

UAA Faculty Senate Agenda
May 5, 2017
2:30 - 4:30 p.m.
Lew Haines Conference Room (LIB 307)
Audio: 786-6755 | ID: 284572

I. Call to Order

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

2016-2017 Officers:

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

2016-2017 Senators

	Andrews, Eric		Harville, Barbara		Orley, Soren
	Bannan, Deborah		Hicks, Nathaniel		Partridge, Brian
	Bartels, Jonathan		Hinterberger, Tim		Pence, Sandra
	Bennett, Brian		Hirshberg, Diane		Piccard, LuAnn
	Bhattacharyya, Nalinaksha		Hollingsworth, Jeffrey		Schreiter, Mark
	Boeckmann, Robert		Horn, Steve		Shamburger, Carri
	Bowie, David (Parliamentarian)		Ippolito, Mari		Sieja, Gwen
	Bridges, Anne		Jeffries, Frank		Smith, Cheryl
	Brown, Barbara		Johnson, Steven		Strobach, Cynthia
	Cook, Brian		Karahan, Gokhan		Stuive, Christina
	Cook, Sam		Kelley, Colleen		Thiru, Sam
	Dutta, Utpal		Kirk, Sarah		Trotter, Clayton
	Dunscumb, Paul		Kuden, Jodee		Venema, Rieken
	Folias, Stefanos		Kullberg, Max		Wang, Steve
	Fortson, Ryan		Laube, Jeffrey		Ward, Jervette
	Foster, Larry		Metzger, Colleen		Widdicombe, Toby
	Garcia, Gabe		Nabors, Forrest		
	Graham, Rachel		Ohle, Kathryn		

III. Agenda Approval (pg. 1-6)

IV. Meeting Summary Approval (pg. 7-15)

V. Officer's Reports

A. President's Report (pg. 16)

B. First Vice President's Report

C. Second Vice President's Report (pg. 17)

D. Past President's Report (pg. 18-26)

VI. Old Business

A.

VII. Consent Agenda

A. Undergraduate Curriculum

i. Courses

Add	DH A395R	Supplemental Dental Hygiene Clinical Practicum
Chg	ART A209	Beginning Metalsmithing and Jewelry
Chg	ART A271	Beginning Surface Design
Chg	ART A272	Beginning Fiber Structures
Chg	ART A273	Beginning Woven Forms
Chg	ART A309	Intermediate Metalsmithing and Jewelry
Chg	ART A371	Intermediate Surface Design
Chg	ART A372	Intermediate Fiber Structures
Chg	ART A373	Intermediate Woven Forms
Chg	ART A409	Advanced Metalsmithing and Jewelry
Chg	ART A471	Advanced Surface Design
Chg	ART A472	Advanced Fiber Structures
Chg	ART A473	Advanced Woven Forms
Add	ATP A103	Part 61 Private Pilot
Chg	ET A101	Basic Electronics: DC Circuits
Chg	ET A102	Basic Electronics: AC Circuits
Chg	ET A126	Digital Electronics
Chg	ET A240	Computer Systems Interfacing
Chg	ET A243	Programmable Logic Controllers
Chg	ET A246	Electronic Industrial Instrumentation
Chg	JPC A403	Communications and Media Research
Chg	MA A220	Coding for the Medical Office
Add	MA A235	Medical Insurance, Billing and Healthcare Documentation
Chg	MUS A303A	University Wind Ensemble
Chg	MUS A303B	University Wind Ensemble
Chg	MUS A313	Opera Workshop
Chg	PETR A101	Industrial Hand Tools
Chg	PETR A155	Blueprint Reading
Chg	PETR A244	Industrial Process Instrumentation IV
Add	PSY A499A	Developing Psychological Research
Add	WELD A295	Welding Nondestructive Testing Internship

ii. Programs

Chg	ARTS-BA	Bachelor of Arts in Art
Chg	ARTS-BFA	Bachelor of Fine Arts in Art
Chg	AWEL-OECERT	Occupational Endorsement Certificate in Advanced Welding
Chg	ENG-BS	Bachelor of Science in Electrical Engineering
Chg	MLSC-BS	Bachelor of Science in Medical Laboratory Science
Chg	NDTT-OECERT	Occupational Endorsement Certificate in Nondestructive Testing
Technology		
Chg	WLD-OECERT	Occupational Endorsement Certificate in Welding
Chg	WTNT-AAS	Associate of Applied Science in Welding and Nondestructive Testing
Technology		

- B. UAB Writing placement and written communication GER policy alignment with UAF and UAS (pg. 27-28)
- C. UAB Proposed changes to catalog copy for ACT and SAT writing placement (pg. 29)
- D. UAB Policy Recommendation regarding DSST (Formerly DANTES) (pg. 30)
- E. UAB Chemistry AP Scores Catalog Change (pg. 31)
- F. GAB Support of Motion to Grant In-State Tuition to Out-of-State GA's (pg. 32)
- G. Joint GAB & UAB Academic Dispute Resolution Policy Revision (pg. 33-36)
- H. AAC Academic Assessment Handbook Proposed Updates (pg. 37-46)

VIII. Boards and Committees Reports

- A. Graduate Academic Board
- B. Undergraduate Academic Board (pg. 47-48)
- C. General Education Review Committee
- D. University-wide Faculty Evaluation Committee (pg. 49)
- E. Academic Assessment Committee (pg. 50)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning
- G. Budget, Planning, and Facilities Advisory Committee
- H. Diversity Committee
- I. Faculty Grants and Leaves Committee (pg. 51)
- J. Institutional and Unit Leadership Review Committee (pg. 52)
- K. Library Advisory Committee
- L. Student Academic Support and Success Committee (pg.53-56)
- M. Community Campus Committee (pg. 57)
- N. Academic Honesty and Integrity Committee
- O. Research and Creative Activity Committee (pg. 58-59)

- 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 (pg. 60)

IX. New Business

- A. Welcome New Senators

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

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

- B. 2017-2018 Membership List (pg. 61-62)
- C. Faculty Senate Committee Membership (pg. 63-67)
- D. Thesis and Project Review Catalog Copy, Graduate Academic Board (pg. 68)
- E. TOEFL Scores (pg. 69-70)
- F. Resolution in Restoring English Second Language (ESL) Courses at UAA (pg. 71)

G. Resolution in Support of a New Plan for The Long-Term Sustainability of the UA System

Resolved, that in view of the present fiscal crisis in Alaska, the UAA Faculty Senate urges UA President Johnsen and the UA Board of Regents to work with shared governance bodies across the three universities to develop a new plan for the long-term sustainability of the UA system, and the UAA Faculty Senate pledges its support for this collaborative process.

H. Resolution in Support of National Search for Chancellor

The UAA Faculty Senate urges President Johnsen to conduct a nationwide search to fill the position of UAA Chancellor, and that this search be accorded sufficient time for there to be a strong and diverse pool of candidates

The Senate further requests that:

Faculty be well-represented on the search committee, and that faculty membership include representation from community campuses, bi-partite and tri-partite faculty, and across arts and humanities, social sciences, natural sciences and professional programs.

President Johnsen solicit input from faculty, staff and students on the characteristics and qualifications they would like in a new Chancellor via a survey and in-person conversations

President Johnsen use professional search firm to support the search

A genuine commitment be made to hiring the best candidate for the position, regardless of whether they are from within Alaska or outside.

X. Administrative Reports

A. Chancellor, Tom Case

B. Provost of Academic Affairs, Sam Gingerich

C. Interim Vice Chancellor of Administrative Services, Pat Shier

D. Vice Chancellor of Advancement, Megan Olson (pg. 72-74)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 75-80)

F. Vice Provost for Academic Affairs, Susan Kalina (pg. 81-82)

G. CIO, Adam Paulick

H. Union Representatives

i. UAFT

ii. United Academics

- I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 83-88)
- J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig

XI. Informational Items & Adjournment

- A. Communication to Provost from Executive Board re: Interim Provost position (pg. 89)
- B. Solicitation for Chancellors Search Committee (pg. 90)
- C. DRAFT Curriculum Handbook (pg. 91-117)
- D. Graduate Faculty at UAA (pg. 118-119)



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

UAA Faculty Senate Summary

April 7, 2017

2:30 - 4:30 p.m.

Low Haines Conference Room (LIB 307)

Audio: 786-6755 | ID: 284572

I. Call to Order

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

2016-2017 Officers:

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

2016-2017 Senators

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

III. Agenda Approval (pg. 1-5)

IV. Meeting Summary Approval (6-12)

V. Officer's Reports

A. President's Report (pg. 13)

Participating as a member of Google AAR follow up meeting.

Please continue to send messages to Senators and legislators. Dave received a letter from his Senator assuring him that President Johnsen has everything under control through Strategic Pathways. We shouldn't worry about the budget cuts.

Met with BOR Chair, Gloria O'Neill. Information sharing time. As a new chair Gloria would like more faculty perspective and Dave would like to understand her perspective; how the BOR and Faculty Senate could work together better.

President Johnsen had 45 days to respond to the vote of no confidence and failed to respond within the proper time. His response is posted on the Faculty Senate website. President said “this should have been a joint effort; we are all involved in this corporation.” FERPA and HIPPA has not made efforts to be compliant. Attended many focus groups and overarching theme was the lack of support from Statewide IT. Still frustrated with Blackboard.

B. First Vice President’s Report

C. Second Vice President’s Report

Be sure to vote!

D. Past President’s Report (pg. 14-18)

Met with Gloria O’Neil. Gloria emphasized that she did want to include faculty’s voice in BOR. Tara indicated that showing support for creating a faculty regent position was an easy way to demonstrate to faculty that they have strong support for their participation in governance. Expressed disappointment that President Johnsen did not take that opportunity at the faculty senate meeting last Monday. The bill is unlikely to pass but hearing support for faculty involvement is meaningful for the future. Gloria would like to make changes that will enable broader dialogue in the BOR meetings.

In Tara’s report is indicates there are guests coming to talk about governance at the state level. They will be doing a report for the BOR comparing and making suggestion for governance changes in Alaska. Her impressions was this was on the level of statewide.

VI. Old Business

A.

VII. Consent Agenda

A. Academic Assessment Committee Seat

i. PWSCC, Craig Titus [AY17]

B. Graduate Curriculum

i. Courses

Chg	EDSL A695A	Beginning Internship in Speech-Language Pathology
Add	ECON A656	Behavioral Economics
Chg	EDL A610	Orientation to Graduate Studies in Leadership
Chg	EDL A637	Organizational Theory and Change
Chg	EDL A638	Instructional Leadership and Student Learning
Add	EDL A644	School Resource Allocation and Management
Chg	EDSE A633	Autism: Communication and Social Disorders
Add	GIS A655	Spatial Analysis
Add	GIS A658	Spatial Data Management
Add	HS A654	Cross-Cultural Health Issues
Add	HS A655	Global Health and Development
Chg	MBIO A650	Advanced Microbial Ecology
Chg	MBIO A662	Advanced Virology

ii. Programs

Chg	EDLD-MED	Master of Education in Educational Leadership
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Chg TCPR-GRCERT Graduate Certificate in Education Leadership: Principal (K-8, 7-12, or K-8 7-12)

C. Undergraduate Curriculum

i. Courses

Chg	EDEC A310	A Developmental Approach to Assessment in Early Childhood-Education
Chg	EDSE A410	Clinical Assessment: Eligibility and Program Planning
Chg	EDSE A412	Curriculum and Strategies I: Low Incidence
Chg	EDSE A422	Curriculum and Strategies II: High Incidence
Add	EDSE A425	Math for Special Learners
Add	EDSE A486	Transition Planning for Secondary Students with Disabilities
Chg	EDSE A495A	Field Experience in Special Education: Elementary
Chg	EDSE A495B	Field Experience in Special Education: Secondary
Chg	EE A204	Fundamentals of Electrical Engineering II
Chg	EE A261	MATLAB for Electrical Engineers
Chg	ENGL A309	Texts of American Cultures and Regions
Chg	ENGL A404	Topics in Women's Literature
Chg	ENGL A414	Research Writing
Chg	HIST A402	The Second World War
Chg	HIST A420	The Rise, Fall, and Reinvention of the Samurai
Chg	HIST A422	"Communist" China
Chg	HIST A423	Medieval Russian History
Chg	HIST A434	Early National Period, 1800-1850
Chg	HIST A437	Slavery and the Civil War
Chg	HUMS A496	Human Services Integrative Capstone
Chg	MBIO A340	Microbial Biology
Chg	MBIO A342	Experiential Learning: Microbial Biology
Chg	MBIO A410	Microbial Physiology
Chg	MBIO A420	Pathogenic Microbiology
Chg	MBIO A421	Experiential Learning: Pathogenic Microbiology
Chg	MBIO A440	Microbial Diversity
Chg	MBIO A450	Microbial Ecology
Chg	MBIO A451	Microbial Biotechnology
Chg	MBIO A452	Microbial Genetics
Chg	MBIO A453	Experiential Learning: Microbial Ecology
Chg	MBIO A462	Virology
Chg	MBIO A468	Geomicrobiology
Chg	MEDT A106	Waived Testing
Chg	MUS A221	History of Western Art Music I
Chg	MUS A222	History of Western Art Music II
Chg	MUS A301A	University Singers
Chg	MUS A301B	University Singers
Chg	MUS A302B	Chamber Music and Accompanying
Chg	MUS A307A	University Sinfonia
Chg	MUS A307B	University Sinfonia
Chg	MUS A409B	University Guitar Ensemble
Chg	PSY A370	Behavioral Neuroscience
Chg	PSY A442	Psychopathology of Childhood and Adolescence

ii. Programs

Chg	BAEC-BA	Bachelor of Arts in Early Childhood Education
Chg	BIOS-BA	Bachelor of Arts in Biological Sciences
Chg	BIOS-BS	Bachelor of Science in Biological Sciences

Chg	CMHL-MNR	Minor in Children's Mental Health
Chg	DHYG-BS	Bachelor of Science in Dental Hygiene
Chg	GENP-AA	Associate of Arts
Chg	HMSV-AAS	Associate of Applied Science in Human Services
Add	-MINOR	Minor in Secondary Special Education
Chg	NSCI-BS	Bachelor of Science in Natural Sciences
Chg	PSYC-MNR	Minor in Psychology
Chg	SPED-MINOR	Minor in Elementary Special Education

~~D. Purge List (pg. 19-23)~~

Motion to remove the Purge List from the consent agenda

34 approve, 1 oppose

Motion passes

Motion to approve the consent agenda with amendment

34 approve, 1 oppose

Motion passes

VIII. Boards and Committees Reports

- A. Graduate Academic Board (pg.)
- B. Undergraduate Academic Board (pg.)
- C. General Education Review Committee
- D. University-wide Faculty Evaluation Committee
- E. Academic Assessment Committee (pg. 24)
- F. Academic Computing, Distance Learning and Instructional Technology and e-Learning (pg. 25-26)
- G. Budget, Planning, and Facilities Advisory Committee
- H. Diversity Committee (pg. 27-30)
- I. Faculty Grants and Leaves Committee
- J. Institutional and Unit Leadership Review Committee (pg. 31)
- K. Library Advisory Committee
- L. Student Academic Support and Success Committee (pg. 32-33)
- M. Community Campus Committee
- N. Academic Honesty and Integrity Committee

- O. Research and Creative Activity Committee (pg. 34)
- P. Joint Ad Hoc Committee on Mentoring Institute Proposal
- Q. Joint Ad Hoc Committee on UFEC Criteria for Administrative Faculty
- R. Joint Ad Hoc Committee on Student Evaluation
- S. Joint Ad Hoc Committee on Term Faculty Promotion
- T. Joint Ad Hoc Committee on Internationalization

IX. New Business

- A. Purge Lists (pg. 19-23)
 - Motion to amend the purge list by removing BA A652, BA A653, and BA A685**
 - 34 approve, 1 oppose**
 - Motion passes**

 - Motion to accept the amended Purge List**
 - Unanimously approved**
 - Motion passes**
- B. Resolution: Recognizing Indigenous People's Day through the University of Alaska System (pg. 35-36)
 - Motion to support the Resolution on Recognizing Indigenous People's Day through the University of Alaska System**
 - Unanimously approved**
 - Motion passes**
- C. Thesis and Project Review Catalog Copy, Graduate Academic Board (pg. 37)
 - Motion to postpone until May.**
 - Motion unanimously passes.**
- D. Resolution of Support for Proposed Faculty Board of Regents Members (pg. 38)
 - Motion to amend the proposal to request 3 Faculty Regents, 1 from each campus**
 - 8 approve, 31 oppose**
 - Motion does not pass**

 - Motion to approve the original resolution**
 - 39 approve, 2 oppose**
 - Motion passes**

- E. UAA Faculty Senate endorses UA Faculty Alliance resolution 2017-07 (pg. 39-41)

Motion to call the question

33 approve, 2 oppose

Motion passes

Motion to endorse the UA Faculty Alliance resolution

33 approve, 4 oppose

Motion passes

Additional Agenda Items:

X. Administrative Reports

- A. Chancellor, Tom Case

Yield time to just answer question.

