

UAA Faculty Senate Agenda March 2, 2018 2:30 - 4:30 p.m.

Lew Haines Conference Room (LIB 307)

Audio: 786-6755 | **ID:** 284572 **Link to Live Skype Meeting**

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

2017-2018 Officers

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

2017-2018 Senators

2017-2010 Schators		
Allen, Mary Dallas	Foster, Larry	Orley, Soren
Ampong, David	Grabarek, Lukasz	Ossiander-Gobreille, Megan
Andrews, Eric	Graham, Rachel	Partridge, Brian
Bannan, Deborah	Harville, Barbara	Pence, Sandra
Boeckmann, Robert	Hicks, Nathaniel	Protasel, Greg
Bowie, David (Parliamentarian)	Hinterberger, Tim	Shamburger, Carri
Bridges, Anne	Ippolito, Mari	Smith, Kelly
Brock, Jennifer	Jeffries, Frank	Sterling, Lorelei
Brown, Barbara	Johnson, Steve	Stuive, Christina
Cook, Sam	Karahan, Gokhan	Thiru, Sam
Coulter, Cathy	Kelly, Terrence	Toscano, Sharyl
Deal, Kitty	Kirk, Sarah	Van Dommelen, Dorn
Din, Herminia	Kuden, Jodee	Venema, Rieken
Dunscomb, Paul	Kullberg, Max	Wang, Caixia
Dutta, Utpal	Long, Toby	
Flanders-Crosby, Jill	Metzger, Colleen	
Folias, Stefanos	Nabors, Forrest	
Fortson, Ryan	Ohle, Kathryn	

- 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)

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- 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

 - Chg <u>CE A334: Properties of Materials</u>
 - 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

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- 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 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

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- Chg <u>HUMS A420: Introduction to Program Evaluation</u>
- 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 ME A454: Manufacturing Design
- 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
 - BAEL-BA: Bachelor of Arts in Elementary Education (with Teacher
 - Chg Certification)
 - Chg CIVL-BS: Bachelor of Science in Civil Engineering

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

B. Graduate Curriculum

i. Courses

Chg

Chg DN A630: Applied Research in Nutrition and Dietetics

Chg DN A650: The Business of Dietetics

(with Teacher Certification)

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)

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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

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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



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Е	Williams, Maria- 1st Vice President	P	Paris, Anthony - Chair, GAB
P	Downing, Scott - 2nd Vice President	P	Fitzgerald, Dave - Past President

2017-2018 Senators

2010 Schators				
Allen, Mary Dallas	P	Foster, Larry	P	Ohle, Kathryn
Ampong, David	P	Grabarek, Lukasz	P	Orley, Soren
Andrews, Eric	T	Graham, Rachel	P	Ossiander-Gobreille, Megan
Bannan, Deborah	P	Harville, Barbara	T	Partridge, Brian
Boeckmann, Robert	P	Hicks, Erin	P	Pence, Sandra
Bowie, David (Parliamentarian)	P	Hicks, Nathaniel	P	Protasel, Greg
Bridges, Anne	P	Hinterberger, Tim	P	Shamburger, Carri
Brock, Jennifer	P	Ippolito, Mari	P	Smith, Kelly
Brown, Barbara	Е	Jeffries, Frank	P	Sterling, Lorelei
Cook, Sam	A	Johnson, Steve	P	Stuive, Christina
Coulter, Cathy	P	Karahan, Gokhan	P	Thiru, Sam
Deal, Kitty	P	Kelly, Terrence	P	Toscano, Sharyl
Din, Herminia	₽	Kirk, Sarah	P	Van Dommelen, Dorn
Dunscomb, Paul	P	Kuden, Jodee	Е	Venema, Rieken
Dutta, Utpal	A	Kullberg, Max	P	Wang, Caixia
Flanders-Crosby, Jill	A	Long, Toby		
Folias, Stefanos	P	Metzger, Colleen		
Fortson, Ryan	Е	Nabors, Forrest		
	Ampong, David Andrews, Eric Bannan, Deborah Boeckmann, Robert Bowie, David (Parliamentarian) Bridges, Anne Brock, Jennifer Brown, Barbara Cook, Sam Coulter, Cathy Deal, Kitty Din, Herminia Dunscomb, Paul Dutta, Utpal Flanders-Crosby, Jill Folias, Stefanos	Ampong, David P Andrews, Eric T Bannan, Deborah P Boeckmann, Robert P Bowie, David (Parliamentarian) P Bridges, Anne P Brock, Jennifer P Brown, Barbara E Cook, Sam A Coulter, Cathy P Deal, Kitty P Din, Herminia P Dunscomb, Paul P Dutta, Utpal A Flanders-Crosby, Jill A Folias, Stefanos P	Ampong, David P Grabarek, Lukasz Andrews, Eric T Graham, Rachel Bannan, Deborah P Harville, Barbara Boeckmann, Robert P Hicks, Erin Bowie, David (Parliamentarian) P Hicks, Nathaniel Bridges, Anne P Hinterberger, Tim Brock, Jennifer P Ippolito, Mari Brown, Barbara E Jeffries, Frank Cook, Sam A Johnson, Steve Coulter, Cathy P Karahan, Gokhan Deal, Kitty P Kelly, Terrence Din, Herminia P Kirk, Sarah Dunscomb, Paul P Kuden, Jodee Dutta, Utpal A Kullberg, Max Flanders-Crosby, Jill A Long, Toby Folias, Stefanos P Metzger, Colleen	Ampong, David P Grabarek, Lukasz P Andrews, Eric T Graham, Rachel P Bannan, Deborah P Harville, Barbara T Boeckmann, Robert P Hicks, Erin P Bowie, David (Parliamentarian) P Hicks, Nathaniel P Bridges, Anne P Hinterberger, Tim P Brock, Jennifer P Ippolito, Mari P Brown, Barbara E Jeffries, Frank P Cook, Sam A Johnson, Steve P Coulter, Cathy P Karahan, Gokhan P Deal, Kitty P Kelly, Terrence P Din, Herminia P Kirk, Sarah P Dunscomb, Paul P Kuden, Jodee E Dutta, Utpal A Kullberg, Max P Flanders-Crosby, Jill A Long, Toby Folias, Stefanos P Metzger, Colleen

