium at 7:30 pm for a free public lecture titled, “Collective Impact: Bending Toward Justice.” Anthony-Shaw’s lecture was made possible through funding by the University of Alaska’s Bartlett Lecture Series, established in 1970 by the Bob Bartlett Memorial Fund and the University of Alaska. Prior to her lecture, a non-profit expo highlighted fifteen local non-profits with which UAA students, faculty, and staff could get involved.
SL&L, in partnership with the Office of Equity and Compliance and the Dean of Students Office, has initiated a Men and Masculinities Working Group focused on college men. On February 7, these offices hosted a workshop titled, "Master of What? A Discussion on Recent Allegations Against Aziz Ansari." The workshop, which was open to students across the gender spectrum, engaged students in dialogue about sexual assault, dating culture, and consent.

On February 14, KRUA 88.1 FM turned 26 years old, and the student-run radio station celebrated by playing music from its remote studio in the Student Union, handing out pizza to students, and hosting a special drink at the Student Union Coffee Shop.

Again this year, SL&L supported UAA’s celebration of Black History Month by offering discounted tickets to Black Panther at Cinemark, hosting a Family Movie Night film screening of Princess and the Frog, and co-sponsoring other Black Student Union and Multicultural Center programs throughout the month.

As Spring Break 2018 approaches and USUAA anticipates its annual Juneau Advocacy Trip, student government has been working hard to engage in other advocacy efforts. USUAA recently passed resolution #18-06: Regarding the Alaska Performance Scholarship and the Alaska Education Grant, issued a joint statement on the Parkland School Shooting, and hosted the 3rd Annual "Little Black Dress Doesn't Mean Yes" event to raise awareness about sexual consent.

**Student Life & Leadership Upcoming Events:**

- **Winterfest 2018**—Feb. 22 through Mar. 3  
  A full list of programs and details is available at: uaa.alaska.edu/SLL/Activities
- **We're All in this Together Art Show First Friday Reception**—Friday, Mar. 2, 4:00-6:00 pm  
  Hugh McPeck Gallery, Student Union
- **Banff Mountain Film Festival World Tour 2018**—Mar. 2 & 3, 7:00 pm  
  Wendy Williams Auditorium  
  $5 in advance/$10 at door for UAA students taking 6+ credits with ID

TRIO Programs

**TRIO Student Support Services (SSS) & TRIO Upward Bound (UB)**

February marks the 32nd Anniversary of National TRIO Day. UAA TRIO Programs, in alignment with TRIO Programs across the nation, hosted its Annual TRIO National Day of Service on February 23. The event celebrated and raised awareness about the importance of educational opportunities for low-income, first-generation students and gave students an opportunity to thank the institution and community that supports them. The event featured students from UAA TRIO SSS and TRIO UB and recognized a TRIO Champion (advocate for the programs) and outstanding Community Partner, TRIO Student and TRIO Alum. There also was a performance by the Anchorage Northern Lights Native Dance Group.

Chancellor Gingerich was present, as well as George Martinez from the Anchorage Mayor’s office, Grant Schultz from Congressman Young’s office, President of the National Association of Educational Opportunity Programs (NAEOP) Josh Engler, Superintendent of the Anchorage School District (ASD) Deena Bishop, and Chief Academic Officer with ASD Michael Graham.

TRIO students addressed food insecurity, community art, and advocacy for their service project this year. Leading this work are TRIO SSS Director Kelly Foran and TRIO UB Director Kaitlin DeMarcus.
CCEL is soliciting proposals for the Selkregg Community Engagement & Service Learning Award of $5,000 for 2018. Applications and guidelines available on CCEL website and will be sent via faculty list-serv – due March 2.

CCEL will be soliciting proposals after the first of March for faculty awards of $4-5,000 to be used for community projects beginning in Summer 2018. Additional awards of $2000-2500 can be requested for student partners on the community-engaged research or creative activity. Four-five projects will be awarded within the thematic issue areas identified through our Accreditation process: Health & Wellness; Food Systems; Arts, Language & Culture; Our Alaskan Environment; Access to Justice; and Positive Child & Youth Development.