Questions-

Tara Smith- I heard that you announced this morning that the sight visit for accreditation from NWCCU will be postponed for a year?

Response-Speaking now as a commissioner rather than a Chancellor. This was no bad reflection on us at all. It may have been helpful. There was a certain amount of noise from strategic pathways. The effort required to do the task and get it done is significant. While we have done a great job in preparation for accreditation this will give us more time to use as a baseline to continue forge ahead in our own independently accredited University case. I'm pleased with that. I have been assured by the president of commissioners that there has been no adverse reason.

Tara Smith- Could you specify if this was strategic pathways generally or largely around the college of education decision?

Response- Was not given specifics.

Robert Boeckmann- With the previous time set by the NWCCU for the visit regarding self-study and accreditation we would not have been able to fully present and discuss the fruition concerning the diversity and inclusion action plan. Am I correct in assuming that with the new accreditation cycle that we would now be able to integrate that as part of our institution planning?

Response-Great point. Our heart has been in the right place but the progress has been slower that we had wanted. This will give us an opportunity to have it more implemented and robust.

- B. Provost of Academic Affairs, Sam Gingerich

In regards to self-study and accreditation. We are at a good place now with the extra time. We had another form to fill out if you would like to know more to the Provost website learn about the self-study report.

Robert Stein will be doing another forum this next week. Gathered an overview of who we think we are as well as UAA 2020. This will be wrapping all those threads back together.

Bringing closure.

What can we do for money?

Earlier today 350 students from Anchorage High school were here registering. We need more things to start building students path to success early. Those activities are appreciated.

Questions-

Do we have any idea for strategic pathways with research administration?

Response- We had a meeting to talk about shaping that plan. I offered the observation that it made perfect sense to get people together who were doing the back group things and have them discuss how the processes work, we would probably find some synergies there. To believe that at the level that was discussed that we could develop strategies that would move research supervision at a high level from the Chancellor of UAA in such a way that our funding agents would accept that. And then would then be reporting to UAF sort of boggled my mind because I did not see how that would happen. I asked another question "If there was a case of research misconduct how does the Chancellor of UAF step in to take disciplinary part in a UAA or UAS faculty member misconduct?" This doesn't make sense. Since that point in time the conversations among research officers within the system has changed. I think that one is being reframed.

C. Interim Vice Chancellor of Administrative Services, Pat Shier

We have been in conversation with your leadership, Sam, the Administrative Services folks and the Chancellor. Talking over a budget meeting that will be happening with the president's staff and then another one with the BOR. This information is the same we have been sharing with some more details in it. More information will be available, as we get closer to the 90 and 120 day. I would encourage you talk to your legislators and respect talk about the benefits that are happening here.

D. Vice Chancellor of Advancement, Megan Olson (pg. 42-44)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 45-49)

F. Vice Provost for Academic Affairs, Susan Kalina (pg. 50-51)

i. Self-Study and UAA 2020 Update

G. Interim CIO, Adam Paulick

H. Union Representatives

i. UAFT

ii. United Academics

I. Office of Institutional Effectiveness, Engagement and Academic Support (pg. 52-56)

J. Interim Associate Vice Chancellor for Alaska Natives and Diversity, Jeane Breinig (pg. 57)

XI. President Johnsen

Expressed appreciation for the work that the faculty has done in their classes and labs. It is important that you help lead our university. Thanked Tara for her leadership with the faculty alliance this year. Tara has done a great job opening doors to increasing the faculty voice at the University systems level.

“As an imperfect person in a difficult roll, I am part of our problem. The problem being that we, all who make up the University of Alaska are weathering a very large storm.” It requires us all to jettison some of our cargo to get to our mission. This jettison requires a great deal of loss. There has been a loss of trust, resources, programs, colleagues, student, friends, capacity, values. When I got into this job 18 months ago I knew things would be difficult. I knew there would be budget, collective bargaining, facility, enrollment, political issues. I didn’t know that we had very serious Title IX compliance issues. I am glad that right now they are somewhat resolved. I also didn’t know just how fearful we are about the university’s future. I saw that we needed to reduce statewide administration. I removed K-12 outreach, teacher mentoring, mining, process technology, IT help desk, payroll all out of state wide offices because it touched faculty and students and wasn’t apart of statewide administration. I reduced a few senior positions from the statewide level. All resulting in dollar terms a general fund cut of 29 million down to 18 million a 38% reduction. Statewide share of general fund is 5.7%. In terms of all funds from 64 million down to 47 million a 26% cut, 5.9% of all university funds. In terms of head count between 2014 and this year. UA has reduced regular faculty staff administrators UAA 7.6%, UAF 11% UAS 10% Statewide 27%.

As I met with Regents, faculty, staff, students we needed to rethink how the university is organized in order to meet it’s needs. We are down 52 million dollars since FY14. If we didn’t come up with a way meet the states needs more effectively than I really felt, we weren’t meeting our mission. From the urging of the regents we developed the strategic pathways method process. Modeled directly on an interest based bargaining frame work. The idea was to bring diverse folk from across the university. In order to focus on an issue, discuss their interests, identify standards, brainstorm options and describe pros and cons of those options. While not a perfect process it has resulted in some good decisions. It has engage many people, generate many creative ideas and while flawed it has learned and improved in particular areas.

I also saw that we needed a plan. Some sort of vision to receive support from the state. We adopted the 65% by 2025 goal. 65% of Alaskans work force would have some post-secondary degree by 2025. I have also been fighting hard in Juneau for our budget. It is a tough fight in light of Alaska’s fiscal condition.

I will own that in my drive to serve you and the university I have probably gone too fast and not worked with you closely enough. I hope that is already changing. I will committee to work closely with you to gain your trust and I hope that you will reciprocate. Our mission is more important that my ego and my job and I hope you think the same way. For us to serve that mission is will take all of us. In my opinion our first step is to get in touch with your legislators and urge to support the house version of our operation budget which is 325 million dollars vs. the senate’s version of 303 Million dollars. Frank is right your voice matters. I invite you on your own private email to get in touch with your folks but particularly those who are a part of the conference committee. Share with them your concerns and your commitment to education for the state. We have taken too much of a cut already. Thank you for your time.

Questions

Frank Jeffries- I would like to make a comment regarding strategic pathways. You said it was made on interest based bargaining. I am an expert in that area. While information exchange is

certainly part of interest based bargaining the resolution of the conflict is based on collaboration of the parties mutually arrived at decision between the two parties. As opposed to merely collecting data and then one party with the greater power making the decision. What is going to happen? That is not consensus based bargaining. The gambling with data should not be confused with collaboration.

President's response- I take your point. It is an open process. There was a tremendous amount of collaboration. Even in the much flawed strategic pathways phase I. A good example of that would be the engineering school between UAA and UAF. One of my concerns when I designed the process was compromise that might occur there. I wanted to try to minimize that and have a full field of options for the decision makers which would be in the academic area the Board of Regents.

XII. Informational Items & Adjournment

A. DRAFT Curriculum Handbook (pg. 58-77)

B. DRAFT Academic Dispute Resolution Revisions (pg. 78-81)



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

Report of the President

May 2017

Events that have transpired since the March Faculty Senate meeting include:

- In addition to Faculty Alliance meetings, ongoing meetings with Chancellor Case, Provost Gingerich, Interim Vice Chancellor Pat Shier, and Student Union Representatives. Topics include:
 - o Title IX Voluntary Resolution Agreement (VRA)
 - o EAB (Education Advisory Board)
 - o Faculty Convocation
 - o Faculty Advisor position
 - o Chancellor search
- Attendance at Academic Council, PBAC, and Spring Commencement meetings (unable to attend Deans and Directors meetings due to teaching schedule)
- Participating as member of the Risk Management Team of Strategic Pathways Phase 3
<http://www.alaska.edu/pathways/phase-3/>
- Participating as member of Google AAR follow-up
- Continuing correspondence with media and legislators
- Common calendar committee
- Met with President Johnsen regarding CITO Kowalski vote of no confidence
- Talked with BOR Chair O'Neill regarding President Johnsen vote of no confidence.

Board of Regents

See the Faculty Alliance report for this year's BOR scheduled meeting dates and procedures for open forums. <http://www.alaska.edu/bor/>

Faculty Alliance

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

Faculty Senate Executive Board

Your 'Eboard' meets every Tuesday from 10:30 a.m. to 12:30 p.m. in ADM201 to discuss issues relevant to faculty. We welcome guests to discuss matters of particular importance to them. Please contact me, or any other board member to schedule your participation.

Dave Fitzgerald
dafitzgerald@alaska.edu
RH 207; 786-4482

2017-2018 Faculty Governance Election Results

President: Sharon Chamard
 1st VP: Maria Williams
 2nd VP: Scott Downing

Senators 2017-2019

AL: Jennifer Brock
 Jill Flanders-Crosby
 Dorn Van Dommelen
 Lukasz Grabarek

CAS: Herminia Din, Fine Arts
 Terry Kelly, Humanities
 Rieken Venema, Math/Nat. Sci.
 Sam Thiru, Math/Nat. Sci.
 Stefanos Folias, Math/Nat. Sci.

COH: Mary Dallas Allen
 Carri Shamburger
 Sharyl Toscano
 David Ampong

CBPP: Soren Orley
 Greg Protasel

COE: Cathy Coulter

CTC: Anne Bridges
 Kelly Smith
 Megan Osslander-Gobeille

CoEng: Caixia Wang

LIB: Lorelei Sterling
 Jodee Kuden

KPC: Toby Long

KOD: Kitty Deal

UAB

John Duffy, 2017-2019 (Adjunct)
 Jackie Cason, 2017-2019 (CAS)
 Hilary Seitz, 2017-2019 (COE)
 Yvonne Chase, 2017-2019 (COH)
 Robin Hanson, 2017-2019 (LIB)
 Erik Hirschmann, 2017-2019 (Mat-Su)

GAB

Jervette Ward, 2017-2019 (CAS)
 Terry Nelson, 2017-2019 (CBPP)
 Hsing-Wen Hu, 2017-2019 (COE)
 Cindy Knall, 2017-2019 (COH)
 Anthony Paris, 2017-2019 (CoEng)
 Ruth Terry, 2017-2019 (LIB)

Faculty Grants and Leaves Committee

Rebeca Maseda Garcia, 2017-2020 (CAS)
 Kelly Smith, 2017-2020 (CTC)

Academic Assessment Committee

Bill Myers, 2017-2019 (CAS)
 Christina McDowell, 2017-2019 (CBPP)
 Jonathan Bartels, 2017-2019 (COE)
 Kathi Trawver, 2017-2019 (COH)
 Albert Grant, 2017-2019 (CTC)
 Jeffrey Hollingsworth, 2017-2019 (CoEng)
 Deborah Mole, 2017-2019 (LIB)
 Cynthia Falcone, 2017-2019 (KOD)
 Craig Titus, 2017-2019 (PWSC)

UFEC – Tripartite 2017-2020

Mari Hahn (CAS, Music)
 Songho Ha (CAS, History)
 Kirk Scott, Professor (CoEng)
 Marny Rivera (COH, Justice)
 Sharyl Toscano (COH, SON)
 Tim Hinterberger (COH, WWAMI)
 Daria Carle (LIB)

UFEC – Bipartite 2017-2020

Patricia Jenkins (CAS, English)
 Elizabeth Dennison (CAS, History)
 Cheryl Smith, Professor (CTC, Military Prog)
 Bettina Kipp Lavea (KPC, Counseling)
 Peter Snow (KPC, Education)
 Erik Hirschmann (Mat-Su, History)



UNIVERSITY
of ALASKA
Many Traditions One Alaska

DATE: May 3, 2017
TO: UAA Faculty Senate, UAF Faculty Senate, UAS Faculty Senate
FROM: Tara Smith, AY17 Chair & Lisa Hoferkamp, AY18 Chair, Faculty Alliance
RE: April Report of Activities

The [Faculty Alliance](#) consists of the president-elect (First Vice President at UAA), president, and past president of each Faculty Senate in the University of Alaska System. The chair of this body rotates amongst the past presidents of each university. Please note that from May 12, 2017 through the last Faculty Alliance meeting of AY18, Dr. Lisa Hoferkamp of UAS will be the chair.

The Faculty Alliance exists primarily to promote communication amongst the Faculty Senates and to/from Statewide leadership. We are an advisory body to the President and we have members serving on the Statewide Academic Council ([SAC](#)) and the chair is an ex-officio member of the Board of Regents Academic & Student Affairs (ASA) committee. We meet via Google Hangouts and anyone is welcome to attend our [meetings](#). President Johnsen is scheduled to attend the last 45 minutes of the rest of our meetings for the year. Both the ASA and BOR meetings are [livestreamed](#) if you are interested in watching.

Following this overview are documents related to the work of Faculty Alliance from April. We held two regular meetings

Based on the discussion at the March BOR meeting, we are compiling faculty senate feedback on shared governance. Lisa will be discussing this with the regents at their June meeting. Please take the opportunity to contribute to the Google Doc we are using as sort of an asynchronous discussion. You can access the document [here](#).

In February, Faculty Alliance sent two recommendations to SAC on the Common Calendar (see February Report). Those will be forwarded to the Summit Team with the support of SAC. The Summit Team has discussed these recommendations and President Johnsen is finalizing his response.

To address remaining and future common calendar issues, the Faculty Alliance formed a faculty Common Calendar Committee. They are Sarah Kirk and David Fitzgerald from UAA, Leah Berman and Sandra Wildfleuer from UAF, and Julie Hamilton and Maren Haavig from UAS. They have held their first meeting and plan to meet again before the end of contract.

In April, Faculty Alliance passed one resolution and one statement, and we sent feedback on the [Enrollment Plan](#) from AVP Oba, all of which follows below. In the resolution, we responded to President Johnsen's request for input on the celebration of Indigenous Peoples Day. The statement of support for funding the UA System at the level proposed by Governor Walker was sent directly to every member of the Alaska State Legislature.

We were asked to give feedback on the Phase 3 Options for Strategic Pathways this month, but we have requested an extension for this until September 2017. Please look for an opportunity in the fall to contribute your thoughts on the Phase 3 Options in a similar fashion to the one we employed for gathering Faculty Senate feedback on Phase 2 Options.

The next regular BOR meeting will be June 1st & 2nd in Fairbanks. President Johnsen has indicated that there will be a discussion on system governance given by [Dennis Jones](#) and [Aims McGuinness](#). They will present a whitepaper they are preparing on the University of Alaska System governance and drawing on the discussion in Dr. McGuinness' report [State Policy Leadership for the Future](#).

Lisa is beginning the process of scheduling meetings with President Johnsen. She welcomes your input on topics to discuss in those meetings in the future.

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

Faculty Alliance
910 Yukon Drive
P.O. Box 757780
Fairbanks, AK 99775



106E Butrovich Building
(907) 450-8042
ua-sysgov-faculty@lists.alaska.edu
alaska.edu/governance/faculty-alliance/

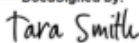
Date: April 14, 2017
To: Alaska State Senators and Representatives
From: The University of Alaska Faculty Alliance
Subject: University of Alaska System Budget

The Faculty Alliance of the University of Alaska System is composed of the Past-Presidents, Presidents and Presidents-Elect of the faculty senates of the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast. They represent all faculty members serving at the three universities. The Faculty Alliance [Constitution](#) states that one of the reasons we exist is to “provide faculty members with representation for the faculty of the University of Alaska in matters which affect the general welfare of the university system and its educational purposed and effectiveness.”

The Faculty Alliance is alarmed at the current budget appropriations that have been proposed by the Senate of \$303 million and SB 103, which further removes funding for higher education in Alaska. While the House proposed appropriation is flat, the fixed cost increases for the entire system already make this an actual cut. However, the Senate proposals will fundamentally threaten the integrity of the three universities in the University of Alaska System, and therefore jeopardize access to quality, affordable higher education for all Alaskans.

The Faculty Alliance acknowledges the budgetary constraints of the state of Alaska and thanks every member of the Senate and House of Representatives for your service in what are extremely difficult circumstances. We know that you are all striving to balance the budget. We support your efforts and we have urged the Board of Regents to take specific actions within the UA System to ensure that our institutions are focusing our resources on our core mission for Alaska and cutting costs that do not limit our service to Alaskans (FA [Resolution 2017-07](#)). We urge you to approve the full House proposal of \$325 million in appropriations for the University of Alaska System and help us keep access to quality, affordable higher education a reality for Alaskans. We need it now more than ever.