- 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)

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- 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

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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
C	

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- 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 <u>EE A637: Electrical Machines</u>
- Add ENGL A690: Advanced Topics in English Studies

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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
	LOG A661: Logistics and Global Supply Chain Management: Applications
Chg	and Strategy
Chg	LOG A662: Supply Chain Technology and Systems
Chg	LOG A663: The Role of Global Supply Chain Management in International Trade
Clig	LOG A664: Leadership Principles and Management Skills for Global Supply
Chg	Chain Managers
	LOG A665: Quantitative and Financial Performance Metrics for Global
Chg	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

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Chg	NSG A660: Family Nurse Practitioner I
Chg	NSG A661: Family Nurse Practitioner II
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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 GMGT-MBA: Master of Business Administration in General
- Chg <u>Management</u>
- 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
 - PMNP-GRCERT: Graduate Certificate in Psychiatric-Mental Health
- Chg Nurse Practitioner
- Chg PUHL-MPH: Master of Public Health in Public Health Practice
- Del Science Management, Master of Science
 - TCPR-GRCERT: Graduate Certificate in Education Leadership: Principal
- Chg (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

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- 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 February 2, 2018 Faculty Senate
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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

February 2, 2018 Faculty Senate
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- 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



President's Report March 2018

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

					יונכווומני, וו ווככמכם	2
Name	Title	Campus	Email	Phone		
Dan Kline	Professor/Chair	NAA	dtkline@alaska.edu	907-786-4364		
Rainer Newberry*	Professor	UAF	rjnewberry@alaska.edu	907-474-6895		
Glenn Wright*		NAS	gdwright@alaska.edu	907-796-6115		
Cynthia Hardy	Professor	UAF	elhardy@alaska.edu	907 474 5983	Burns Cooper	gbcooper@alaska.edu
Sandra Pence	Associate Professor	UAA	spence2@alaska.edu	907-786-6925		
Khrystyne Duddleston*	Professor	NAA	knduddleston@alaska.edu	907-786-7752		
Andrea Dewees*	Assistant Professor	UAS	adewees@alaska.edu	8009-26-2008		
Leah Berman	Professor	UAF	lwberman@alaska.edu	907-474-7123		
Communications						
Name	Title	Campus	Email	Phone		
Peter DeCaro	Department Chair	UAF	padecaro@alaska.edu	907-474-6799	Amy Lovecraft	amay11@alaska.edu
Barbara Harville	Associate Professor	NAA	baharville@alaska.edu	907-786-7396		
Rosemarie Alexander-Isett	Assistant Professor	NAS	rjalexanderisett@alaska.edu 907-796-6421	907-796-6421		
Fine Arts						
Name	Title	Campus	Email	Phone		
Miho Aoki	Associate Professor	UAF	maoki3@alaska.edu	907-474-5425		
Brian Cook	Assistant Professor	NAA	bcook25@alaska.edu	907-786-1794		
Jeremy Kane		NAS	jmkane@alaska.edu			
Humanities						
Name	Title	Campus	Email	Phone		
Eric Heyne	Professor	UAF	efheyne@alaska.edu	907-474-5982		
Paul Dunscomb	Assistant Professor	NAA	pedunscomb@alaska.edu	907-786-1728		
Andrea Dewees*	Assistant Professor	NAS	adewees@alaska.edu	907-796-6008		
Natural Sciences						
Name	Title	Campus	Email	Phone		
Rainer Newberry*	Professor	UAF	rjnewberry@alaska.edu	907-474-6895		
Khrys Duddleston*	Professor	NAA	knduddleston@alaska.edu	907-786-7752		

Heidi Pearson	Associate Professor	NAS	hcpearson@alaska.edu	907-796-6271	
Social Sciences					
Name	Title	Campus	Email	Phone	
Sine Anahita	Associate Professor	UAF	sine.anahita@alaska.edu	907-474-6515	
John P. Riley	Associate Professor	NAA	jpriley@alaska.edu	97-786-1817	
Glenn Wright*	Associate Professor	NAS	gdwright@alaska.edu	907-796-6115	
*Indicates they also serve	*Indicates they also serve on the Coordinating Task Force				

Retreat Attendees	Hotel	Notes	Billing
Glenn Wright*	81306744		
Andrea Dewees*	93402550		
Rosemarie Alexander-Is n/a	ls n/a		
Jeremy Kane	n/a		
Heidi Pearson	booked (Sheraton)	(u	
Lisa Hoferkamp	93402043		
Amy May	93399848	93399848 attending for Peter DeCaro	
Rainer Newberry*	93399598		
Burns Cooper	93400344	93400344 attending for Cindy Hardy	
Leah Berman	93400598		
Miho Aoki	93401033		
Eric Heyne	95338829		
Sine Anahita	93400064		
Eileen Harney	97265396	97265396 attending for Chris Fallen	
Dan Kline		n/a	
Sandra Pence		n/a	
Khrystyne Duddleston*		n/a	
Barbara Harville		n/a	
Brian Cook		n/a	
Paul Dunscomb		n/a	
John P. Riley		n/a	
Maria Williams		n/a	