Two remaining Think Tanks for this year! March 8, co-hosted by Sharon Chamard, Justice & Shannon Donovan, Environment & Society, will be with the Municipality of Anchorage and the question, “Can we make public spaces in Anchorage safe and welcoming for everyone?” Our April Think Tank on the 12th from 1:00-2:15 will partner with H.U.D. (Housing & Urban Development) and Alaska Legal Services Corp. around Fair Housing issues. Both are held in LIB 307, and pizza is provided for these lively discussions open to students, faculty, staff, and community members.

A Faculty Intensive specific to Service Learning & Community Engagement will follow a HIPs (High Impact Practice) session on May 10, and offer 3 days of faculty development: Friday, 5/11 for an exploration of Service Learning/Community Engagement (SLCE) as a HIP; Tuesday, 5/15 for a deep dive into SLCE and critical reflection, and Wednesday, 5/16 with a focus on community partnerships. Dr. Patti Clayton, a nationally known and respected experiential learning consultant, will be joining us for all three days.

In addition to the Faculty Intensive in May, Dr. Patti Clayton and Dr. Judith Owens-Manley are offering a Writing Retreat for faculty interested in engaged scholarship: Friday, 5/11 dinner through Monday 5/14 noon. There is room for approximately 10 faculty participants. Interested faculty should contact jowensmanley@alaska.edu immediately, as there are few spots available.
CAFE’s Faculty Networking Mixers continue this semester. The Anchorage Museum Faculty-Community Partners Networking Mixer took place February 8 at the Museum, drawing 30 attendees and a host of community partners, including the Municipality, United Way, Alaska Legal Services Corporation, Alaska Food Bank, Fairview and Spenard Community Centers, Alaska Literacy Program and the Alaska Cancer Society. Co-hosted with CCEL, this mixer allows faculty and community partners to meet one another and discuss possible community engagement projects. A final faculty mixer in support of the Faculty Senate Diversity Committee is tentatively scheduled for Friday March 30 from 4-6 pm at the Varsity Grill.

On February 23, CAFE supported a session to discuss the purpose and goals of the Faculty Senate Ad Hoc Committee on Education Abroad. Led by Professor Dorn Van Dommelen of Geography and Environmental Studies and hosted by Vice Provost Susan Kalina and the Office of Intercultural and International Affairs, this session is a starting point for re-imaging opportunities for students to engage outside our institution. When implemented with appropriate dimensions, study abroad experiences are an evidence-based High Impacts Practice. CAFE is prepared to help support faculty and ensure HIP quality in these types of students’ experiences.

On February 22, at the request of Claudia Lampman, Interim Vice Provost for Student Success, CAFE co-hosted a workshop on Improving Affordability and Student Achievement at UAA. It introduced faculty to Inclusive Access, a program which provides students with their digital course content on the first day of class and is designed to improve student outcomes, make course content more affordable, provide analytics around individual student performance, and work with both publisher and non-publisher provided material.

CAFE’s “12 Weeks to Your Journal Article” faculty learning community, led by History Professor Ray Ball, continues into its 5th week. This highly diverse faculty writing group is organized around a workbook of the same name and has a track record for helping faculty get articles written and published in academic journals.

CAFE’s Difficult Dialogues and Books of the Year projects continue under CAFE’s leadership. Faculty from UAA and APU are selecting books for AY 2018-19 under the 2-year theme of “Building Resilient Communities.” On March 1, Books of the Year will collaborate with the Alaska Native Studies and Native Student Services to present a discussion of the film Uksuum Cauyai: The Drums of Winter, about the central role of drumming in cultural traditions in the village of Emmonak. The film will be followed by a discussion with Yup’ik professors Marie Meade (UAA) and Walkie Charles (UAF), and moderated by Cody Ferguson, Director of UAA’s new Yup’ik Music & Dance Ensemble. Faculty are encouraged to attend and invite their students. This event showcases this year’s theme: “Negotiating Identity in America.” CAFE’s Associate Director Libby Roderick has also been teaching a course on Difficult Dialogues for OLE (Opportunities for Lifelong Education), which is affiliated with UAA, and will be working with faculty from UAS and UAF later in the semester on similar issues.