Passed unanimously by the Faculty Alliance on the 14th day of April 2017.

DocuSigned by:

7570FDE157BE499...
Tara Smith, Chair

James R. Johnsen, Ed.D.
President

Butrovich Bldg, Ste. 202, 910 Yukon Drive
P.O. Box 755000, Fairbanks, AK 99775-5000
Phone: (907) 450-8000; Fax: (907) 450-8012
Email: ua.president@alaska.edu
www.alaska.edu



MEMORANDUM

Date: April 14, 2017

To: Nate Bauer, Staff Alliance Chair
Colby Freel, Coalition of Student Leaders Chair
Tara Smith, Faculty Alliance Chair

From: Jim Johnsen, UA President *James R. Johnsen*

Re: USUAS-JC Resolution 1617-08 and UAS Faculty Senate Resolution 2017-03 –
Recognizing Indigenous Peoples Day Throughout UA

The student and faculty governance bodies at UAS have advanced the attached resolutions requesting that UA annually recognize Indigenous Peoples Day on the second Monday of October, and that UA celebrate – systemwide – Indigenous Peoples Day in a “meaningful” way.

While I am supportive of this, because my expressed approval of the resolutions as proposed would affect all UA campuses, I seek the input of your system governance bodies on this matter. Thank you.

JRJ

Attachment (as stated)

cc: Brandi Berg, UA BOR Executive Officer
Morgan Dufseth, UA System Governance Executive Officer
Lisa Hoferkamp, UAS Faculty Senate President
USUAS-JC (Juneau.studentgov@alaska.edu)
UA Summit Team



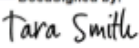
Faculty Alliance

Resolution 2017-08

Support for Indigenous Peoples Day Celebrations

Be it resolved, the Faculty Alliance unanimously supports the adoption of meaningful celebrations of Indigenous Peoples Day at all three universities. We recommend that each university determine the appropriate local and regional approaches to observing this important day in consultation with their respective faculty, student, staff, and community members.

Adopted unanimously by the Faculty Alliance the 28th day of May 2017.

DocuSigned by:

7570FDE157BE499
Tara Smith, Chair

Date: April 28, 2017
To: James R. Johnsen, President, University of Alaska
From: Tara Smith, Chair, Faculty Alliance TS
Re: UA Enrollment Planning Report

The Faculty Alliance would like to address the “UA Enrollment Planning Report” by Saichi Oba dated Fall 2016.

The Faculty Alliance agrees that our universities’ abilities to attract, retain, and graduate Alaskans is central to our missions and fundamental to the financial welfare of our institutions.

However, we do not support the presumption that a statewide solution to enrollment would be either necessary or effective. Indeed, the report itself mentions that many decisions are best left to experts at the universities.

“The unique missions of each university should be used to define the goals for what students they will recruit, retain, and graduate. Integrating the universities’ missions into their enrollment goals is a leading and necessary component of enrollment planning strategy.” (p. 2)

Recommendation 1: Differentiate branding and recruitment strategies developed by each university.

We strongly emphasize this recommendation as something to keep in mind in the event of further efforts to homogenize the university experience for students regardless of which university they attend.

Recommendation 2: Use existing resources (monetary or intellectual) and expertise where possible.

The Faculty Alliance agrees with the recommendation of including faculty on these decisions for recruiting and retaining students. A lot of money is going to be spent on this endeavor and the implications will be long-lasting, be they positive or negative. Faculty have a unique vantage point and important voice in determining what makes a quality education - let us not look past the quality to get to the quantity.

We are concerned that yet another consultant (McDowell) was hired to examine the reasons for decline in enrollment, again overlooking the many internal resources at our three universities that are available to answer such questions.

Faculty Alliance finds that the potential pitfalls of dual enrollment have not been addressed in the report. Dual enrollment brings at least as many cons as it does pros. Some high school students are ready for university classrooms and allowing them to take these classes may be a valuable tool for recruitment. However, it must be recognized that not all high school students are ready for the university classroom, pace, or general expectations. Further, if dual enrollment is widely implemented (perhaps as a cost-saving measure for various school districts), it is important for the UA System to acknowledge that these high school students would be entering an environment for adults; the universities should not change to become a substitute or extension of high school.

As well, Alaska's high schools are having trouble with low enrollment and their own struggles with students being passed through coursework without the skills needed to be successful in the next course. University-level courses assume a base level of knowledge and ability gained from high school. Passing up some of those high school courses to get to and through college faster often add to the "holes" in a student's learning rather than filling them.

Recommendation 3: Use user-friendly recruiting tools but retain truth in advertising, supporting existing policies at each of the three universities.

For example, we caution against the widespread advertisement of Credit for Prior Learning (CPL) websites that are not associated with a particular

UA university. The site <http://collegecreditpredictor.org/thec>, for example, asks the user a few simple questions about their background then generates a list of several specific courses for which the potential student may be able to receive college credit. The courses listed are not necessarily courses available from the UA

universities. While the tool may seem simple and user-friendly, it is not transparent or consistent with the faculty-approved processes a UA student must follow to be granted CPL. Rather than direct returning adult students to a non-UA website, we recommend providing a link to the CPL policies currently in place at each of the three universities.

The UAF CPL Handbook makes a very important distinction between credit for prior learning and credit for prior experience, which should be made clear in any UA publications or communications to students. There is no guaranteed or implied skill that is gained in a person's *experiences*. University credit may be awarded for prior *learning* that is demonstrated by the student through an exam, certification, or portfolio assessed by faculty members. This is especially relevant for course sequences that rely on recent knowledge and competency of material in a prerequisite course (or prior learning) to be successful in the next course.

Regarding advising, the Faculty Alliance agrees that all three universities should work together to provide the best education that fits an individual student's needs and abilities. However, we generally oppose the message that the intent of a college education is to get in and out as fast as possible. The intent is for each student to get a *quality* education and one that prepares them for their career of choice. The UA system should strive and advertise that as its primary message and goal.

Recommendation 4: Support additional resources for low-income students.

The Faculty Alliance recognizes the importance of ensuring an adequate revenue stream from tuition. However, making it more difficult for students of modest means to attend our universities is contrary to our respective missions to serve all the people of Alaska and will reduce socio-economic diversity among our student body. We were therefore

pleased by the explicit statement that “more resources for poor students should be made available” (p. 9).

Similarly, we find it disingenuous to use low tuition as a selling point when one of the goals of the plan you have presented to make the UA system sustainable is to increase tuition in the coming years to a level that is comparable to other WICHE universities.

Recommendation 5: Make explicit the allocation of resources.

We understand that recruitment and retention is a high priority, even in these low budget times. To that end, we request that the allocation of resources be explicitly stated, whether implied or direct expenses. For example, the UA Enrollment Planning Report presents a scenario of a student in Kuskokwim using *DegreeWorks* to see if his/her courses fit better into a degree from UAA or UAS (pp. 11-12). This sounds good on the surface, but it strongly implies that the student could then complete a degree from UAA or UAS while staying in Kuskokwim. The Faculty Alliance notes that this scenario requires widespread online courses and vastly improved infrastructure. However, the document does not specifically address allocating resources for this purpose.

The discussion on p. 5 regarding leveraging financial aid mentions tuition waivers. While it is not clear which class of tuition waivers is referenced, it is important to understand that tuition waivers for faculty and their dependents are negotiated benefits and are likely a valuable tool for recruitment and retention of faculty and other employees. Any strategy that involves these tuition waivers should be made with significant input from Faculty Governance and faculty unions.

[fac] Writing Placement and Written Communication GE Requirements

1 message

Jacqueline Cason <jecason@alaska.edu>
To: uaa_faculty_dl@lists.uaa.alaska.edu

Thu, Apr 6, 2017 at 4:17 PM

Dear Colleagues,

Please find attached a memorandum from faculty in the English Department requesting that we align our campus policies with UAF and UAS regarding writing placement and the six-credit general education requirement for written communication.

If faculty have any questions or thoughts to share, you are welcome to write to me directly. Additionally, if other programs would like to explore writing courses that may support students in your program, you are invited to consult with us.

Best regards,

Jackie

--

Jackie Cason
Associate Professor of English
English Curriculum Committee Chair
University of Alaska Anchorage
3211 Providence Dr. , ADM 101
Anchorage, AK 99508-4614
(w) [907-786-4367](tel:907-786-4367)



Policy Alignment Memo_Placement_GER_Written_Communication.pdf

76K

MEMORANDUM

TO: Carrie King, Undergraduate Academic Board Chair
FROM: Jackie Cason, English Curriculum Committee Chair
SUBJECT: Writing Placement and Written Communication GE Requirements
DATE: April 6, 2017
CC: Susan Kalina, Vice Provost for Academic Affairs
Monique Marron, Governance Coordinator
John Stalvey, Dean for the College of Arts and Sciences
Daniel Kline, Director for English and for General Education
Alberta Harder, CAS Course and Curriculum Chair

Requesting Policy Alignment

Faculty within the Department of English are requesting that we align our campus policies with UAF and UAS regarding writing placement and the six-credit general education requirement for written communication. We make this request with the caveat that our campus would do well to coordinate efforts to support students in their development as writers, throughout the curriculum. Three to six credits of writing is a minimal requirement.

Current Policy and Practice

A small percentage of students admitted to the university enter with ACT or SAT scores high enough to place directly into 200 level writing courses. When that is the case, students may choose to enroll in the introductory WRTG A111 course or, alternately, they may choose to start with a 200-level offering. Historically, higher-placing students would still be required to complete two writing courses offered by the English Department in order to fulfill the six credit GER for written communication, either by taking a second 200 level course or by taking an upper division writing course. UAF and UAS, in that same case, do not require students to take the second course but consider that they do not need to complete six-credits of written communication in light of the initial competency demonstrated by a high standardized test score. We are requesting that UAA align with the policies at our other campuses with the caveat mentioned above.

Writing Across the Curriculum Support Needed

Faculty within the Department of English understand that the six credit lower division written communication requirement serves to *introduce* students to knowledge about writing and early practice with academic types of writing that require them to engage in inquiry, to cite credible sources, and to conform to genre expectations within a community of practice. We also adhere to the professional wisdom of our field, writing studies—that two courses *minimally enable* freshman writers to rise to the level of participation in disciplinary knowledge communities as they will be expected to do by the time they graduate. Developing writers will need continued practice and explicit instruction throughout the curriculum. Although our program provides a menu of 200-level courses that introduce students to discipline-specific writing practices; upper-division courses in technical writing, professional writing, and research writing; and a professional writing minor, sufficient writing instruction cannot come from only one department. We take this opportunity to encourage programs to provide writing support within the major, and we seek the support and opportunity to consult with our colleagues so that students are provided the necessary guidance to develop as writers.

Proposed Catalog copy change for writing placement

1 message

Jacqueline Cason <jecason@alaska.edu>

Wed, Apr 12, 2017 at 2:21 PM

To: uaa_faculty_dl@lists.uaa.alaska.edu, Carrie D King <cdking@alaska.edu>, Susan Kalina <smkalina@alaska.edu>

Cc: Alberta M Harder <amharder@alaska.edu>, John Mun <jcmun@alaska.edu>, John Stalvey <jstalvey@alaska.edu>, Monique Marron <mdmarron@alaska.edu>

To: Carrie King, Chair, UAB
Susan Kalina, Vice Provost for Academic Affairs

Cc: Dan Kline, English Department Director
College of Arts and Sciences Course and Curriculum Committee
John Stalvey, Dean, College of Arts and Sciences
Monique Marron, Coordinator, Governance

From: Jackie Cason, English Curriculum Committee Chair

Re: Proposed change to catalog language for ACT and SAT writing placement

The faculty of the English Department have reviewed how UAF manages the initial placement of students into 200-level writing courses and subsequently provides eligibility for advanced placement credit for the 100-level writing course as a way to meet the 6-credit written communication requirement.

We therefore propose the following two changes to the Catalog.

1. In the [UAA Catalog](#), delete the following sentences: *A student choosing this option is required to choose an additional 3 credits from the GER Written Communications Skills list for a total of 6 credits. Call the English Department at (907) 786-4355 for questions on test scoring.*
2. From the [UAF Catalog](#), insert the following sentences in lieu of the passage above, with slight modification to numbering and prefix: *Students with ACT or SAT scores that place them in WRTG A211, A212, A213, or A214 may receive local advanced placement credit for WRTG A111 upon completion of WRTG A211, A212, A213, or A214 with a grade of C or better. To receive this credit, students must submit the Application for WRTG A111 Credit form to the Office of Admissions and the Registrar.*

--
Jackie Cason
Associate Professor of English
University of Alaska Anchorage
3211 Providence Dr. , ADM 101
Anchorage, AK 99508-4614
(w) [907-786-4367](tel:907-786-4367)

DSST policy recommendation from Department of English

1 message

Patricia Jenkins <pmjenkins@alaska.edu>

Fri, Apr 14, 2017 at 4:58 PM

To: uaa_faculty_dl@lists.uaa.alaska.edu, Carrie D King <cdking@alaska.edu>, Susan Kalina <smkalina@alaska.edu>, Alberta Harder <amharder@alaska.edu>

Cc: John Mun <jcmun@alaska.edu>, John Stalvey <jstalvey@alaska.edu>, Daniel Kline <dtkline@alaska.edu>, Monique Marron <mdmarron@alaska.edu>

To: Carrie King, Chair, UAB
Susan Kalina, Vice Provost for Academic Affairs
Alberta Harder, Chair, CAS Course and Curriculum Committee

Cc: Dan Kline, English Department Director
John Stalvey, Dean, College of Arts and Sciences
Monique Marron, Coordinator, Governance

From: Trish Jenkins, Composition Coordinator

Re: Policy Recommendation regarding Dantes Subject Standardized Test (DSST)

The Department of English recommends the following policy with regard to the DSST (formerly DANTES): A score of 400 or higher on the DSST Principles of Advanced English Composition Exam will place students into a 200-level UAA composition course (WRTG A211, 212, 213, 214). Upon completion of the 200-level course with a grade of C or higher, the student is eligible to receive credit for WRTG A111. In order to receive credit for WRTG A111, the student must complete the appropriate form in the Office of the Registrar and pay an administrative fee.

[fac] Fwd: Chemistry Department AP Credit Recommendation-- to Faculty ListServ

1 message

Patricia Linton <pwlinton@alaska.edu>
To: uaa_faculty_dl@lists.uaa.alaska.edu

Fri, Apr 7, 2017 at 10:15 AM

To: Carrie King, Chair, UAB

Cc: College of Arts and Sciences Course and Curriculum Committee
John Stalvey, Dean, College of Arts and Sciences
Monique Marron, Coordinator, Governance

Fr: Patrick Tomco, Adeline Schlabaugh, Eric Holmberg

Re: UAA Recognition of AP Chemistry Examination

The faculty of the Chemistry Department have reviewed how UAA recognizes the AP examination in Chemistry. In their review, the faculty considered the ACE Guidelines and consulted with the faculty at UAF. They also researched WICHE schools, particularly Montana State University.

The UAA Chemistry faculty propose the following:

AP Exam	Score	UAA Course	UAA Credits
Chemistry	4, 5	Chem A105 Chem A105L Chem A106 Chem A106L	8
	3	Chem A105 Chem A105L	4

--
*Patrick Tomco, Ph.D.
Department of Chemistry
University of Alaska Anchorage
CPISB Room 302G
3211 Providence Dr.
Anchorage, Ak 99507
(907) 786-1260*

Motion to Grant Resident Tuition to Nonresident Graduate Assistants

WHEREAS the cost to university programs for Graduate Assistants from outside of Alaska is significantly higher due to the nonresident tuition surcharge;

WHEREAS charging nonresident tuition for Graduate Assistants discourages programs from recruiting top students and hinders programs from developing national reputations;

WHEREAS the university already grants resident tuition for nonresident student athletes;

WHEREAS it is common practice at other institutions to waive nonresident tuition for Graduate Assistants;

THEREFORE, the Graduate Council resolves that UAA should grant resident tuition rates to all nonresident Graduate Assistants.

Motion passed unanimously by Graduate Council on Friday, February 10, 2017.

Revised based on feedback from GAB on February 22, 2017.

Motion unanimously endorsed by Graduate Academic Board on Friday, April 14, 2017

Academic Rights of Students

The university has the responsibility of providing a program of high-quality education in keeping with its financial resources; students have protection through campus-specific procedures against arbitrary or capricious academic evaluation. Student performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students are responsible for the proper completion of their academic program, for familiarity with all requirements of the university catalog and for maintaining an acceptable grade point average for degree requirements. Students have the right to be informed at the beginning of each term of the nature of the course, course expectations, evaluation standards and the grading system.