GER Course Matrix & Alignment Update / February 2018 / Please Send Corrections

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	Aligned		
Aligned (pre-GER)	UAA – Previous Courses	UAF – Previous Courses	UAS – Previous Courses
WRTG 080	PRPE 080:	DEVE 060: Prep College Writing	
Basic Writing and Reading	Basic Writing	1 & (DEVS F052: Reading	
(3-4)		Enhancement)	and the second s
WRTG 090	PRPE 086:	DEVE 104: Prep College Writing	ENGL 092:
Writing and Reading Strategies	Writing Strategies	= 8 = = = = = = = = = = = = = = = = = =	Improving Writing Skills
(3-4)	1 PACE 1977	(DEVS F105: Academic Reading	
		for College)	
WRTG 110	PRPE 108:	DEVE 109:	ENGL 110:
Introduction to College Writing	Intro to College Writing	Prep College Writing III	Intro to College Writing
(3)			
Aligned GER Courses	UAA – Previous Courses	UAF – Previous Courses	UAS – Previous Courses
WRTG 111	ENGL 111: Intro to	ENGL 111: Intro to Academic	ENGL 111: Methods of Written
Writing Across Contexts (3)	Composition	Writing	Communication
WRTG 211	ENGL 211: Writing and the	ENGL 211: Academic Writing	ENGL 211: Intermediate
Writing and the Humanities (3)	Humanities	about Literature	Composition: Writing About
			Literature
WRTG 212	ENGL 212:		ENGL 212:
Writing and the Professions (3)	Technical Writing		Technical Writing
WRTG 213	ENGL 213: Writing in the	ENGL 213: Academic Writing	
Writing and the Sciences (3)	Social and Natural Sciences	about the Social and Natural	
		Sciences	
WRTG 214	ENGL 214: Persuasive Writing		
Arguing Across Contexts (3)	7,52		

Math	Aligned		
Aligned (pre-GER)	UAA – Previous Courses	UAF – Previous Courses	UAS – Previous Courses
MATH 054	MATH A054:	DEVM F050:	MATH S054:
Prealgebra	Prealgebra	Prealgebra	Preparatory Mathematics
MATH 055	MATH A055:	DEVIM F060:	MATH S055:
Elementary Algebra	Elementary Algebra	Elementary Algebra	Fundamentals of Algebra
MATH 105	MATH A105:	DEVM F105:	MATH S105:

Intermediate Algebra	Intermediate Algebra	Intermediate Algebra	Intermediate Algebra
Aligned GER Courses	UAA – Previous Courses	UAF – Previous Courses	UAS – Previous Courses
MATH 113 ¹		MATH F113X	MATH S113
Concepts and Contemporary		Concepts and Contemporary	Concepts and Contemporary
Applications of Mathematics		Applications of Mathematics	Applications of Mathematics
MATH 151:	MATH A107:	MATH F107:	MATH S107:
College Algebra for Calculus	College Algebra for Calculus	Functions for Calculus	College Algebra
MATH 152:	MATH A152:	MATH F152:	MATH S152:
Trigonometry	Trigonometry	Trigonometry	Trigonometry
MATH 251:	MATH A200:	MATH F200X:	MATH S200:
Calculus I	Calculus I	Calculus I	Calculus 1
MATH 252:	MATH A201.	MATH F201X:	MATH \$201:
Calculus II	Calculus II	Calculus II	Calculus II
MATH 253:	MATH A202:	MATH F202X:	MATH \$202:
Calculus III	Calculus III	Calculus III	Calculus III
STAT 200:	STAT A252	STAT F200X	STAT S107: Elementary
Elementary Statistics ²	Elementary Statistics	Elem Probability and Statistics	Statistics

Oral	Aligned			NOTES
UAA	UAF	UAS		
COMM A111 Fundamentals of Oral Comm (3)		COMM S111 Fundamentals of Oral Comm (3)	ALIGNED	
COMM A235 Small Group Communication (3)	COJO F235 Small Group Communication (3)	COMM S235 Small Group Communication (3)	ALIGNED	
COMM A237 Interpersonal Comm (3)	COJO F237 Interpersonal Comm (3)	COMM S237 Interpersonal Comm (3)	ALIGNED	
COMM A241 Public Speaking (3)		COMM S241 Public Speaking (3)	ALIGNED	

 $^{\rm 1}$ Changing to Math 113: Numbers and Society, Fall 2018 at UAF, Fall 2019 at UAS $^{\rm 2}$ As of Fall 2018