Herminia Din will be conducting her annual student-led art show on the Books of the Year theme “Negotiating Identity in America” between March 26 to April 6 on the 3rd floor of the Consortium Library. Come see how UAA students interpret their world.
CAFE Director Shawnalee Whitney continues to work with the UAA Care Team to ensure that faculty perspectives and concerns are integrated into Care Team responses. Faculty members are welcome to make a Care Report about students of concern, and the Care Team will follow up.

At the request of the Vice Chancellor for Administrative Services, CAFE Director Shawnalee Whitney has been facilitating dialogues for HR staff on issues related to some perceived areas for improvement, as well as implementation of colleague-to-colleague opportunities for professional development.

CAFE would like to remind community campus faculty that all faculty development events are accessible via Blackboard Collaborate or video-conferencing, except in unusual cases. In addition, resources are available via the CAFE website. If you have questions about distance delivery or getting access to past programs, please contact Program Coordinator Romanie Roach at rroach@alaska.edu for more information.

ACADEMIC INNOVATIONS & eLEARNING

Faculty Professional Development

The eTechFair event, in collaboration with instructional designers and faculty from all over UAA, was held the week of Feb 12th. The event culminated with the ACDLITE luncheon on Feb 16th. There were 241 registrations and 125 attendees.

The dates for the Tech Fellows intensive this year will be May 14-16. Look for Tech Fellows applications much earlier this year! The call for applications will begin in the next couple of weeks.

Quality Matters workshops are available throughout this spring and into the early summer. Registration is open to all faculty members across UA and is currently open for the sessions listed below. Facilitators for the sessions come from UAA and UAF.

- APPQMR - March (3/9-3/23)  
  APPQMR 3/9/18 Registration
- IYOC - April, (F 3/30 - 4/20)  
  IYOC 3/30/18 Registration
- APPQMR - May (F 5/11-5/25)  
  APPQMR 5/11/18 Registration
- IYOC - June (F 6/1-6/22)  
  IYOC 6/1/18 Registration
Instructional Design

- The instructional design group is working on the accessibility pilot, online program development, course development, and other projects as well as regular tasks such as troubleshooting with individual faculty. If you have a course or program with which you would like our help, we encourage you to contact us early so we can get you into our queue. Presently we are fully committed and we anticipate that level of activity to continue.

Title III ROLL Grant

- The team presented about the accessibility pilot at the ACDLITe luncheon on 2/16. Instructional designers are preparing for the next Kodiak campus visit on 2/23 and 2/24, in which designers, faculty, and others are working to make online, hybrid, and campus-based courses fully accessible.

ePortfolio

- The eWolf Advisory Committee held its first gathering. The Committee brings together faculty, staff, and leadership from both Academic and Student Affairs and serves as a sounding board for eWolf operations. The first meeting updated members concerning recent project efforts along with an overview of "New Digication." The next meeting will focus on brainstorming activities associated with the visit to UAA by Kelly Driscoll and Jeff Yan (Digication leadership) in May.

- Digication leadership has introduced eWolf staff to a number of Digication users (colleges and universities) around the country that have an interest in potentially collaborating with UAA programs. These collaborations will explore sharing templates, training materials, and best practices.

- The Master's of Public Health (MPH) has begun beta testing a multi-template effort that embeds various MPH program competencies and standards. MPH's effort in this area has served as a model for consideration by other interested UAA parties.

- The AHAINA program has released an enhanced version of their recognized Student of Excellence portfolio application. The application has been modified to reflect and incorporate High Impact Practices (HIPS).