Academic Honesty

Academic integrity is a basic principle that requires students to take credit only for ideas and efforts that are their own. Cheating, plagiarism and other forms of academic dishonesty are defined as the submission of materials in assignments, exams or other academic work that is based on sources prohibited by the faculty member. Substantial portions of academic work that a student has submitted for a course may not be resubmitted for credit in another course without the knowledge and advance permission of the instructor. Academic dishonesty is further defined in the Student Code of Conduct (<http://catalog.uaa.alaska.edu/academicpoliciesprocesses/studentfreedomrightsandresponsibilities/studentjudicialreview>). In addition to any adverse academic action, which may result from engaging in academically dishonest behavior, the university specifically reserves the right to address and sanction the conduct involved through the student judicial review procedures outlined in the UAA Fact Finder/ Student Handbook (<http://www.uaa.alaska.edu/studentaffairs/fact-finder.cfm>).

Academic Dispute Resolution Procedure

Challenges to academic decisions or actions of the faculty or academic administration will be reviewed according to the procedure that implements the UA Board of Regents Policy (<http://www.alaska.edu/bor/policy-regulations>) 09.03.02 and its University Regulation on Student Dispute Resolution: Review of Academic Decisions or Actions. Appropriate issues for this procedure include such things as alleged grading error or arbitrary and capricious assignment of final grades or dismissal from or denial of admission to an academic program based upon academic considerations. Academic decisions based on alleged violations of the Student Code of Conduct will not be reviewed under this procedure until the completion of a judicial review (link to the Student Code of Conduct). Academic decisions allegedly based on discrimination will not be reviewed under this procedure until the completion of the appropriate university investigation. (Link to Student Grievance procedure in Student Handbook.)

Definitions

Academic Decision Review Committee - An academic decision review committee is an ad hoc committee to formally review a

contested final grade assignment, dismissal from or denial of admission to an academic program based upon academic considerations, or other academic decision. The committee will be composed of three faculty members, one of whom must be from outside the college/community campus delivering the course or program, a non-voting committee chair who may be a faculty member, and a non-voting student representative. To be eligible, the non-voting student representative must be currently enrolled in at least three credits, in good disciplinary standing, and have a cumulative grade point average of 3.0 or higher. The dean of the college/community campus director or designee will appoint committee members. If the academic decision being challenged is for a graduate course or program, the faculty appointed will be from those departments with graduate programs. The student committee member will be a graduate student.

Dean/Community Campus Director - The dean is the administrative head of the college offering the course or program from which the academic decision or action arises. For students at community campuses, the director of the community campus may substitute for the dean in the case that the relevant course or program is delivered by that community campus.

Arbitrary or Capricious Academic Decision -- An academic decision is "arbitrary or capricious" when: 1) it is not based on academic factors or criteria or accepted standards of the discipline or profession; 2) standards are not equally or fairly applied to students in relevantly similar situations; and 3) there is a substantial, unreasonable, or unannounced departure from articulated standards and criteria.

Arbitrary and Capricious Grading - An academic final grading decision is "arbitrary and capricious" when: 1) the assignment of a final course grade is on a basis other than academic performance in the course; 2) the instructor uses standards different from those applied to other students in the same section of the course; or 3) there is a substantial, unreasonable and/or unannounced departure from the course instructor's previously articulated standards or criteria (see also Grading Error).

Class Day - As used in the schedule for review of academic decisions, a class day is any day of scheduled instruction, excluding Saturday and Sunday, included on the academic calendar in effect at the time of a review. Final examination periods are counted as class days.

Final Grade - The final grade is the grade assigned for a course upon its completion.

Grading Error - A grading error is a mathematical miscalculation of a final grade or an inaccurate recording of the final grade (see also Arbitrary and Capricious Grading).

Next Regular Semester - The next regular semester is the fall or spring semester following the semester in which the disputed academic decision was made. For example, it would be the fall semester for a final grade issued for a course completed during the previous spring semester or summer session. The spring semester is the next regular semester for an academic decision made during the previous fall semester.

Procedures for Resolving Disputes Regarding Final Grade Assignment

Students may request a review of a final grade assignment on the basis of alleged grading error or arbitrary and capricious grading. Grades assigned prior to the final grade received in a course are not subject to review under this procedure. Only the course instructor or an academic decision review committee may authorize a change in the assignment of a final grade. Because grades can affect such things as a student's eligibility for continued financial aid, students should check their final grades and initiate a review, where desired, as soon as possible. The time schedule outlined in this procedure stipulates maximum time periods within which to complete stages of the review. However, permission for extensions of time may be granted, in writing, by the dean/community campus director or designee.

Each college and community campus has designated an individual to explain the review process to students. The names and contact information for these individuals are posted on the college/community campus website. Students are encouraged to reach out to these individuals for assistance.

Informal Procedure for Academic Disputes Regarding Final Grade Assignment

Students will be expected to first request an informal resolution of the final grade assignment with the course instructor or department chair/academic leader. The process must be initiated by the fifteenth class day of the next regular semester at UAA. The instructor or department chair/academic leader must respond to the request within five class days of receipt.

If the course instructor's decision is to change the final grade, the instructor must promptly initiate the process. If the instructor does not change the grade and the student's concerns remain unresolved, the student should notify the department chair/academic leader responsible for the course within five class days. Within five class days of such notification, the department chair/academic leader must either effect resolution of the issue with the instructor or inform the student of the process for formally appealing the final grade assignment.

If the course instructor is no longer an employee of the university or is otherwise unavailable, the student must notify the department chair/academic leader by the fifteenth class day of the next regular semester. Within five class days of notification by the student, the department chair/academic leader must either effect resolution of the issue through contact with the course instructor or inform the student of the process for formally appealing the final grade assignment.

Formal Procedure for Academic Disputes Regarding Final Grade Assignment

If the student's concern remains unresolved through the informal procedures above, the student may request a formal review of the final course grade assignment. A student formally requesting a review of a final grade assignment must submit a completed and signed Final Grade Assignment Formal Review Request form to the dean/community

campus director or designee, indicating the basis for requesting a change of grade and providing the supporting documentation. The formal review request form must be filed by the twentieth class day of the next regular semester or within five class days of receipt of notification of the process for filing a formal review by the department chair/academic leader after completion of any informal review. The only exception will be when written permission for an extension of time is granted by the dean/campus director or designee. The dean/campus director or designee will convene an academic decision review committee.

Having established that informal procedures have been followed, the dean/community campus director or designee will convene an academic decision review committee and forward to it the completed and signed Final Grade Assignment Formal Review Request form and associated documentation from the student. The committee chair will convene the committee within ten class days of receipt of the student's written request for review. The committee will first consider whether the facts submitted by the student warrant a formal final course grade review meeting.

The committee may dismiss the student request for a formal review without conducting a formal Final Course Grade Review Meeting if (1) the request for formal review falls outside the required deadlines; (2) this is not the first request for formal review of this issue; or (3) the facts as presented clearly do not constitute a case of arbitrary or capricious grading or grading error. The determination to dismiss the student request without moving to a Formal Review Meeting will be provided in writing to the student, the course instructor, and the dean or community campus director. This decision will constitute the final decision of the university. The committee's decision will be provided in writing by the committee chair to the student, the course instructor, the department chair/academic leader, and the dean/community campus director.

If the Committee determines that the facts as presented might constitute arbitrary or capricious grading or grading error, the Review Committee will proceed to a Final Course Grade Review Meeting. The student and the course instructor must be notified in writing at least three class days in advance of the time and place the request will be considered and of the process to be followed.

Academic Decision Formal Review Meeting

If the academic decision review committee determines that 1) the request meets required deadlines (or extension has been granted); 2) the request is the first request for formal review of this issue; and 3) the facts as presented might constitute arbitrary or capricious grading or a grading error, the committee will proceed to a formal meeting. The committee will consider information provided by the student, the course instructor, and others as it sees fit. Both the student and the instructor will have an opportunity to present the facts as they understand them.

Formal review meetings will ordinarily be scheduled between 5 and 10 days after the Academic Decision Review Committee determines that a formal review is warranted. Academic dispute meetings will normally

be closed. Requests for an open proceeding must be made by a party to the committee chair prior to the start of the meeting. Such requests will be granted to the extent allowed by law unless the committee chair determines that all or part of a proceeding should be closed based upon considerations of fairness, justice, and other relevant factors.

The university cannot guarantee confidentiality, however, as a reasonable effort to preserve the legitimate privacy interests of the persons involved, all participants in the proceedings will be expected to maintain confidentiality.

A party may choose a representative to be present at all times during the proceedings. However, the representative may not speak on behalf of the party. The committee may direct that witnesses, but not the parties or their representatives, be excluded from the meeting except during their testimony. Should the student or instructor fail to appear at the formal review meeting, the meeting may proceed in their absence. The student or instructor may submit a written statement, if they cannot attend the meeting.

The deliberations of the committee will be closed to the public, the parties, and their representatives.

Academic Decision Review Committee Decisions

The academic decision review committee proceedings will result in one of the following determinations:

- the request for a grade change is denied;
- the request for a grade change is upheld and the committee requests the course instructor to change the grade and the course instructor changes the grade; or
- the request for a grade change is upheld and the course instructor is either unavailable to change the grade or refuses to do so. The committee directs the dean/campus director or designee to initiate the process to change the grade to that specified by the review committee.

The decision of the review committee constitutes the final decision of the university. The committee chair will provide the decision in writing to the student, the course instructor, the department chair/academic leader and the dean/campus director. The meeting will be recorded and the committee chair will be responsible for the preparation of a written record of the meeting and will submit it to the dean/campus director. The dean/campus director will file the decision letter and record of the meeting with the office of the provost.

Unless an extension has been granted by the dean/campus director or designee, disputes concerning final grades must be completed by the end of the next regular semester following the assignment of the grade.

Procedures for Resolving Disputes Regarding Denial of Admission to or Dismissal from a Program of Study for Academic Reasons

Student may challenge a denial of admissions to, or dismissal from, a program of study on the basis that the decision was arbitrary or capricious. Students will be expected to first request an informal resolution regarding denial of admission to or dismissal from a program of study for academic reasons. The process must be initiated by the fifteenth class day after receipt of the decision to deny admission to or dismiss from a program for academic reasons. The department chair/academic leader must respond to the request within five class days of receipt.

If the student's concern remains unresolved through the informal procedures above, the student may request a formal review of a denial of admission to or dismissal from a program for academic reasons. The student must provide the dean/community campus director or designee a signed, written request for a formal review, indicating the basis for requesting a review. The request must be filed by the twentieth class day after receipt of the decision to deny admission to or dismiss from a program for academic reasons, or within five class days of receipt of notification of the process for filing a formal review by the department chair/academic leaders after completion of any informal review. The only exception will be when written permission for an extension of time is granted by the dean/campus director or designee.

Formal reviews and hearings of academic decisions regarding denial of admission to or dismissal from a program for academic reasons will be conducted by an academic decision review committee. The committee will consider information provided by the student, the department chair/program head and others as it sees fit. The process will follow the same timelines and procedures for academic disputes regarding final grade assignment with the following exceptions:

1. The chair will submit the written findings and recommendations of the academic decision review committee along with the written record of the meeting to the dean/campus director or designee for his/her consideration. At the same time a copy of the findings and recommendations will be provided to the student.
2. The student will be given an opportunity to comment on the findings and recommendations of the committee. The student must submit written comments to the dean/campus director or designee within seven class days of the day the committee findings and recommendations are sent to the student.
3. The dean/campus director or designee will review the written findings and recommendations of the academic decision review committee, the record of the hearing and any written comments submitted by the student and make a decision. The dean/campus director or designee's decision will constitute the final decision of the university on the matter and will be provided, in writing, to the student, the department chair/academic leader and the committee. The dean/campus director will file the decision letter and record of the meeting with the office of the provost.
4. The provost will make the final decision of the university on the matter if the dean/campus director or designee is the person who

made the academic decision under review. Unless an extension has been granted by the dean/campus director or designee, final decisions must be completed by the end of the next regular semester following the date of the denial of admission to or dismissal from a program for academic reasons.

Other Academic Decisions

Students with concerns relating to other academic decisions should refer to the dean/campus director of the academic unit that delivers the course or program.

Disputes regarding decisions associated with appropriate academic adjustments and programmatic accommodation for students with disabilities will be reviewed according to procedures set forth in University Regulation 09.06.00 (<http://www.alaska.edu/bor/policy/09-06.pdf>) Services for Students with Disabilities.

Eligibility for Services Pending Final Decision in the Academic Decision Review Process

During the review of an academic action or decision by the university, the action or decision being contested will remain in effect until the dispute is resolved. Should an academic action or decision affect the student's eligibility for financial aid, housing, or other university service, the student will be informed of the steps to be taken that may maintain or reinstate the affected service. The student will be responsible for initiating any necessary actions or procedures.



UNIVERSITY *of* ALASKA ANCHORAGE

Academic Assessment Handbook

This document is created and maintained by the
Academic Assessment Committee of the Faculty Senate.

Updated May 1, 2017

Peer Leadership in Program Improvement

For the electronic version of this handbook and your program's most recent Academic Assessment Plan, go to the Academic Assessment Repository <https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx>.

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I. INTRODUCTION

The Academic Assessment Committee (AAC) of the Faculty Senate was created to provide peer leadership, support, and review of the academic assessment processes at the University of Alaska Anchorage (UAA), with the goal of improving student learning. The AAC recognizes it is the faculty, who are best suited to plan, implement, and act upon the academic assessment of student learning outcomes. For this reason, the Committee serves a review and consultative role, supporting the faculty in their efforts to review and improve their programs. Academic assessment is a mandate of the University of Alaska Board of Regents (BOR) and the Northwest Commission on Colleges & Universities (NWCCU).

Peer Leadership

As a Faculty Senate committee, the AAC is an elected, representative faculty group. The AAC constitutes the faculty arm of the shared governance of academic assessment for UAA.

The Academic Assessment Handbook is maintained by the AAC to describe UAA's process for reviewing all academic program assessments. This Handbook governs the conduct of the AAC as well as communicating the rationale thereof. These guidelines should be read in conjunction with college and departmental requirements as appropriate. The procedures and the accompanying templates have been designed to ensure the following:

- Faculty and staff are properly informed about the academic assessment processes to be followed when submitting new programs, making major revisions to existing programs, and/or making major changes to their assessment process.
- Faculty and staff are properly informed about the goals of and criteria for appropriate academic assessment.

Peer Support

The AAC supports faculty through careful review of periodic submissions, timely and thoughtful feedback on those submissions, and the communication of shared expectations in academic assessment. The AAC serves as a cross-campus forum for the exchange of ideas, information and advice on methods and practices of academic assessment. It promotes systematic academic assessment university-wide with the understanding that a program's faculty are the ones best suited to plan, implement, and evaluate assessment of student learning outcomes.

In its review and feedback, the intent of the AAC is to look at the overall process of assessment discussed by each program reviewed, rather than to solely focus on the language of specific outcomes or the details of a certain tool. Are the faculty actively engaged in reviewing the intent and effectiveness of their programs? Are the faculty seeking ways to achieve programs

of excellence? Academic assessment at UAA is best served by fostering a culture that encourages broad goals and methodologies growing organically out of the teaching and assessment practices of each discipline.

Additionally, the AAC serves as a clearinghouse of academic assessment at UAA. Because of its broad perspective of academic assessment within the MAU, it is well suited to describe the “big picture” of academic assessment at UAA to external and internal constituents. The AAC is UAA’s faculty voice in responding to NWCCU, state legislature, BOR, statewide administration, and OAA questions on academic assessment.

A. AAC Charge

The AAC constitutes the faculty arm of the shared governance of academic assessment for UAA. The AAC does not act as an acceptance/rejection body when reviewing Academic Assessment Plans and Program Student Learning Outcomes, but rather serves as an advisory body, offering suggestions for improvement and commendations for achievement to those programs that approach the committee for assistance or have been directed to the committee by their Dean.

The committee is charged by the Faculty Senate to:

- Develop, maintain, and implement the current UAA Academic Assessment Handbook with the primary focus of program improvement;
- Provide professional development opportunities around best practices in assessment;
- Recommend academic assessment-related actions to the appropriate bodies;
- Provide guidance for the collection and analysis of academic assessment documents;
- Field and respond to requests for information on UAA academic assessment results and achievement of Program Student Learning Outcomes;
- Review requests to modify assessment policies and procedures;
- Refer curricular and academic issues to the appropriate Faculty Senate Boards; and
- Undertake such additional tasks or responsibilities relating to academic assessment as assigned by the Faculty Senate.

B. OAA Partnership

The Office of Academic Affairs (OAA) partners with the AAC, providing information and resources, including professional development opportunities for faculty and administrative support for the AAC.