			DESIGNATION OF	NOTES
Natural Science with Lab	90% Aligned		Remaining	
UAA	UAF	UAS		
	BIOL F103X Biology and Society (4)	BIOL S103 Biology and Society (4)	ALIGNED	check SLOs
	BIOL F104X Natural History of Alaska (4)	BIOL S104 Natural History of Alaska (4)	ALIGNED	check SLOs
	BIOL F115X Fundamentals of Biology I (4)	BIOL S105 Fundamentals of Biology I (4)	Numbe Descrip	BIOL 105/106 not avail to UAF: SLO match?
	BIOL F116X Fundamentals of Biology II (4)	BIOL S106 Fundamentals of Biology II (4)	Number Descrip	SLO Match?
BIOL A111 Human Anatomy and Physiology I (4)	BIOL F111X Human Anatomy and Physiology I (4)	BIOL S111 Human Anatomy and Physiology I (4)	ALIGNED	YES!! a poster child for alignment!!
BIOL A112 Human Anatomy and Physiology II (4)	BIOL F214X Human Anatomy and Physiology II (4)	BIOL S112 Human Anatomy and Physiology II (4)	ALIGNED	ditto
BIOL/GEOL A178 Fundamentals of Oceanography (3) & BIOL/GEOL A179 Fundamentals of Oceanography Lab (1)	MSL F111X The Oceans (4)		Number Title Descrip	Unclear if content " same; suggest disalignmentbut will check & confirm
CHEM A103/CHEM A103L Intro to General Chemistry (3+1)	CHEM F103X Intro to General Chemistry (4)	CHEM S103 Intro to General Chemistry (4)	Descrip	Don't have common descriptions
CHEM A104/CHEM A104L Intro to Organic and Biochemistry (3+1)	CHEM F104X Intro to Organic and Biochemistry (4)		Descrip	Don't have common descriptions
CHEM A105/CHEM A105L General Chemistry I & Lab (3+1)	CHEM F105X General Chemistry I (4)	CHEM S105 General Chemistry I (4)	Descrip	Don't have aligned descr yet
CHEM A106/CHEM A106L General Chemistry II & Lab (3+1)	CHEM F106X General Chemistry II (4)	CHEM S106 General Chemistry II (4)	Descrip	Don't have aligned descr yet
GEOL 22.1 Historical Geology (4)	GEOS 112 History of Earth & Life (4)		Number Title Descrip	Descriptions are close; prefix difference not fixable (but only 1 letter) agreement needed on #
	GEOG F111X Earth and Environment: Elements of Physical Geography (4)	GEOG S102 Earth and Environment (4)	Number Title Descrip	the courses seem similar enough, but changes are needed
GEOL A111/GEOL A111L Physical Geology & Lab (4)		GEOL S104 Physical Geology (4)	NumberTitleDescrip	Descriptions are the biggest difference
PHYS 4123/PHYS 4123L Basic Physics I & (4)	PHYS F103X College Physics I (4)	PHYS S103 College Physics I (4)	Number Title	really <u>should</u> be able to fix the various issues

			Descrip	
PHYS A124/PHYS A124L Basic Physics II & (4)	PHYS F104X College Physics II (4)	PHYS S104 College Physics II (4)	Number Title Descrip	really should be able to fix the various issues
PHYS A211/PHYS A211L General Physics I & Lab (3+1)	PHYS F211X General Physics I (4)	PHYS S211 General Physics I (4)	Descrip	still trying to create common Description
PHYS A212/PHYS A212L General Physics II & Lab (3+1)	PHYS F212X General Physics II (4)	PHYS S212 General Physics II (4)	Descrip	still trying to create common Description
No Lab				NOTES
UAA	UAF	UAS		
BIOL/GEOL A178 Fundamentals of Oceanography (3)		OCN S101 Intro to Oceanography (3)	Number Title Descrip	unclear if descriptions can be made common; suggest disalignment; will check
Humanities	90% Aligned		Remaining	
UAA	UAF	UAS		
AKNS A101A Elementary Central Yup'ik Language I (4)	YUP F101X Elementary Central Yup'ik (5)		PrefixName	
AKNS A101B Elementary Tlingit Language I (4)		AKL S105 Elementary Tlingit I (4)	PrefixName	
AKNS A102A Elementary Central Yup'ik Language II (4)	YUP F102X Elementary Central Yup'ik (5)		PrefixName	
AKNS A102B Elementary Tlingit Language II (4)		AKL S106 Elementary Tlingit II (4)	PrefixName	
AKNS A102C Elementary Alaska Native Language II (4)	ANL F255X Introduction to Alaska Native Languages (3)		PrefixNameNumber	
ASL A101 Elementary American Sign Language I (4)	ASLG F101X American Sign Language I (3)	ASL S101 Beginning American Sign	PrefixName	
ASL A102 Elementary American Sign Language II (4)	ASLG F202X American Sign Language II (3)	ASL S102 Beginning American Sign Language II (4)	PrefixName	
	ENGL F270X Introduction to Creative Writing (3)	ENGL S261 Introduction to Creative Writing (3)	Number	faculty in both units happy to align; Eric will follow up
ENGL A301 Literature of Britain I (3)		ENGL S223 Survey of British Literature I (3)	Name Number	

ENGL A302 Literature of Britain II (3)		ENGL S224 Survey of British Literature II (3)	Name Number	
ENGL A306 Literature of the United States I (3)		ENGL S225 Survey of American Literature I (3)	NameNumber	
FREN A101	FREN F101X		ALIGNED	
Elementary French (4)	rementaly riencin (3)		ALICNED	
Elementary French II (4)	Elementary French II (5)			
GER A101	GER F101X		ALIGNED	
Elementary German I (4)	Elementary German I (5)			
GER A102 Elementary German II (4)	GER F102X Elementary German II (5)		ALIGNED	
HIST A102	+HIST F102X		• Title	Meets Humanities
Western Civilization II (3)	Western Civilization since		• Category	requirement for UAA,
	1500 (3))	Social Science for UAF,
	(2) 2021			and both for UAS.
				Satisfies UAA GER SLO'S
				for both categories and is
				acceptable for both.
HIST A122	+HIST F122X		• Title	Meets Humanities
East Asian Civilization II (3)	East Asian Civilization (3)		 Category 	requirement for UAA,
				Social Science for UAF,
				and both for UAS.
				Satisfies UAA GER SLO'S
				for both categories and is
HIST A131		HIST S131	• Title	Meets Humanities
History of United States I (3)		History of the U.S. I (3)	Category	requirement for UAA,
				Social Science for UAF,
				and both for UAS.
				Satisfies UAA GER SLO'S
				for both categories and is
				acceptable for both.
HIST A132	+HIST F132X	HIST S132		Meets Humanities
History of United States II (3)	History of the U.S. (3)*	History of the U.S. II (3)	Category	requirement for UAA,
				Social Science for UAP,
				Satisfies IIAA GFR SI O'S