- eWolf is exploring options to work with Social Work, ASD (Title VI), and the Office of Child Services on developing social/emotional portfolio curriculum around identity.

eLearning: Distance Student Services

Blackboard Orientation for eLearning Students

- eLearning’s Blackboard Orientation course was made available to 5,040 students for the Spring 2018 semester. To date, 56% of students have accessed the course at least once (the course was first made available December 23rd, 2017). 100+ students have accessed this course in the past week (2/14-2/21).
eLearning Exam Distribution & Administration (Spring 2018)

- To date, eLearning staff have administered 775 assessments in the eLearning Testing Center located in the Gordon Hartlieb Hall (GHH).
- eLearning staff have processed approximately 2,800 student proctor forms setting up testing locations for students.

Online Testing Proctoring Services - RPNow

- Online test proctoring services, RPNow, has been set up in 70+ online courses for the Spring semester, this is a 40% increase from the Fall 2017 semester.
First Alaskans Institute “Racial Equity and Social Justice” Institute Workshop

UAA and First Alaskans Institute partnered to host a “Racial Equity and Social Justice at UAA” community conversation on Elizabeth Peratrovich day February 16th in the Alaska Airlines Center 8:30 -11:30. This event was part of First Alaskans Institute Advancing Native Dialogues on Racial Equity (ANDORE) project, and utilized indigenous values and knowledge as the foundation for a UAA conversation around racism, equity and social justice. The event was open to all students, staff, and faculty with over 240 registered participants.

National Coalition Building Institute (NCBI)

The NCBI team led by steering committee, Kimberly Pace, Theresa Lyons, and Diane Taylor, hosted an all-day/all-inclusive workshop February 9th on “Social Equity and Inclusion” with 25 participants.

Diversity and Inclusion Action Plan

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

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

D&IAP Progress to Goals:

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

Search committee members are now required to participate in mandatory HR training, including information on unconscious bias. Hiring authorities are charged with taking the necessary time and steps to provide every opportunity to diversify the applicant pool, and they work closely with HR to ensure this occurs. One senior level administrative position search committee implemented blind, second stage application reviews with all names and identifying features removed. The process is under refinement for possible broader implementation. The multi-cultural postdoctoral position recommendations are in process.

Objective II: Provide framework for advocating and managing diversity.

The plan’s recommendation to reorganize and repurpose the Diversity Action Council (DAC) is underway. The plan also recommended two separate senior leadership roles are defined focusing on 1) Alaska Natives and 2) Diversity; positions descriptions have been created and in circulation for further refinement.

Objective III: Develop a system of accountability.

The re-purposed Diversity Action Council recommendations are under Chancellor and Cabinet review. The DAC will have oversight of the D&IAP.

Objective IV: Examine and support UAA student success.
To ensure D&IAP student success recommendations are incorporated into UAA’s 2020 plan, the Vice Provost for Student Success, has incorporated two subcommittee to address the D&IAP’s student success recommendations.

Objective V: Diversify Curriculum and Instructional Strategies.
The Faculty Senate Diversity Committee continues their work investigating best practices for developing enhanced curriculum. The post-doctoral positions are also expected to contribute to diversifying curriculum.

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

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

Advisory Council for Alaska Native Education & Research
The Advisory Council Community Partners subcommittee distributed a survey to students and alumni to ascertain the effectiveness of UAA’s Native serving programs. The preliminary results will available after March 31st.

2018 ANCSA Series
Three panel presentations sponsored by UAA Native Student Services, College of Business and Public Policy, Alaska Natives & Diversity; Alaska Native Village Corporation, and Alaska Native Professional Association are scheduled for spring semester. The first, “ANCSA: The Good, the Bad, and Ugly” occurred Friday Jan 26, 7-9 with moderator Jennifer Romer and presentations by Dr. Willie Hensley, Dr. Gary Ferguson, and Kacey Hopson. The second “Diversity of Village Corporations” moderated by Hallie Bisset featured presentations by Gerard Godfrey (Afognak); Jeane Breinig (Kavilco); Nathan McGowan (St. George) on February 23, 7-9 Rasmussen Hall 101. The final panel is scheduled for March 23 and will feature “Women of ANCSA”