II. ACADEMIC ASSESSMENT CYCLE

Programs are required to conduct continuous assessment based on a formal Academic Assessment Plan (see section III for more information about the Academic Assessment Plan). The goal of this assessment process is to provide evidence-based information that contributes to program improvement processes. Annual data collected from the assessment instruments should be discussed and analyzed among department faculty and, as appropriate, recommendations made to improve the program and/or the Academic Assessment Plan. Programs with suspended admissions are not expected to conduct assessment, but they are expected to complete the institutional-level survey for tracking purposes.

A. Annual Academic Assessment Report (Departmental/Program/College Level)

Programs report the details of their assessment and program improvement activities to the colleges, which review and use the information of these reports in their further work with the programs. Reports are due by the established fall-semester deadline, and are uploaded and archived in the Academic Assessment Repository, located on the Institutional Research SharePoint site <https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx>.

B. Annual Academic Assessment Survey (Institutional-Level Reporting)

The Annual Academic Assessment Survey aggregates high-level assessment information for institutional, accreditation and BOR reporting purposes. All programs, including those with suspended admissions, must complete the survey.

The survey is open annually April 1-June 15 and can be accessed on the Academic Assessment Repository at <https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx>.

III. THE ACADEMIC ASSESSMENT PLAN

All programs are required to have an Academic Assessment Plan on file. An Academic Assessment Plan identifies a program's student learning outcomes and assessment strategies. It includes the program's mission statement, Program Student Learning Outcomes (PSLOs), measures and overall assessment process. The required categories for Academic Assessment Plans are detailed in the Appendix to this handbook. In addition, an assessment plan template is posted on the Academic Assessment Repository IR SharePoint site <https://ir->

reports.uaa.alaska.edu/Assessment/Pages/Default.aspx. Programs are not required to use the template, but they must address the required categories in the Appendix guidance.

New Academic Assessment Plans and revisions to Academic Assessment Plans must be submitted by the faculty initiator to the AAC for consideration through the CIM program proposal process: <https://nextcatalog.uaa.alaska.edu/programadmin/>.

Major revisions to Academic Assessment Plans include: additions, deletions, or changes that have a substantive effect on the intent, execution, or content of the Academic Assessment Plan. Most changes to Program Student Learning Outcomes (PSLOs) are considered major.

Minor revisions to Academic Assessment Plans include non-substantive changes that do not significantly affect the intent or content of the Academic Assessment Plan.

Once they receive the submitted plan through the CIM workflow, the AAC Chair(s) determines if the change is major or minor. If the AAC Chair(s) determines that the plan needs to go to the committee for review, the faculty initiator will be contacted and the review will be scheduled.

For the review to occur, faculty initiators or a qualified faculty representative for the program proposal must be present at, or phone or link in to, the AAC meeting. Proposals without such representation will be scheduled for a later meeting.

After the review, the AAC will send an informational item to the Faculty Senate and post the Academic Assessment Plan to the Academic Assessment Repository website: <https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx>.

The AAC stands available to act as a mentor in the preparation, implementation, and modification of the Academic Assessment Plans from any program. Programs seeking guidance on their Academic Assessment Plans can contact the AAC at uaa.aac@alaska.edu or contact the Chair(s) of the AAC.

Questions about submitting Academic Assessment Plans through the CIM program proposal process may be emailed to OAA at uaa.aac@alaska.edu.

IV. ACADEMIC ASSESSMENT REPOSITORY AND RESOURCES

- The Academic Assessment Repository incorporates current templates and information about Annual Academic Assessment Reports, Annual Academic Assessment Survey, and Academic Assessment Plans at: <https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx>.

- The AAC can be contacted at uaa.aac@alaska.edu or by contacting the Chair(s) of the AAC, whose contact information can be found on the AAC website.

APPENDIX: UAA ACADEMIC ASSESSMENT PLAN GUIDANCE

The Academic Assessment Committee (AAC) does not require programs to follow a specific template for the format of their Academic Assessment Plan. Certain categories, however, must be included in every Academic Assessment Plan. The table below gives more detailed guidance on the required categories of an Academic Assessment Plan.

The AAC is willing to assist you in the development and/or revision of your Academic Assessment Plan. Please feel free to contact the AAC at uaa.aac@alaska.edu if you have any questions or need any assistance.

Required Category	Characteristic	Description
Mission Statement: Broad statement of purpose defining your program's philosophy and often describing values and aspirations, and which supports the University's mission.	Clarity	The mission statement is comprehensible to a wide audience.
	Contributes to college & UAA mission	The mission statement should clearly align with the mission of the college and university. Constituents should be able to see how the program supports the missions of the college and university.
	Describes program in content-centered terms	The mission statement should identify the content that the program teaches in general terms.
	Describes program in student-centered terms	The mission statement should describe in broad terms what the student should be able to do or know on completion of the program.
Program Student Learning Outcomes: Program Student Learning Outcomes define what specific knowledge, abilities, values, and/or attitudes students in our respective programs should be able to demonstrate.	Performance-based	The outcomes must be written in terms of what students can demonstrate.
	Completeness	The outcomes should be sufficient to describe specific knowledge, abilities, values and/or attitudes of students in the program.
	Relevant	The set of outcomes should cover the intent of the program as articulated in the mission statement.
	Achievable	Students can be reasonably expected to attain the outcomes.

Required Category	Characteristic	Description
	Measurability	The outcome must be stated in a way that it is observable/measurable. In other words, data can be collected on which to form conclusions regarding the level of student attainment.
Measures: Assessment measures are the tools faculty will use to accumulate data concerning student attainment of outcomes on which to base their programmatic decisions. A wide variety of tools can be devised to measure student performance. Measures are normally classified as being direct or indirect. Having both direct and indirect data on an outcome gives programs a broader perspective on their students' performance.	Description of measure	The description of each measure should be clear and complete to an outside observer.
	Direct measures	Direct measures involve looking at student work to examine what learning has taken place. For example, comprehensive exams, research papers or projects, portfolios, performances, and standardized tests are often used as direct measures of student learning.
	Indirect measures	"Indirect measures gather perceptions of learning, opinions about learning, or reflections on learning rather than direct demonstrations of the results of learning." For example, surveys, interviews, course evaluations, focus groups, and graduation rates are often used as indirect measures of student learning. Programs are not required to use indirect measures.
	Multiple measures	Multiple measures are recommended for each outcome. Multiple measures of an outcome produce more reliable results. Measures can occur at differing intervals as appropriate for the specific outcome.
	Connection to outcomes	The measure should clearly show student performance relative to one or more outcomes. The data collected needs to be such that its interpretation is clear regarding student performance relative to the outcome. For example, an assignment evaluation should be able to isolate a specific result for each outcome it is being used to measure. Course grades are difficult to use as an assessment tool because course grades are influenced by too many factors to isolate out performance relative to a <i>program</i> outcome.

Required Category	Characteristic	Description
	Influences on data collection	The program should indicate the factors that influence the data and the interpretation of the results. This is where the program considers the reliability of the tool and the data collected.
Process: The process describes the person(s)/ group(s) responsible for applying the measures, collecting and collating data, determining the meaning of the assessment results and making recommendations for action.	Faculty involvement in the assessment process	The plan identifies the role of faculty in all aspects of the assessment process. Faculty must be involved in the development of assessment plans, the implementation of the measures, the analysis of data, the formulation of recommendations, and the actions taken on those recommendations, as well as any revisions to the assessment plan.
	Timeline	The timeline should produce information for the faculty of the program to make timely decisions. Timelines need to accommodate the assessment cycle, faculty workloads, and appropriate timing of measures. Not all outcomes need to be measured annually, but must be measured within a reasonable review cycle. The schedule of data collection should be clearly articulated in the plan.
	Currency	The plan is reviewed and/or revised regularly by the program's faculty.
	Responsible parties	The faculty responsible for coordination and implementation should be identified and supported in their assessment duties.

Over the AY 2016-2017, UAB held 20 meetings. In those, we reviewed curriculum documents, primarily through the Curriculum Inventory Management (CIM) system for 184 courses (plus the purge list) and 50 programs plus various academic procedures.

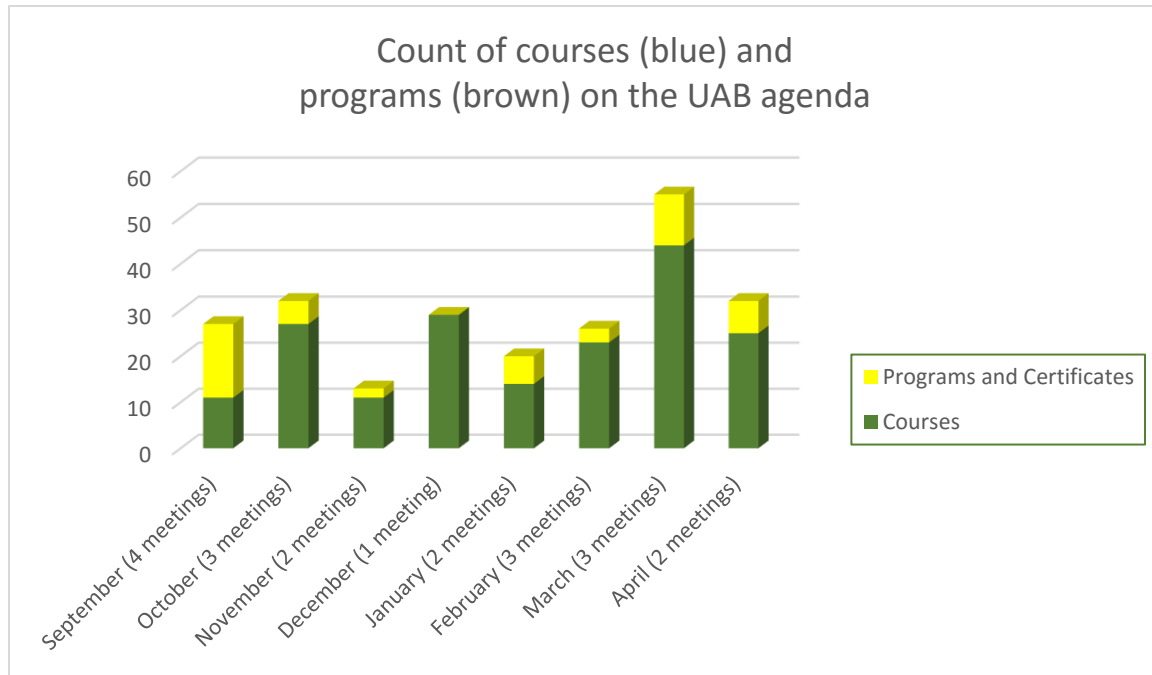
UAB AY 2016-17 Goals:

1. Improve the efficiency and maintain the quality of curriculum review by adopting new procedures and by promoting the use of new technologies.
2. Work with the Office of Academic Affairs and the Office of the Registrar on academic policies and procedures.
3. Participate in the UAA institutional self-study process as required.
4. Coordinate curriculum update plans with the Vice Provost for Academic Affairs, the Graduate Academic Board Chair, and the Academic Assessment Chair.
5. Continue the coordination of curricular affairs with college/school committee chairs, department chairs, and faculty initiators.
6. Update the Curriculum Handbook.

Regarding our annual goals:

1. Reviewed curriculum in an efficient manner using the new CIM system.
2. Various academic policies and procedures were reviewed through UAB.
3. Participated in the UAA institutional self-study process as required.
- 4/5. Curriculum updates were coordinated throughout the year with the Office of Academic Affairs, Office of the Registrar, Graduate Academic Board, college/school committee chairs, department chairs and faculty initiators.
6. Updates to the Curriculum Handbook were completed, but not yet approved by GAB and faculty senate.

UAB workload by month:



Date: May 2, 2017

To: David Fitzgerald, President
Faculty Senate

From: Ellen McKay, Chair
University-wide Faculty Evaluation Committee



Re: AY17 Year End Report

The University-wide Faculty Evaluation Committee (UFEC) reviewed a 61 files this year approximately half of which were ePortfolios. Additionally, we reviewed seven emeritus files, three in the fall and four this spring. After last year's successful ePortfolio pilot project, changes were made to the process and this year the electronic files were much improved. The UFEC would like the Faculty Senate to consider mandating electronic file submissions for faculty evaluation files, if not for the coming academic year, then at least by AY19. Electronic submission has so many more advantages over physical files that the Committee feels it is definitely time to finally make the transition.

Regarding the matter of criteria for administrator promotion and tenure, the Committee respectfully (and unanimously) disagrees with Faculty Senate E-Board that the duties performed by administrators can just be reviewed as service. Many of the administrators we have reviewed have neither teaching nor research as a part of their workload. They are purely administrators that were hired with faculty rank. As administrators their workload agreements are different from faculty workload agreements. But even faculty workload agreements have separate categories for service and administrative duties. UFEC would again like the Faculty Senate to consider forming an ad hoc committee, similar to the one that drafted criteria for the review of emeritus files, to address criteria for the review of the administrative workload.

Finally, the Committee would like to apprise the Faculty Senate of a situation we encountered during our reviews this year. When a faculty member is being reviewed, they are sent notification of when and where so that they may attend the meeting if they so choose. During the review of a UNAC faculty member, another faculty member came and stated that he had the right to attend as well, according to the UNAC Collective Bargaining Agreement. The language of the contract states, "Committees may determine whether discussions will be open or closed to the public and the candidate. The vote of the peer review committee, however, shall be closed to the public and the candidate." Apparently, as soon as any subcommittee allowed the candidate to be present, that made all reviews open to candidates **and** the public. This interpretation seems to be supported by Statewide Labor Relations. That being the case, UFEC will take up the topic of open or closed meetings at our organizational meeting in December. Currently it is our feeling that, because of the sensitive nature of our discussions, closed meetings are in the best interest of the candidate.

Academic Assessment Committee May Report to UAA Faculty Senate

Committee Membership

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

Committee discussion(s)

Discussion of the Open Forums and the UAA Accreditation Self-Study

Discussion of the Academic Assessment Repository Share Point Site

Discussion of the Academic Assessment Handbook updates – submitted for Faculty Senate approval

Programs whose assessment plans were reviewed during the period (includes 5/5 agenda)

- Accounting AAS. Program Representatives: Stasia Straley, Associate Professor; Holly Bell, Associate Professor; Kathryn Hollis-Buchanan, Associate Professor.
- Aviation Technology BS. Program Representative: Raymond Weber, Assistant Professor
- Dental Hygiene BS. Program Representative: Sandra Pence, Professor
- Economics BA. Program Representative: Lance Howe, Associate Professor
- Human Services AAS and BHS, Conflict Resolution OEC. Program Representative: Lynn Paterna, Assistant Professor.
- Outdoor Leadership AAS. Program Representative: Sharry Miller, Instructor
- Paramedical Technology AAS. Program representatives: Paul Perry, Term Assistant Professor; Dane Wallace, Term Assistant Professor.
- Special Education MED/GC. Program Representative: Cassie Wells, Assistant Professor, Krista James, Assistant Professor.
- Welding and Nondestructive Testing AAS, Welding OEC, Nondestructive Testing Technology OEC, and Advanced Welding OEC. Program Representatives: James Rush, Term Instructor, Greg Russo, Assistant Professor.

Minor assessment plan changes reviewed as information items (includes 5/5 agenda)

- Children's Mental Health GC
- Clinical-Community Psychology PhD
- Early Childhood Education BA/PBCT
- Psychology BA/BS

Informational Items

Annual Academic Survey is live until June 15th on the [Academic Assessment Repository](#)

Fall Open Assessment Forum, Sept. 8th

General Education Soirée, May 8-9

GER Assessment Workshop 3: Rubric and Student Work, April 21st

Open Forum with Robert Stein, April 14

Submitted by: Brian Bennett, Co-Chair

Date: 1 May, 2017

Date: April 27, 2017

To: UAA Faculty Senate

From: Rieken Venema
Chair, Faculty Grants and Leaves Committee
Associate Professor, Statistics

Re: Recommendations of Faculty Grants and Leaves Committee

The Faculty Grants and Leaves Committee met on Friday April 7th to discuss the applications for the FY18 Round I Faculty Development Grants. There were five applications received. Rankings and recommendations were conveyed to the Provost by the committee chair.

Applications received for this round, in alphabetical order (**not** in rank order):

UAA Faculty Member	College
Bibler, Andrew	CBPP
Csoba DeHass, Medeia	CAS
King, Diane	CBPP
Maseda Garcia, Rebeca	CAS
Rangarajan, Sudarsan	CAS

Please feel free to contact me if you have any questions.



**Institutional and Unit Leadership
Review Committee (IULRC) Report
May 1, 2017**

The Committee's tasks for this academic year included:

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

The Committee has been instructed to prepare surveys for the College of Engineering and the College of Arts & Sciences, to be implemented during the Fall and Spring semesters of the next academic year, respectively. The Committee has conferred with the Deans of these two colleges and, based on efforts this year, will be prepared to implement the surveys next year. Moreover, as a continuation of work this academic year, the Committee will likely assist with a similar survey of a community college campus next year. The Committee's current leadership will continue to refine listservs, etc., this summer in preparation for next year's efforts; all such summer work will be delivered in August, 2017 to the leadership of next year's Committee.