				for both categories and is acceptable for both.
JPN A101	JPN F101X		ALIGNED	
Elementary Japanese I (4)	Elementary Japanese I (5)			
JPN A102	JPN F102X		ALIGNED	
Elementary Japanese II (4)	Elementary Japanese II (5)			
LING A101	LING F101X		ALIGNED	
How Language Works (3)	Nature of Language (3)			
PHIL A101	PHIL F104X	PHIL S101	Name	
Introduction to Logic (3)	Logic and Reasoning (3)	Introduction to Logic and	Number	
	340	Reasoning (3)	Title	
PHIL A201	PHIL F102X	PHIL S201	• Number	
Introduction to Philosophy (3)	Introduction to Philosophy (3)	Introduction to Philosophy (3)		
PHIL A301		PHIL S301	ALIGNED	
Ethics (3)		Ethics (3)		
RUSS A101	RUSS F101X	RUSS S101	ALIGNED	
Elementary Russian I (4)	Elementary Russian I (5)	Elementary Russian I (4)		
RUSS A102	RUSS F102X	RUSS S102	ALIGNED	
Elementary Russian II (4)	Elementary Russian II (5)	Elementary Russian II (4)		
SPAN A101	SPAN F101X	SPAN S101	ALIGNED	
Elementary Spanish I (4)	Elementary Spanish I (5)	Elementary Spanish I (4)		
SPAN A102	SPAN F102X	SPAN S102	ALIGNED	
Elementary Spanish II (4)	Elementary Spanish II (5)	Elementary Spanish II (4)		
Social				
Sciences	90% Aligned		Remaining	NOTES
UAA	UAF	UAS		No. personal by the second state of the seco
ANTH A101	ANTH F101X	ANTH S101	ALIGNED	
Introduction to Anthropology (3)	Introduction to Anthropology (3)	Introduction to Anthropology (3)		
ANTH A200	ANS F242X		de-align	different emphases, not
Natives of Alaska (3)	Native Cultures of Alaska (3)			an easy alignment
ANTH A202		ANTH S202	ALIGNED	
Cultural Anthropology (3)		Cultural Anthropology (3)		
	ANTH F211X	ANTH S211	ALIGNED	
	Fundamentals of Archaeology (3)	Fundamentals of Archaeology (3)		
ANTH A250	ANTH F111X		de-align	courses are too different
The Rise of Civilization (3)	Ancient Civilization (3)			to be aligned
BA A151	BA F151X		ALIGNED	UAS is proposing a course
Introduction to Business (3)	Introduction to Business (3)			that will be aligned

ECON A100 Political Economy (3)	ECON F100X Political Economy (3)	ECON S100 Introduction to Economics (3)		kick back to program faculty for possible alignment
ECON A201	ECON F201X	ECON S201		kick back to program
Principles of Macroeconomics (3)	Principles of Economics I:	Principles of Economics I:		faculty for possible
	Microeconomics (3)	Macro (3)		alignment by flipping
				numbers so that the
				macro and micro courses
		CONTRACTOR OF THE REPORT OF THE PROPERTY OF TH		match
ECON A202	ECON F202X	ECON S202		kick back to program
Principles of Microeconomics (3)	Principles of Economics II:	Principles of Economics II:		faculty for possible
	Macroeconomics	Micro (3)		alignment by flipping
				numbers so that the
				macro and micro courses
				match
ECON A210	ECON F235X		de-align	courses are too different
Environmental Economics and Policy (3)	Introduction to Natural			for alignment
CEOC (INIT! A101	Nesodices Econolines (3)	CEO/C 8101		bick back to program
SEOG/IIVIL ATOI	GEOGRAPIA	Lettoduction to Coornelly (2)		facility for noteible
Local Places/Global Regions: An	Expedition Earth: Introduction	Introduction to Geography (3)		racuity for possible
Introduction to Geography (3)	to Geography (3)			alignment
+	+HIST F100X	+HIST S105	de-align	courses are too different
	Modern World History (3)	World History I (3)*		for alignment
+	+HIST F102X	+HIST S106		Courses are not
	Western Civilization Since	World History II (3)*		comparable and
	1500 (3)			should not even be
				considered for alignment
JUST A110	JUST F110X		ALIGNED	
Introduction to Justice (3)	Introduction to Justice (3)			
PS A101	PS 101X	PS S101		kick back to program
Intro to American Government (3)	Intro to American	Intro to American Government		faculty for possible
	Government & Politics			alignment
PS A102		PS S102	ALIGNED	
Introduction to Political Science (3)		Introduction to Political		
[PS311 Comparative Politics]	PS F201X	PS S202		kick back to program
	Comparative Politics (3)	Comparative Politics:		faculty for possible
		Contemporary Doctrines and		alignment; suggest UAA
		Structure		change name to avoid
				confusion or seek