During the Committee's April 7th meeting, Professors Blackmon, Foster, Hinterberger, Nabors, and Orley noted their willingness to serve on the Committee next year, and Professors Foster and Orley are willing to serve as co-chairs, with the provision that next year's Committee and the Senate's Executive Board concur.

STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

REPORT FOR April (Year End) 2017 TO UAA FACULTY SENATE

Membership

The members of the 2016-2017 SASS Committee are Phil Farson, Connie Fuess, Keith Hackett, Trish Jenkins, Kamal Narang, Irasema Ortega, Galina Peck, Karl Pfeiffer (Co-chair), Sara Rufner, Christina Stuve (Co-chair) and Ruth Terry. The seventh meeting of the 2016-2017 academic year was held 4/21/17.

2016 – 2017 SASS Committee Goals

1. Explore intervention strategies for at-risk students. Status: ongoing. Continue for the coming year as regular agenda item for discussion and review. Reports to Faculty Senate as requested.
2. Continue review of latest requirements for AA degrees. Status: ongoing. Continue for the coming year. Reports to Faculty Senate as requested.
3. Review latest Anchorage School District/State of Alaska standards for high school graduations in relationship to being “college ready.” Status: ongoing. SASS would like to invite an ASD representative to serve on the committee. Potential ASD committee members were invited to the SASS meeting on 1/20/17. Phil Farson, Director – ASD English Language Learners Program has joined the committee.
4. Continue promoting committee participation to include students, parents of students, and alumni. Status: ongoing. The first SASS Student Forum was hosted by SASS during the March 20, 2015 meeting. It was successful and was done again last year during the March 25, 2016 meeting. This year it was held during the March 24, 2017 meeting. Report attached to 3/24/17 meeting minutes.
5. Review process of supporting students enrolled in discontinued programs. Status: ongoing.
6. Advocate for transparency and predictability in course sequencing. Status: ongoing.
7. Advocate for the development of more effective, “student friendly” self-advising tools. Status: ongoing.
8. Explore system fixes for problems in student services and particularly advising: incorrect information, extensive wait times “on hold,” confusing and time consuming voice mail menus, etc. Status: ongoing.
9. Review current rules and processes related to financial aid that effect advising, program sequencing, grading, etc. Status: new/ongoing.

Co-chair Summary: The SASS Committee met for the seventh time of the 2016-2017 academic year on April 21, 2017. The annual. A summary report of the SASS Student Forum held 3/21/17 is attached that meeting’s minutes. During the March 3 Faculty Senate Meeting, SASS moved a for a full policy review of the UAA textbook ordering policy. The motion was approved by the Senate and SASS will form the review committee and conduct the review process during the 2017-2018 academic year. Membership continues to be an issue. Hopefully, new Faculty Senators will be encouraged to consider service on SASS for the 2017-2018 academic year.

Student Academic Support and Success (SASS)

Friday, April 21, 2017

ADM, 101A, 2:30-3:45 PM

Meeting Minutes

Present: Kamal Narang, Galina Peck, Karl Pfeiffer (Co-chair), Sara Rufner, Christina Stuiwe (Co-chair), and Ruth Terry. **Excused:** Connie Fuess, Keith Hackett, Trish Jenkins, Irasema Ortega.

- I. Old Business
 - a. Reviewed and approved minutes from the 3/24/17 SASS meeting.
- II. New Business
 - a. Student Forum during the 3/24/17 meeting was reviewed. The committee considered it successful and intends to host another Student Forum during the coming academic year. A summary report is attached.
 - b. Chris reviewed recent Senate proceedings.
 - c. Fall 2017 membership remains an issue. Chris is currently on the Faculty Senate and will continue as Co-chair of the committee. SASS expects to elect an additional Co-chair during the first meeting of the 2017-2018 academic year.
 - d. English Curriculum issues were postponed for a future meeting.
 - e. Chris reviewed the Senate's approval of the SASS motion for a full review of the textbook ordering policy. That ad hoc committee will be formed during the Fall 2017 semester.
 - f. Tentative SASS meetings for the 2017-2018 academic year follow: September 22, October 20, November 17, January 19, February 16, March 23, April 21.
- III. Strategies for at-risk students.
 - a. Postponed
- IV. Adjourn: 3:45 PM

Friday, March 24, 2017 – UAA Faculty Senate Subcommittee on Student Academic Support and Success (SASS) – Student Forum

SASS Participants: Keith Hackett, Trish Jenkins, Kamal Narang, Irasema Ortega, Galina Peck, Karl Pfeiffer (Co-chair), Sara Rufner, Christina Stuive (Co-chair), and Ruth Terry.

Student Participants: Kendra Daniels, Morgan Ross, Olivier Mantha, Elizabeth Walsh, Sterling Emmal, Austin Genell, Wyatt Jones, and Saddo Osmanß .

1. **Introductions:** After brief introductions SASS members facilitated the discussion of the topics noted below. 8 students participated at the invitations of various SASS committee members. They were not randomly selected, and do not constitute a representative sample of UAA students. They reflect a range of departments: Biology, Math, the Library, Preparatory Studies, and Health Sciences. They also represent a diversity of student experience: new students, transfer students, international students, student athletes, and first year through graduating seniors.
2. **What motivated you most as a student?** Good advising, teachers who are fair, approachable, and experienced.
3. **What motivated you least as a student?** Bad advising, problems with ALEKS.
4. **Did you take developmental classes?** One found them particularly helpful. She credits them with her college success.
5. **What advice would you give to other students?** Rely on department heads for the best academic advising. Don't take anatomy/physiology your first year. Don't be afraid to ask for help. Speak-out. Talk to your professors.
6. **What self-advising tools have you successfully used?** UAOnline, DegreeWorks, RateMyProfessor.com.
7. **What do you like about UAA?** Outstanding and supportive professors.
8. **What do you dislike about UAA?** Internet problems, unmotivated professors who don't want to be there, UAA losing forms, bureaucracy, ineffective communication re: financial aid (changes in disbursements), admissions processes, resources, events, opportunities, benefits, support, services. This discussion lead to the follow-up question below.

- 9. What would you recommend to UAA to improve the student experience?** Mandatory freshmen orientation. Better communication. Use social media for PR – Instagram, FaceBook, SnapChat, Twitter, email. UAA has a lot that students don't know about.

This year's student forum was smaller than last year. Some areas showed continued progress. Students were less critical of bureaucratic "red tape," although they still see it as a problem. They were more positive about academic advising. They saw value and benefit from developmental courses. Students continue to see UAA faculty and programs positively. They see communications between UAA and students to be an ongoing problem.

SASS evaluated the forum positively and expects to host another SASS Student Forum during the March 2018 meeting.

Community Campuses Committee

Report to Faculty Senate

May 5, 2017

Community Campuses Committee members:

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

The Community Campuses Committee (CCC) continues to meet monthly to address issues of common concern to extended campuses. One of those issues is the implementation of faculty surveys about college leadership (specifically, community campus directors) that recently gained Senate endorsement. We are also considering the adoption of community campuses' faculty surveys of deans, as well as working with others to revamp or replace IDEA evaluations. Also, we are exploring ways in which to broaden collaboration of all extended campuses in alignment with the goals of Strategic Pathways. Our next meeting is scheduled for 1:30 on May 5th.



Faculty Senate UNIVERSITY of ALASKA ANCHORAGE

Research and Creative Activity Committee

May 2017 Report to the Faculty Senate

The Research and Creative Activity Committee met on 4/14/17. Present were committee members: David Ampong, Ray Ball, Jonathan Bartels, Brian Cook, Travis Hedwig, Nate Hicks, Diane Hirshberg, and Seong Dae Kim. This was the last meeting of the committee for AY 2016-17, and the committee took stock of progress toward each goal defined for the year (enumerated below) and assessed next steps and future work:

1. *Continue the committee's role as the voice of the faculty around research and creative activity policy.*

The committee anticipated acting as as liaison between the university and faculty engaged in research and creative activity. In light of the current budget situation, and the immediate importance of quantifying and publicizing the valuable scholarly work that UAA faculty (and other personnel) produce, the committee chose to focus its efforts on devising and conducting a UAA-wide survey of research & creative activity productivity over AY 2015-16. The goal of this survey was to insert, as quickly as possible, some concrete numbers into the discussion of UAA's merit and efficiency as a research institution, and as an institution producing creative work as well. These numbers would quantify as comprehensively as possible UAA's scholarly work product (over one academic year), and would thus represent an additional metric beyond the dollars and numbers of grants and other funding received. The results of the survey and an initial analysis and discussion were furnished to the UAA Faculty Senate, to Provost Gingerich and Vice Provost Wisniewski, and to the UA Board of Regents on 3/1/17.

From its own analysis and from feedback received from others, the committee feels that the survey effort should be continued on a yearly basis, and will likely merge with the developing effort at UAA to implement an Electronic Annual Activity Report. Certainly an annual, standardized, electronic, compulsory collection of these productivity data would make the data collection and subsequent analyses much more streamlined, complete, and meaningful. This will be a principal focus of the committee's activity in AY 17-18, and the committee hopes to launch the next instance of the survey in early Fall 2017.

2. *Make research [and creative activity] more visible at the University.*

The committee decided to forego holding a "research week" this year, in light of needing to focus energy on the objective in (1) above, and also since there was the opportunity for interested faculty to take part in the Anchorage Day of Arctic Research held this spring. It was also deemed necessary to better interface with University Advancement to improve the success and engagement in future faculty research symposia.

To make research and creative activity more (and more regularly) visible at UAA, the

committee has decided to focus its efforts on launching a regular dissemination of research and creative activity highlights on a recurring and ongoing basis. The committee has scrutinized existing outlets and vehicles for this that are active both at UAA and at our peer institutions, and steps will be taken in AY 17-18 to begin disseminating research & creative activity highlights within our UAA community and also to the broader network of those interested in UAA's success. This will involve working closely with Vice Provost Wisniewski and her staff (see further remarks in (3) below), and with University Advancement, both of which are ongoing committee objectives. Developing this mode of regular dissemination and updating of UAA scholarly work highlights will be the second principal focus for the committee in AY 17-18.

3. *Strengthen connections between the committee, the VPRGS, and the Office of Undergraduate Research and Scholarship (OURS).*

Our committee worked constructively and productively with the VPRGS (Dr. Helena Wisniewski) both on the survey described in (1) and to define ways in which we can enhance research & creative activity visibility and productivity at UAA. We will continue to work with Dr. Wisniewski to renovate the Research tab of the main UAA website, broadening it and updating it to include the newest, most comprehensive coverage of UAA scholarship and success, as well as using it as a portal to facilitate faculty development of their activities. Some committee members also served on the Research Council and reviewed Innovate Award applications for the VPRGS. We anticipate even more frequent and detailed collaborative work with Dr. Wisniewski in AY 17-18, and this will also include expanding the website to include a database of UAA faculty expertise in various areas of research & creative activity.

The committee did not work directly with OURS this year, but we did recognize and examine their excellent model of a research database; one of our next steps for AY 17-18 may be to work with their office to emulate parts of this model.

4. *Work to strengthen the infrastructure supporting research and creative activity at the university, from research administration to obtaining funds for creative and research activities and travel for scholarly presentations; review research ethics and safety compliance processes to identify issues of concern to faculty and student researchers.*

The committee's time was taken up by the activities already described, and we did not work directly on this goal, though we are heartened by progress toward a revised IRB process for Human Subjects research and pleased that one of our members (Dr. Robert Boeckmann) will be re-joining the IRB as chair. We will reassess what can be done toward these objectives again for AY 17-18. The topic certainly fits cohesively within the framework of our two planned principal goals for AY 17-18, so we expect to make progress on some of these specific points in the coming year.

The committee is looking forward to continuing work in AY 17-18 on its two principal goals of capturing and quantifying UAA scholarly output and making this research & creative activity significantly more visible and impactful. We also will continue to advocate for strengthened research administration and research ethics and safety compliance infrastructures. The committee will hold informal discussions over the summer in advance of the next survey launch and to prepare a roadmap for regular dissemination of research & creative activity highlights.



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

Ad Hoc Committee on Internationalization

Final Report for the 2016-2017 Academic Year

Members: Tara Smith, David Bowie, and Gökhan Karahan

Our ad hoc committee started with the October 2016 Faculty Senate meeting with four specific goals at that time. Out of the four goals, we were able to somewhat address the first and the last one in our list (see below). The chair of the committee had a meeting at a lower-48 institution to gain more insight into an “International Summer Business Institute” for high school students. Moreover, some preliminary discussions took place on the feasibility of a “Festival of Nations” with the President and CEO of Alaska World Affairs Council. It appears that there may not be enough interest in the short-run for such an event.

We were not able to meet regularly this academic year. As we go beyond our infancy, we would like to have a few more members and communicate better (we did have email issues). Professor Forrest Nabors expressed interest in our committee. He and Gökhan Karahan had informal discussions regarding certain European exchange programs. Moving forward, we would like to have a few more members and communicate and cooperate with the FS Diversity Committee regarding some of our goals.

2017-2018 Faculty Senate Membership & Meeting Schedule

Officers	Position	Discipline	Term	Email	Phone
Sharon Chamard	President	Justice	17-18	sechamard@alaska.edu	786-1813
Maria Williams	1 st Vice President	Alaska Native Studies	17-18	mdwilliams6@alaska.edu	786-6136
Scott Downing	2 nd Vice President	English	17-18	smdowning@alaska.edu	262-0390
Carrie King	UAB Chair	Culinary Arts/Dietetics & Nutrition	17-18	cdking@alaska.edu	786-6597
Anthony Paris	GAB Chair	Mechanical Engineering	17-18	ajparis@alaska.edu	786-1912
Dave Fitzgerald	Past President	Computer Information Systems	17-18	dafitzgerald@alaska.edu	786-4482
David Bowie	Parliamentarian	English	17-18	dbowie2@alaska.edu	786-4359

Senators	Representing	Discipline	Term	Email	Phone
Brock, Jennifer	At-Large	Mechanical Engineering	17-19	jmcferran@alaska.edu	786-4745
Flanders-Crosby, Jill	At-Large	Theatre & Dance	17-19	jaflanderscrosby@alaska.edu	786-1794
Foster, Larry	At-Large	Mathematics & Statistics	16-18	lmfoster@alaska.edu	786-4868
Grabarek, Lukasz	At-Large	Mathematics	17-19	lgrabarek@alaska.edu	745-9752
Hirshberg, Diane	At-Large	Economics & Public Policy	17-18	dbhirshberg@alaska.edu	786-5413
Kullberg, Max	At-Large	Pharmaceutical Sciences	16-18	mpkullberg@alaska.edu	786-7708
Pence, Sandra	At-Large	Dental Programs	16-18	spence2@alaska.edu	786-6925
Van Dommelen, Dorn	At-Large	Geography	17-19	dvandommelen@alaska.edu	786-1765
Din, Herminia	CAS Fine Arts	Art	17-19	hdin@alaska.edu	786-1785
Metzger, Colleen	CAS Fine Arts	Theatre & Dance	16-18	cmetzger@alaska.edu	786-1797
Bowie, David	CAS Humanities	English	16-18	dbowie2@alaska.edu	786-4359
Dunscomb, Paul	CAS Humanities	History	16-18	pedunscomb@alaska.edu	786-1728
Harville, Barbara	CAS Humanities	Journalism & Communication	16-18	baharville@alaska.edu	786-4396
Kelly, Terrence	CAS Humanities	Philosophy	17-19	tmkelly2@alaska.edu	786-1374
Widdicombe, Toby	CAS Humanities	English	16-18	rtwiddicombe@alaska.edu	786-4377
Andrews, Eric	CAS Math./Natural Sc.	Mathematics & Statistics	17-18	eandrews5@alaska.edu	786-1963
Cook, Sam	CAS Math./Natural Sc.	Mathematics & Statistics	16-18	scook25@alaska.edu	786-1743
Folias, Stefanos	CAS Math./Natural Sc.	Mathematics & Statistics	17-19	sfolias@alaska.edu	786-1618
Hicks, Nathaniel	CAS Math./Natural Sc.	Physics & Astronomy	16-18	nkhicks@alaska.edu	786-1348
Thiru, Kanapathi'Sam'	CAS Math./Natural Sc.	Mathematics & Statistics	17-19	kthiru@alaska.edu	786-1958
Venema, Rieken	CAS Math./Natural Sc.	Mathematics & Statistics	17-19	rvenema@alaska.edu	786-4854
Boeckmann, Robert	CAS Social Sciences	Psychology	16-18	rjboeckmann@alaska.edu	786-1793
Ippolito, Mari	CAS Social Sciences	Psychology	16-18	mfippolito@alaska.edu	786-1955
Nabors, Forrest	CAS Social Sciences	Political Science	16-18	fanabors@alaska.edu	786-4857
Jeffries, Frank	CBPP	Management & Marketing	16-18	fjeffries@alaska.edu	786-4162
Karahan, Gokhan	CBPP	Accounting	16-18	gkarahan@alaska.edu	786-4132
Orley, Soren	CBPP	Accounting	17-19	seorley@alaska.edu	786-4141
Protasel, Greg	CBPP	Economics & Public Policy	17-19	giprotasel@alaska.edu	786-1786
Coulter, Cathy	COE	Elementary Education	17-19	cacoulter@alaska.edu	786-4457
Ohle, Kathryn	COE	Teaching & Learning	16-18	kohle@alaska.edu	786-4433
Dutta, Utpal	CoEng	Civil Engineering	16-18	udutta2@alaska.edu	786-1952
Wang, Caixia	CoEng	Geomatics	17-19	cwang12@alaska.edu	786-1804
Wang, Steve	CoEng	Engineering Science Mgmt	16-18	hswang@alaska.edu	786-1914
Ampong, David	COH	School of Nursing	17-19	dnampong@alaska.edu	786-6376
Allen, Mary	COH	Social Work	17-19	mallen42@alaska.edu	786-6992
Fortson, Ryan	COH	Justice	16-18	hfortson@alaska.edu	786-4886