				alignment through number change
PSY A111 General Psychology (3)	PSY F101X Introduction to Psychology (3)	PSY S101 Introduction to Psychology		kick back to program faculty for possible alignment
PSY A150 Lifespan Development (3)		PSY S250 Lifespan Development (3)	Number	kick back to program faculty for possible alignment
SOC A101 Intro to Sociology (3)	SOC F101X Introduction to Sociology (3)	SOC S101 Intro to Sociology (3)	ALIGNED	
Social Problems and Solutions (3)	SOC F201X Social Problems and Solutions (3)	Social Problems (3)	ALIGNED	
SWK A106 Intro to Social Welfare (3)	SWK F103X Introduction to Social Work (3)		possibly de-align	programs are separately accredited, but kick back to program faculty for possible alignment
WS A200 Intro to Women's and Gender Studies (3)	WGS F201X Intro to Women, Gender, & Sexuality Studies (3)			kick back to program faculty for possible alignment
Fine Arts	95% Aligned		Remaining	NOTES
UAA	UAF	UAS		The second lighter and the second
AKNS/MUS A215 Music of Alaska Natives and Indigenous Peoples of Northern Regions (3)	ANS/MUS/NORS F223X Alaska Native Music (3)		Disalign?	Maria will talk to UAF faculty
ART A160	ART F200x	ART S160	•	will be discussed in UAF
אור אף אור היים ולאף	ART F261X History of World Art (3)	ART S261 History of World Art I	ALIGNED	
MUS A121 Music Appreciation (3)	MUS F200x Explorations in Music	MUS S123 Music Appreciation (3)	NumberTitle	disalign?
THR A111 Theatre Appreciation (3)		THR S111 Theatre Appreciation (3)	ALIGNED	
	ART F261x History of World Art	ART F261x History of World Art I	- I & II >	Miho will follow up
	ART F262x History of World Art	ART F261x History of World Art II		

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
 - O Updates the language to meet the current practice in the discipline; no obvious course changes required by this language.
- Quantitative Skills/Mathematics
 - o 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
 - o 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 smushed 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
 - o 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
 - o 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.
- 67. 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. <u>Minimum</u> Credit Distribution for General Education Requirements for Baccalaureate Degrees

Written Communication Skills

Oral Communication Skills

Humanities/Social Sciences

Arts

Social Sciences

at least 3 credits in the arts

at least 3 credits in general humanities

at least 6 credits in the social sciences, from 2 different

disciplines

Quantitative Skills/Natural Sciences

at least 3 credits in mathematics

at least 4 credits in the natural sciences, including a laboratory

Mathematics

Natural Sciences, including a laboratory

3 credits

6 credits minimum

3 credits minimum

3 credits

3 credits

153 credits minimum

4 credits

10 credits minimum

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
 - All credits must be at 100 level or above.
 - RMost requirements shouldwill 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.



March 2018

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.

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

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 (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

University of Alaska

Version: 1.0

Date: January, 2018

Prepared by: James Szmak

Executive Summary

JS Consulting (the consultant) was engaged by the University of Alaska System to perform an indepth 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: <u>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?</u>

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. <u>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?</u>

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

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

Organization	System-wide functions	Local functions
UAS	Integration, authentication	•Gmail local support
	and synchronization	Blackboard Learn services
	Banner to AD	Security local support
	•AD to Blackboard	•Helpdesk
	•UA Online	Desktop support
	•other services	Network / Wireless / Telephony
	 Student and employee 	Op's
	account provisioning	Training (non-dedicated staff)
	•(ELMO) Self-service	Web Content Management system
	•(Verifier) ID lookup	Active Directory maintenance
	 Specialized small application 	 Active Directory integrations
	development	•Classroom instructional systems
		Media services
		Web Single Sign On
		•Cloud service management
		Regional Data Center
		Software licensing
		Security Cameras
		Campus Emergency Notification

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.
 - <u>Leadership Alignment</u> Every leader impacted by the system has reviewed and openly supports the plan.
 - <u>Stakeholder Analysis</u> Identify impacted individuals (stakeholders), understand the unique impact to each.
 - <u>Communications</u> How stakeholders will be updated, how often and how they can provide feedback.
 - <u>Training</u> How stakeholders will be trained with an approach that meets their unique needs.
 - <u>Support</u> 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

Topic	Choice	Pro	Con
University CIO's direct / indirect reporting structure	 Report direct to CITO, indirect to Chancellors. Report indirect to CITO, direct to Chancellors. 	Drives consistent IT delivery across all campuses. Local university needs are met first, systemwide second.	Concern that local university needs will be secondary. Concern that the needs of other campuses will be delayed or ignored.
IT services operational leadership	1. Operational leadership is driven by the IT organization with greatest skill & capacity.	Supports centers of excellence in all locations.	Concern that the needs of other campuses will be delayed or ignored.
	2. Operational leadership is driven by system wide CITO.	Single view of all operational services enables resource leveling across the entire system.	Reduces CITO strategic and visionary time needed to support future UA. Concern that local university needs will be secondary.
Strategic and visionary support for UA of future	1. CITO focus' primarily on strategy and vision while overseeing the CIOs operational leadership.	Enables the CITO with the CISO and architect to plan for future UA needs.	Decentralized operations leads to concern that needs of others will be ignored.
	2. CITO focused primarily on operations and part-time on strategy and vision.	Single view of all operational services enables resource leveling across the entire system.	Without a priority on building and executing the UA future IT plan, it will remain in the past.

Organizational Decision Matrix B

Topic	Choice	Pro	Con
Reporting structure of IT staff	1. Push all available IT budget from statewide to universities. Staff report up to Local CIO's.	Enables local employment of staff to deliver IT services.	Future budget cuts could put IT staff and service levels at risk.
	2. Hire needed people with statewide budget and assign them to universities. Staff report up to Local CIO's.	Doesn't affect statewide or university budgets. Existing staff remain in place.	Minor annual review and reporting issues resolvable through HR.
	3. Move all available IT budget from universities to statewide. Staff report up to CITO.	Consolidate the delivery team into a single organization with a single manager.	Grows the size of the statewide IT budget by having a significantly larger staff. Probable change to some existing staff.
	4. Leave all existing staff in University IT budget. Staff report up to CITO.	Doesn't grow statewide budget. Existing staff remain in place.	Potential inefficiencies with management separate from employees in <i>all</i> locations.

Recommendation A CITO Directs CIOs Operate

Topic	Choice	Pro	Con
University CIOs direct / indirect reporting structure	Report direct to CITO, indirect to Chancellors	Drives consistent IT delivery across all campuses	Concern that local university needs will be secondary
IT services operational leadership	Operational leadership is driven by the IT organization with greatest skill & capacity	Supports centers of excellence in all locations	Concern that needs of others will be ignored
Strategic and visionary support for UA of future	CITO focus' primarily on strategy and vision while overseeing the CIOs operational leadership.	Enables the CITO with the CISO and architect to plan for future UA needs	Decentralized operations leads to concern that needs of others will be ignored
Reporting structure of IT staff	Push all available IT budget from statewide to universities. Staff report up to Local CIO's.	Enables local employment of staff to deliver IT services.	Future budget cuts could put IT staff and service levels at risk.

Recommendation B CITO Indirect CIOs Operate

Topic	Choice	Pro	Con
University CIOs direct / indirect reporting structure	Report indirect to CITO, direct to Chancellors	Local university needs are met first, systemwide secondarily	Concern that the needs of other campuses will be delayed or ignored
IT services operational leadership	Operational leadership is driven by the IT organization with greatest skill & capacity	Supports centers of excellence in all locations	Concern that needs of others will be ignored
Strategic and visionary support for UA of future	CITO focus' primarily on strategy and vision while overseeing the CIOs operational leadership.	Enables the CITO with the CISO and architect to plan for future UA needs	Decentralized operations leads to concern that needs of others will be ignored
Reporting structure of IT staff	Push all available IT budget from statewide to universities. Staff report up to Local CIO's.	Enables local employment of staff to deliver IT services.	Future budget cuts could put IT staff and service levels at risk.

Recommendation C CITO Directs & Operates CIOs Local Only

Topic	Choice	Pro	Con
University CIOs direct / indirect reporting structure	Report direct to CITO, indirect to Chancellors	Drives consistent IT delivery across all campuses	Concern that local university needs will be secondary
IT services operational leadership	Operational leadership is driven by system wide CITO	Single view of all operational services enables resource leveling across the entire system	Reduces CITO time for strategic and visionary work needed to support UA of the future
Strategic and visionary support for UA of future	CITO focused primarily on operational role and only part-time on strategy and vision	Single view of all operational services enables resource leveling across the entire system	Without a priority on building and executing the UA future IT plan, it will remain in the past
Reporting structure of IT staff	Leave all existing staff in University IT budget. Staff report up to CITO.	Doesn't grow statewide budget. Existing staff remain in place.	Potential inefficiencies with management separate from employees in <i>all</i> locations.

Recommendation D CITO Indirect and Operates CIOs Local Only

Topic	Choice	Pro	Con
University CIOs direct / indirect reporting structure IT services operational leadership	Report indirect to CITO, direct to Chancellors Operational leadership is driven by system wide CITO	Local university needs are met first, system- wide secondarily Single view of all operational services enables resource	Concern that the needs of other campus will be delayed or ignored Reduces CITO time for strategic and visionary
	wide CITO	leveling across the entire system	work needed to support UA of the future
Strategic and visionary support for UA of future	CITO focused primarily on operational role and only part-time on strategy and vision	Single view of all operational services enables resource leveling across the entire system	Without a priority on building and executing the UA future IT plan, it will remain in the past
Reporting structure of IT staff	Leave all existing staff in University IT budget. Staff report up to CITO.	Doesn't grow statewide budget. Existing staff remain in place.	Potential inefficiencies with management separate from employees in <i>all</i> locations.

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 CITOs 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.

EAN PROCESS IMPROVEMENT

LUANN PICCARD

Chair, Engineering, Science, and Project Management College of Engineering

MATTHIEU OSTRANDER

Lean Six Sigma Project Manager Administrative Services



LEAN SIX SIGNA

PROCESS IMPROVEMENT

OUR MISSION

"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."