Hinterberger, Tim	COH	Developmental Biology	16-18	tjhinterberger@alaska.edu	786-4632
King, Carrie	COH	Dietetics & Nutrition	16-18	cdking@alaska.edu	786-6597
Shamburger, Carri	COH	Dental Programs	17-19	cashamburger@alaska.edu	786-4344
Toscano, Sharyl	COH	School of Nursing	17-19	setoscano@alaska.edu	786-6377
Bridges, Anne	CTC	Culinary Arts & Hospitality	17-19	abridges2@alaska.edu	786-1404
Kirk, Sarah	CTC	English & Developmental Studies	16-18	sjkirk@alaska.edu	786-6851
Ossiander-Gobreille, Megan	CTC	College Prep & Developmental Studies	17-19	maossiandergobeille@alaska.edu	786-6159
Smith, Kelly	CTC	Automotive Technology	17-19	kjsmith@alaska.edu	786-6143
Long, Toby	Kenai	Chemistry	17-19	tlong23@alaska.edu	262-0262
Partridge, Brian	Kenai	Psychology	16-18	bcpartridge@alaska.edu	235-1604
Stuive, Christina	Kenai	Counseling	16-18	cjstuive@alaska.edu	262-0335
Deal, Kitty	Kodiak	Elementary Education	17-19	kideal@alaska.edu	486-1223
Kuden, Jodee	Library	Collection Department	17-19	jlkuden@alaska.edu	786-1875
Sterling, Lorelei	Library	Distance Education	17-19	lsterling@alaska.edu	786-1872
Bannan, Deborah	Mat-Su	Psychology	16-18	dgbannan@alaska.edu	746-9347
Graham, Rachel	Mat-Su	Mathematics	16-18	rgraham10@alaska.edu	746-9348
Johnson, Steve	PWSCC	Computer Information Systems	16-18	swjohnson@alaska.edu	834-1633
Brown, Barbara	Student Affairs	Academic Counselor	16-18	bbrown@alaska.edu	486-1211

Scheduled Meeting Dates Fridays, 2:30 – 4:30 p.m., LIB 307	
Fall 2017	Spring 2018
August 16 – Retreat	
September 1	February 2
October 6	March 2
November 3	April 6
December 1	May 4

Governance Office Staff	Phone	E-mail
Monique Marron, Governance Coordinator	786-1994	mdmarron@alaska.edu

Faculty Senate Executive Board

Meetings are held Thursdays 11:30 a.m. to 1:30 p.m.

Sharon Chamard, President	Maria Williams, 1 st Vice President	Scott Downing, 2 nd Vice President
Carrie King, UAB Chair	Pending Election Results, GAB Chair	Dave Fitzgerald, Past President

Parliamentarian

David Bowie

Undergraduate Academic Board (UAB)

Meetings are held every Friday, except the first,
2:00 to 5:00

FS	Carrie King (Chair)	2017-2018
FS	Lukasz Grabarek	2017-2018
FS	Sandra Pence	2017-2018
FS, CAS	Barbara Harville	2016-2018
CAS	Jackie Cason	2016-2018
CAS	Grant Cochran	2016-2018
CBPP		
COH	Yvonne Chase	2017-2019
COH	Troy Payne	2016-2018
COE	Hilary Seitz	2017-2019
CTC	Darrin Marshall	2016-2018
CoEng	Utpal Dutta	2016-2018
LIB	Robin Hanson	2017-2019
KPC	Casey Rudkin	2016-2018
Mat-Su	Erik Hirschmann	2017-2019
Kodiak	Kathrynn Hollis-Buchanan	2016-2018
PWSC		
Stud Adv	Bettina Kipp Lavea	2016-2018
USUAA	Ian Minnock	2017-2018
Adjunct	John Duffy	2017-2019

Graduate Academic Board (GAB)

Meetings are held the second and fourth Friday,
9:30 to 11:30

FS		2017-2018
FS		2017-2018
FS		2017-2018
FS, CAS		2017-2018
CAS	Jervette Ward	2017-2019
CAS	Sam Thiru	2016-2018
CBPP	Clayton Trotter	2016-2018
CBPP	Terry Nelson	2017-2019
COE	Hsing-wen Hu	2017-2019
COH	Cindy Knall	2017-2019
CTC	Peter Olsson	2016-2018
CoEng	Anthony Paris	2017-2019
LIB	Ruth Terry	2017-2019
GSA		

General Education Review Committee (GERC) Meetings are held every Friday, except the first, 12:30 to 1:30		
UAB/COH	Sandra Pence (Chair)	
UAB/CoEng	Utpal Dutta	
UAB		
CAS/Soc. Sciences Humanities	Patricia Fagan	
CAS/Quantitative Skills	Alberta Harder	
CAS/Oral Communication	Marcia Stratton	
CAS/Written Communication	Jackie Cason	
CAS/Fine Arts		
CAS/ Natural Sciences	Toby Long	
CBPP		
Mat-Su	Rachel Graham	
CTC	Joel Condon	
COE	Kathryn Ohle	
Library	Jennifer McKay	

Academic Assessment Committee (AAC) Meetings are held the first and third Fridays of every month from 11:00 to 12:30		
FS		2017-2018
FS	Rachel Graham	2017-2018
FS		2017-2018
FS	Brian Bennett (Co-chair)	2017-2018
CAS	Bill Myers	2017-2019
CBPP	Christina McDowell	2017-2019
COE	Jonathan Bartels	2017-2019
COH	Kathi Trawver (Co-chair)	2017-2019
CTC	Albert Grant	2017-2019
CoEng	Jeff Hollingsworth	2017-2019
LIB	Deborah Mole	2017-2019
Kodiak	Cynthia Falcone	2017-2019
KPC	Scott Downing	2016-2018
Mat-Su	Holly Bell	2016-2018
PSWC	Craig Titus	2017-2019

University-wide Faculty Evaluations Committee (UFEC) Meetings are held every Friday morning from January to March		
Bipartite		
CTC	Ellen McKay (Professor)	2015-2018
CTC	Cheryl Smith (Professor)	2017-2020
CAS	Elizabeth Dennison (Professor)	2017-2020
CAS	Patricia Jenkins	2017-2020
Mat-Su	Erik Hirschmann (Professor)	2017-2020
KPC	Bettina Kipp Lavea (Professor)	2017-2020
KPC	Pete Snow (Assoc. Professor)	2017-2020
Tripartite		
LIB	Juli Braund-Allen (Professor)	2016-2019
CAS	Mari Hahn (Assoc. Professor)	2017-2020
COH	Tim Hinterberger (Professor)	2017-2020
CAS	Songho Ha (Professor)	2017-2020
CoEng	Kirk Scott (Professor)	2017-2020
LIB	Daria O. Carle (Professor)	2017-2020
COH	Marny Rivera (Professor)	2017-2020
COH	Sharyl Toscano (Professor)	2017-2020

Faculty Grants and Leaves (FGL)		
CAS	Karl Pfeiffer	2015-2018
CAS	Kamal Narang	2016-2019
CAS	Rebeca Maseda Garcia	2017-2020
CBPP	Stasia Straley	2016-2019
COE	Ed McLain	2016-2019
COH	Cory Lepage	2015-2018
CTC	Cheryl Smith	2016-2019
CTC	Kelly Smith	2017-2020
CoEng	John Bean	2016-2018
LIB	Ralph Courtney	2016-2019

Institutional and Unit Leadership Review Committee (IULRC) Meetings are held the first Friday at 10:00	
FS/CAS	Larry Foster (Co-chair)
FS/CBPP	Soren Orley (Co-chair)
COH	David Ampong
FS/CAS	Forrest Nabors
CAS	Tim Hinterberger
COE	Ginger Blackmon

Diversity Committee Meet every third Friday from 3:00 to 4:30	
FS/COH	Gabe Garcia (Co-chair)
FS/CAS	Herminia Din
FS/CAS	Jervette Ward (Co-chair)
FS/CAS	Robert Boeckman
COH	Virginia Miller
CAS	Nelta Edwards
CAS	Casey Rudkin
CAS	Heather Adams
CAS	Erin Hicks
CAS	Maria Williams
CAS	Beth Leonard
CAS	Song Ho Ha
CAS	Toby Widdicombe
CAS	Emily Madsen
COE	Wei-Ying Hsiao
COH	Amber Christensen Fullmer
LIB	Christie Ericson

Library Advisory Committee (LAC) Meetings held 1 st Friday at 11:30	
FS	Sam Cook (Co-chair)
FS	Cynthia Strobach
APU	Gina Miller
APU	Amanda King (Co-chair)
APU	Nathan Wolf
APU	Gina Boisclair
CAS	Ian Hartman
CAS	Doug Kelly
CAS	Sean Licka
COE	Hattie Harvey
COH	Nancy Nix
CTC	Sharon LaRue
CTC	Peter Olsson
LIB	Steve Rollins
LIB	Eric Carlson
LIB	Anna Bjartmarsdottir
CoEng	Kirk Scott

Academic Computing, Distance Learning, Instructional Technology, & eLearning Committee (ACDLITE) Meetings held 2 nd and 4 th Fridays from 9:00 to 11 a.m.	
FS/CAS	Barbara Harville (Co-chair)
FS/CBPP	Dave Fitzgerald
CAS	Lynn Paterna (Co-chair)
COE	Ed McLain
CoEng	Matt Kupilik
CoEng	Getu Hailu
CTC	Naomi Everett
COH	Ammie Tremblay
CBPP	Dennis Drinka
LIB	Lorelei Sterling (Co-Chair)
Kodiak	Cindy Trussell

Student Academic Support and Success Committee (SASS)	
Meetings are held the 3 rd Friday from 2:30 to 4:00	
FS/COH	Sharyl Toscano
KPC	Chris Stuiwe (Chair)
CAS	Kamal Narang
CAS	Trish Jenkins
CAS	Jo Gottschalk
COE	Irasema Ortega
COH	Tracey Burke
CTC	Thomas Harman
CTC	Sara Rufner
Lib	Ruth Terry
Mat-Su	Galina Peck
Mat-Su	Connie Fuess
Athletics	Keith Hackett

Community Campus Committee	
FS	Mark Schreiter (Chair)
FS/KPC	Scott Downing
FS	Brian Partridge
FS	Larry Foster
KPC	Henry Haney
Mat-Su	Rachel Graham
Mat-Su	Deborah Bannan

Budget, Planning, & Facilities Advisory Committee (BPFA)	
FS/CAS	Sam Thiru (Chair)
FS/CAS	Stefanos Folias
FS/CBPP	Soren Orley
FS/CBPP	Gokhan Karahan
FS/CBPP	Nalinaksha Bhattacharyya
FS/LIB	Jodee Kuden
COE	Gina Pastos
COH	Tim Hinterberger
CAS	Marcia Stratton

Research and Creative Activity Committee	
FS/CAS	Nate Hicks (Co-Chair)
FS/COE	Jonathon Bartels
FS/CAS	Jill Flanders-Crosby
FS/CAS	Robert Boeckman
COH	Carrie King
COH	David Ampong
COH	Travis Hedwig (Co-Chair)
COE	Cathy Coulter
CoEng	Seong Dae Kim
CAS	Rachael Ball
CAS	Landry Signe
CBPP	Ajit Dayanandan
KPC	Thomas Dalrymple

Academic Honesty and Integrity Committee Meets every two weeks on Monday.	
FS/CAS	Mari Ippolito
FS/CAS	Clare Dannenberg
FS	Carri Shamburger
FS/KPC	Jeff Laube
CAS	David Yesner
COE	Wei Hsiao
COH	Jacque Woody
CTC	Dayna Defeo
SA	Michael Votava
SWA	Dede Allen

Ad Hoc Committee - Student Evaluation of Faculty & Courses	
FS/CAS	Mari Ippolito
CAS	Mark Fitch
CAS	Audrey Taylor

Ad Hoc Committee - Internationalization	
FS/CBPP	Gokhan Karahan (Chair)
KPC	Paul Landen

Ad Hoc Committee – Mentoring Institute Proposal	
FS/CAS	Toby Widdicombe (Co-Chair)
CAS	Sudarsan Rangarajan (Co-Chair)
CAS	Clare Dannenberg

Ad Hoc Committee – Term Faculty Promotion	
KPC	Andrea Anderson
KPC	Clair Kochis
CoEng	LuAnn Piccard
CAS	Nelta Edwards

Thesis and Project Review

Before final acceptance, all members of a student's graduate committee, department/program chair, ~~school~~/college dean, and the Graduate School dean must approve a thesis or project as required by the student's graduate program. Changes or corrections to the thesis or project may be required at any of these levels. The graduate committee is primarily responsible for thesis or project evaluation, grammar, punctuation, and usage, but the department chair and college dean may also conduct reviews to monitor the quality of theses and projects and check for any overlooked errors. The Graduate School checks that format and style conform to UAA standards. Ideally, these checks should be made before the defense of a the thesis or ~~dissertation~~project. ~~Thesis signature pages must be approved by the Graduate School prior to the thesis defense.~~ In addition the Graduate School dean may review selected theses and projects in detail and does not give ~~a~~ final approval until all required corrections are made.

- See more at:

<https://catalog.uaa.alaska.edu/graduateprograms/degree requirements/#sthash.ztFraPUX.dpuf>

Thesis and Project Review

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- See more at:

<https://catalog.uaa.alaska.edu/graduateprograms/degree requirements/#sthash.ztFraPUX.dpuf>



To: Faculty Senate
Through: UAB
From: Lora Volden, Interim AVC for Enrollment Services
Date: 5/1/2017
Re: TOEFL Scores

I am requesting a change to TOEFL cut scores for undergraduate students for immediate implementation for fall 2017. This is a temporary policy change intended to ensure that students with limited English skills wanting to study through an F-1 visa are able to succeed at UAA. During the 2017-18 academic year I would ask that Faculty Senate designate a committee to research and propose a permanent policy change.

Current Policy:

A TOEFL score of 45 (iBT) or an IELTS score of 5.0

Proposed Stop Gap Policy:

A TOEFL scores of 71 or IELTS of 6.0

Institutional review of cut scores is attached.