BY THE NUMBERS

\$1.13M
VALUE RECAPTURED

359

EMPLOYEES TRAINED

70+
PROJECTS

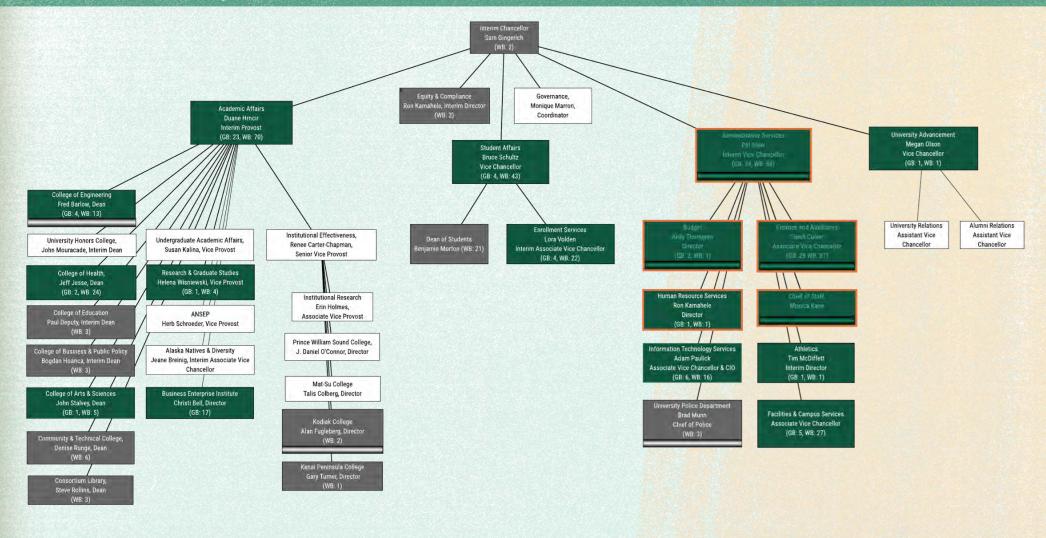
\$493.95K

STAFF TIME SAVED

92% OF EMPLOYEES report they are very or extremely likely to engage in a process improvement project after Lean Six Sigma WB training

80% OF EMPLOYEES report that the Lean Six Sigma White Belt Training is either very or extremely useful

86% OF EMPLOYEES
desire more additional process
improvement training



White Belt within Administrative
Area (#)

Green Belt within Administrative
Area (#)

Individual is White Belt
Excellence/Steering Committee
or Working Team

UAA 2020 ALGNMENT

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.

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.

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.

QUESTIONS

LUANN PICCARD

lpiccard2@alaska.edu

MATTHIEU OSTRANDER

mfostrander@alaska.edu



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 (https://nxwisniewski@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:
 - o Teach graduate courses,
 - o be the primary advisor to a graduate student, and
 - o 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 <u>AAS</u>, <u>BS</u> 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

Faculty Senate Diversity Committee Drs. Colleen M. Kelley & Erin K. S. Hicks, Co-Chairs

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.

Institutional and Unit Leadership Review Committee (IULRC) Report February 26, 2018

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:

Е	Barbara Brown (Kodiak College)	X	Patricia Jenkins (CAS)
Е	Tracey Burke (COH)	X	Kamal Narang (CAS)
X	Connie Fuess (Mat-su)	X	Irasema Ortega (COE, Co-chair)
X	Gregory Hartley (CTC)	P	Christina Stuive (KPC, Co-chair)

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.

LAA

FACULTY SENATE REPORT

February 2018

University Advancement Office

Vice Chancellor Megan Olson

VICE CHANCELLOR'S OFFICE

Recruitments

- -Director of Marketing & Communications
- -Director of Alumni Engagement
- -Director of Philanthropy

CAMPUS EVENTS

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 recongize 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 Wedsneday, May 16. If you know any graduates near Chicago, encourage them to contact seawolf.forever@alaska.edu to get connected.

DEVELOPMENT NEWS/UPDATES

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 \$1,730,00.00 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)



MARCH 2018

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

UAA STUDENT AFFAIRS STUDENT FACULTY SENATE REPORT for FACULTY SENATE

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of their dogs. Check out the photos of one graduate's dog in cap and gown!





UAA graduate and service dog walking in the December 2017 commencement.

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 Tolen 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.

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The cohorts will include ENG A110/111, UNIV 150, and or MATH 055/110 or a COM course.



Anchorage Fire Department, University Police and University Housing lead a discussion about emergency preparedness with students.

Student Health & Counseling Center (SHCC)

The SHCC sponsored a Healthy Sexuality Fair on February 13 in the lobby of Rasmuson Hall. Events included 19 informational and interactive booths highlighting both on-campus and community partnerships all focused on improving health and well-being within the context of intimate relationships. The professional healthcare providers of the SHCC concurrently offered free sexually transmitted disease



Health Peer Educators Amelia Smith and Tika Chamlagai at the Healthy Sexuality Fair

(STD) testing within the clinic. Eighty students engaged in testing for chlamydia, gonorrhea, HIV, syphilis.

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 Intern Jebb Sagun and APRN Mary Woodring

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. 88

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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

\$5 in advance/\$10 at door for youth ages 12 and under \$15 in advance/\$20 at door for the general public (tickets at UAATix.com)

- First Wednesday Spoken Word—Wednes., Mar. 7, 7:00 pm Student Union Den Sign up at Student Union Info Desk
- 2D/3D Art Show Opening Reception—Thursday, Mar. 8, 4:00-6:00 pm

 Hugh McPeck Gallery, Student Union
- Latin Dance Salsa Night: Merengue (in partnership with Alaska Dance Promotions)—Tuesday, Mar. 20, 7:00 pm Student Union Cafeteria
 Free for UAA students taking 6+ credits with ID
- USUAA General Assembly Meetings—Fridays, 3:00 pm Lyla Richards Conference Room, Student Union

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.



FEBRUARY 2018 INFORMATION UPDATE

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- 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.

CENTER FOR ADVANCING FACULTY EXCELLENCE

- 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 nonpublisher 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.

CENTER FOR ADVANCING FACULTY EXCELLENCE (continued)

- 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 rloach@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

ACADEMIC INNOVATIONS & eLEARNING (continued)

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).

ACADEMIC INNOVATIONS & eLEARNING (continued)

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*.

Office of Alaska Natives & Diversity

March 2018

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.cshtml

D&IAP Progress to Goals:

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

Search committee members are now required to participate in mandatory HR training, including information on unconscious bias. Hiring authorities are charged with taking the necessary time and steps to provide every opportunity to diversify the applicant pool, and they 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 <u>two separate</u> 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&AIP'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 Gerad 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"