Institution	Undergraduate				Graduate				Specialized Graduate				Notes
	Paper	Computer	Internet	IELTS	Paper	Computer	Internet	IELTS	Paper	Computer	Internet	IELTS	
UAA Policy - Current			45	5			79-80	6-6.5					
UAA Policy - Proposed			71	6			79-80	6-6.5					
UAF			79	6.5			79	6.5					
UAS	550	213	80	6.5	550	213	80	6.5					
Peers													
Arkansas Tech University	500	173	61	5.5	550	213	79	6.5					
Boise State University	520		68	6	550		80	6	587		95	6.5	
CUNY College of Staten Island	450	133	45	5	550	213	79	6.5	600	250	100	7	
Ferris State University			61	5.5			79	6.5					
Florida Gulf Coast University	550	213	79	6.5									
Idaho State University	500	173	61	5.5	550	213	80	6.5					
Indiana University - Purdue University - Fort Wayne			79	6.5			79	6.5					
McNeese State University			61	5			71	6			75	6	
Northwestern State University of Louisiana	500		61	5.5	550		79	6.5			92	6	
Purdue University Northwest	500	173	61	5.5	500	173	61	5.5					
University of Texas at Brownsville	550		79	6.5	550		79	6.5					
Troy University	500	173	61	6	550		79	6.5					
University of Arkansas at Little Rock	500	173	61	5.5	550	213	80	NA					
University of West Florida	525		71	6	525		71	6.5					
Weber State University	500		61	6			80	6.5					
Western Kentucky University			71	6	550	213	79	6.5					
Youngstown State University	500	173	61		550	213	79	6.5					
Other Institutions of Interest													
Georgia State University	550		79-80	6.5	550		79-80	6.5					
Montana State University	525		71	6	550		80	6.5					
Oregon State University			80	6.5	550		80	6.5					
Portland Community College			61	5.5	-		-	-					
Portland State University	527		71	6	550		80	6.5					
St. Petersburg College	-	-	-	-	-	-	-	-	-	-	-	-	Internal tool
UC Berkeley	550		80	6.5	570		90	7					
University of Utah	550		80	6.5	550		80	6.5					
University of Washington			76	6	550		80	6.5					
Utah State University	525		71	6	550		79	6					

A Resolution Restoring English Second Language (ESL) Courses at UAA

Whereas, diversity and inclusion are important values of the University of Alaska Anchorage; and

Whereas, Anchorage and southcentral Alaska are one of the most diverse areas of the country; and

Whereas, UAA's student population contains a rich linguistic and cultural heritage; and

Whereas, both international and domestic students take ESL courses to support their achievement in the larger curriculum; and

Whereas, ESL courses were removed from the Fall 2017 schedule without adequate faculty discussion of larger implications concerning UAA's ability to support international and domestic students; and

Whereas, many students who could benefit from ESL courses will be enrolled in developmental writing courses that are not focused on specific ESL student needs; and

Whereas, national best practices include offering ESL courses to international and domestic students who need them; and

Whereas, supplemental instruction and other support mechanisms, while potentially helpful, are often not as visible and do not serve the same function or benefit as credit-bearing courses in attracting and retaining students.

Therefore, be it resolved that the University of Alaska Anchorage Faculty Senate advocates scheduling credit-bearing English Second Language courses until faculty are able to determine the most effective way to support the rich diversity of international and domestic students who benefit from those courses.



FACULTY SENATE REPORT

May 2017

University Advancement Office

Vice Chancellor Megan Olson

CAMPUS EVENTS

Spring Hooding and Commencement

Hooding takes place Saturday, May 6, 3 p.m. at the Wendy Williamson Auditorium.

Commencement will be held Sunday, May 7, 1 p.m. at the Alaska Airlines Center.

Chancellor Tom Case Retirement Celebration

After six years at the helm, Chancellor Tom Case has [announced his retirement](#) from UAA. Join the campus community for a celebration of his contributions and commitment to higher education in Anchorage and show your appreciation for his years of service and leadership to UAA.

Monday, May 8, 4-6 p.m.
Varsity Sports Grill, Alaska Airlines Center

Parking will be waived for the event.

ALUMNI RELATIONS NEWS/UPDATES

Psychology Alumni Reunion News

Psychology alumni gathered on Wednesday, April 19, to welcome the return of Dr. Candace Lewis '09. Lewis—who earned a Ph.D. in behavioral neuroscience from Arizona State University—returned to present her research on depression and psychedelics as the keynote speaker for the Undergraduate Research and Discovery Symposium. Prior to her presentation, the psychology department and University Honors College co-hosted a reception for psychology graduates in the Fine Arts Building lobby.

Seawolf Athlete Alumni hold summit meeting

On April 22, Seawolf Athlete alumni leaders held their annual meeting in the Dresser Conference room of the Alaska Airlines Center. The chapter

meeting brought together alumni representatives from UAA's various athletics teams to plan events for the year ahead.

College of Engineering Alumni Hall of Fame Inductions and Order of the Engineer Ceremony

On the afternoon of April 15, engineering grads met for a champagne brunch to toast the achievements of Lynda L. Barber-Wiltse, M.S. '07, and Anne Brooks, B.S. '98. Both women were inducted into the [College of Engineering Alumni](#) Hall of Fame in a celebratory event held in the solarium of the Engineering and Industry Building. This alumni celebration also recognized graduating engineering students and held an order of the Engineer Ceremony.

DEVELOPMENT NEWS/UPDATES

STUDENT PHONATHON PROGRAM

The UAA Phonathon has had one of its most successful spring semesters ever, raising over \$55,000 from 541 UAA Alumni. UAA's student callers have also been soliciting for UAF this year; they surpassed every goal set for them, raising over \$47,000.00 for UAF from 383 donors.

CORPORATE GIFTS

Atwood Foundation donated \$248,000 to CAS Theatre & Dance 2017 residency of Ping Chong and Company and the 2017/18 season of public events, the Elaine Atwood Scholarship, Kachemak Bay Writers' Conference, and the Robert B. Atwood Chair of Journalism.

BP donated \$14,000 to the UAA Robotics Academic Support fund, UAA BajaSAE Support fund and the Engineering Professional Development Seminar Series.

Chugach Alaska donated \$50,000 to support Excellence in Alaska Native Business and Public Policy.

ConocoPhillips Alaska donated \$20,000 and is the title sponsor for the Anchorage Mayor's Marathon and Half Marathon.

Mat-Su Regional Medical Center donated \$15,000 to support the new Surgical Technologist Program.

Northrim Bank donated \$160,000 to CBPP Excellence in Leadership, the Small Business Development Center, and ISER Economic and Fiscal Policy Model.

INDIVIDUAL DONOR GIFTS

Martha L. Galbreath donated generously to support the Planetarium's Travis Rector and the production of the Round Island documentary.

UNIVERSITY RELATIONS NEWS/UPDATES

MEDIA

UAA was mentioned in more than 400 news clips in April. About 20 percent of the coverage was due to the painting in the Kimura Gallery. Coverage highlights from April include:

- KTVA and KTUU stories on UAA/UAF graduate student Veronica Padula's work studying seabirds in the Alaska Maritime National Wildlife Refuge and how the birds are ingesting plastic
- KTVA story on opening of UAA's new Center for Advocacy, Relationships and Sexual Violence
- Coverage by multiple outlets of new UAA Surgical Technology program; picked up by Associated Press
- Multiple outlets (Alaska Dispatch, Alaska Public Media, KTVA, KTUU and out-of-state) coverage of Chancellor Case's retirement
- Opinion piece by Fran Ulmer about keeping university strong that appeared in Alaska Dispatch
- KTVA coverage of UAA Theatre Department's "New Dances" performance
- In-state and out-of-state coverage of Professor Katie Ringmuth's Knik Lecture Series

SOCIAL MEDIA

SOCIAL MEDIA

Facebook: 17,024 likes (+160 • <1% gain)
Twitter: 5,623 followers (+71 • 1.3% gain)
Instagram: 2,781 followers (+171 • 6.5% gain)
YouTube: 340 subscribers (+1 • no gain)
LinkedIn: 36,685 (+594 • 1% gain)
Community Total: 62,453

IMPORTANT NOTES

- As of April 18th, all social media activity on Facebook, Twitter, and LinkedIn had to come to a halt due to public controversy surrounding a painting in the Kimura Gallery; posts were getting overrun by angry members of the general public. As to not worsen the situation, we took a brief social media posting hiatus for the rest of April.
- **Facebook:** Engagement numbers were extremely high, but this was largely due to the general public's upset and littering comment sections on posts dating back to April 4.
- **Twitter:** Engagement numbers were extremely high, but this was largely due to attracting negative attention from large influential accounts.

PERFORMANCE

FACEBOOK - Top Posts

1. Wienermobile Coming to UAA Announcement (4K organic reach, 708 engagements)
2. The Northern Light Prof-iles Geologist Erin Shea (3.5K organic reach, 580 engagements)
3. Volunteers needed for Spring Commencement! (3.5K organic reach, 117 engagements)

4. Chancellor Case Retirement Announcement (3.3K organic reach, 362 engagements)
5. Library Archives Photo - Newspapers (2.9K organic reach, 226 engagements)

TWITTER - Top Tweets

1. Anchorage featured In NatGeo's Best Cities (3.3K impressions, 77 engagements / 2.3%)
2. Wienermobile at UAA photos! (3K impressions, 1,400 engagements / 48%)
3. Last Career Fair of the year tomorrow! (2.4K impressions, 49 engagements / 2%)
4. Wienermobile in Alaska - go to Student Union! (2.1K impressions, 136 engagements / 6.7%)
5. Chancellor Case Retirement Announcement (1.5K impressions, 95 engagements / 6.7%)

INSTAGRAM - Top Posts

1. Anchorage Skyline / Community Regram (232 likes)
2. Funny 2016 Commencement Mortar Board - prep for graduation (189 likes)
3. Wienermobile on Campus! (153 likes)
4. Funny UAA Meme (148 likes)
5. Congrats graduating seniors of student life & leadership! (143 likes)

LINKEDIN - Top Posts

1. Airforce ROTC Students at National Leadership Symposium (11K impressions, 32 interactions)
2. Studying homelessness, helping people heal G&G Story (9.2K impressions, 69 interactions)

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STUDENT AFFAIRS REPORT for FACULTY SENATE

MAY 2017

Office of Student Affairs (OSA) & SA Assessment

We Miss You Survey

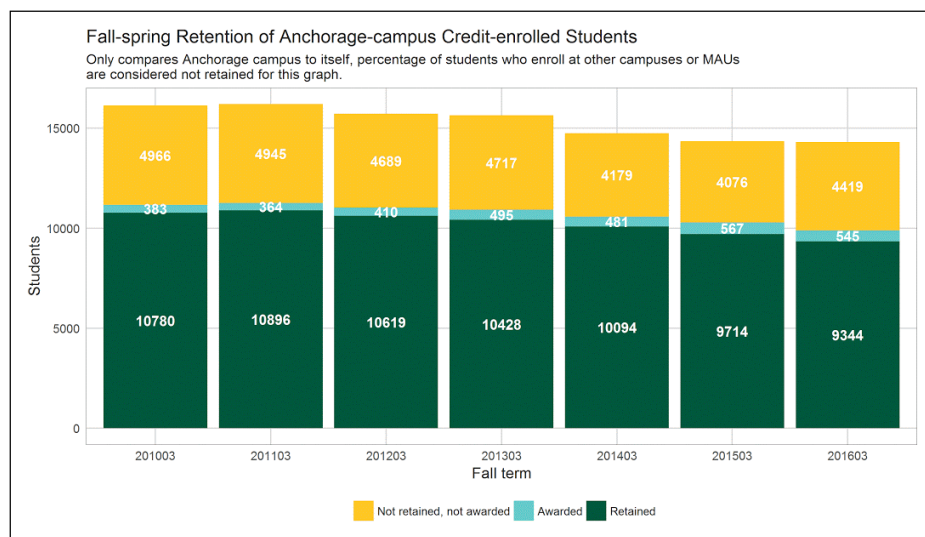
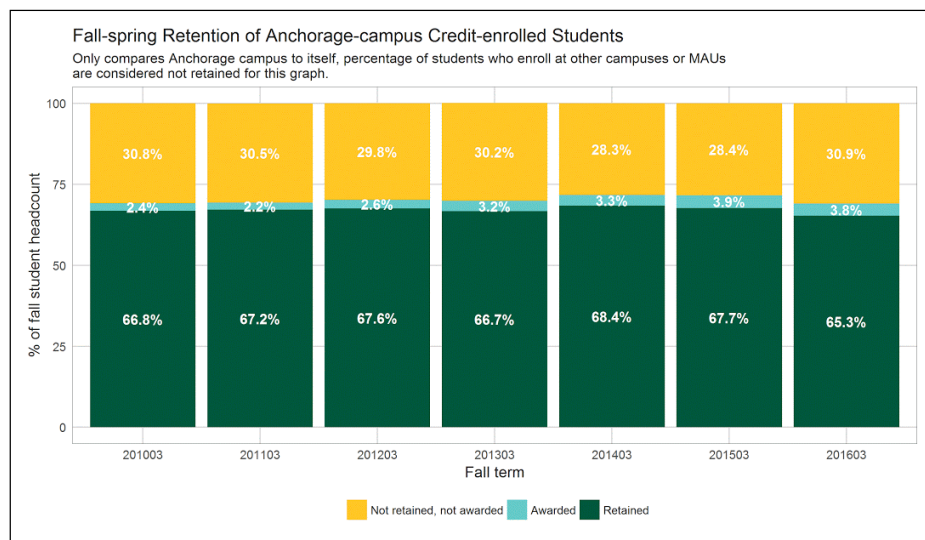
Student Affairs is preparing to conduct student outreach in response to the UA Misses You Survey results. This survey is administered by UA statewide each semester to students who were enrolled at UA last semester but did not enroll this semester in order to evaluate reasons why students leave the university. Of the total students sent the UA Misses You survey, 4,419 (31%) were students who were enrolled at the UAA-Anchorage campus in fall 2016, but did not enroll at the UAA-Anchorage campus in spring 2017. Of these UAA-Anchorage campus students, 513 responded to the survey (response rate = 11.6%).

The office of Student Outreach & Transition will conduct outreach to the 304 UAA-Anchorage campus survey respondents who indicated that they plan to definitely, probably, or maybe will return to UAA, are not currently registered for fall 2017 classes, and did not attend a different college or university in spring 2017. Students expressing financial barriers to enrolling will be contacted with additional financial aid counseling support. Student Affairs will incorporate this outreach effort into its workflow of retention initiatives each semester.

The purpose of this outreach is to communicate to students that UAA cares about supporting students to reach their goals, invite students to return to UAA, and offer support needed to help students achieve their goals.

The following graphs illustrate the percentage and number of students who were enrolled at the UAA-Anchorage

campus, did not graduate and did not enroll in the subsequent spring term. Additionally, opening-freeze enrollment for each semester is demonstrating a steady decline; for example, there were 13,112 students enrolled at the Anchorage campus at the beginning of spring 2016, compared to 12,289 students in spring 2017. See the Student Affairs KPI page for additional data about student headcount: uaa.alaska.edu/students/assessment/kpi.cshtml#studentheadcount.





STUDENT AFFAIRS REPORT for FACULTY SENATE

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Career Exploration & Services (CES)

CES hosted the "We're Hiring!" Career Fair on Friday, April 14. Forty-two companies attended the fair and more than 1,000 students visited. The survey indicated that 94% of participants rated the fair as excellent or good; 47% indicated they liked having the fair on Friday, due to availability of parking; and 6% indicated the event was fair and noted the low participation rate by students as a concern.

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

On April 26, the Care Team Coordinator represented the Anchorage Suicide Prevention Coalition on Charles Wolforth's radio program "Hometown Alaska." Suicide prevention efforts in the community and within the University setting were highlighted.

The Care Team will host the second Behavior Intervention Conference on May 18 and 19 at UAA. Scott Lewis, J.D., from the National Behavioral Intervention Team Association (NaBITA) will be the presenter. The focus of the conference is NaBITA Case Management and Intervention Certification Training. Final plans are being made and registration is open with 52 participants registered so far.

Department of Residence Life (DRL)

The Quality of Life Survey was sent out on March 29 and closed on April 16. A drawing for two iPads was held on April 17. The total number of respondents was 117 for a response rate of 28.9%. Specific data results were shared with University Housing, ANROP, North Hall, RHA, and Athletics.

North Hall resident and staff member, Alec Burris, a first-year student, was elected the new USUAA Student Body President.

The ANROP Coordinator hosted a session of "Kahoot: Native Ways of Knowing" on April 20 in the Cama-i Room. A quiz was created with information from the Alaska Native Studies Conference to educate participants that Alaska Native culture goes beyond the physical depictions of singing, dancing, drumming, and looking Native. The game engaged student participants in learning about traditional healing

techniques, the importance of indigenous languages, how to host traditional gatherings, alcohol abstinence, assimilation, cultural mindfulness, family dynamics, indigenous discipline, and the importance of identity.

Disability Support Services (DSS)

DSS Public Service Announcements (PSAs) are coming. Some students who experience disabilities and are registered with DSS will be doing 30-second video spots. The first series will cover students with service animals. The PSAs will be shown in various locations around campus to promote disability awareness and understanding. It will also go along with the "Yes I Can...Don't Dis My Ability" campaign.

In support of DSS outreach to the Anchorage School District (ASD), a number of ASD groups visited DSS and UAA on Friday, April 21. There were five groups from Clark Middle School and Chester Valley Elementary as part of the Kids2College (K2C) initiative. K2C is a partnership activity of the UAA College Savings Plan and the Alaska Commission on Postsecondary Education. The goal is to inspire younger students to pursue a college career.

Two groups visited DSS from the King Career Center as a part of the ASD transition to college/work activities for students who receive disability services support in high school. This is an ongoing collaboration that is even more important now that ASD does not have transition advisors for special needs students.

Military & Veteran Student Services (MVSS)

This week MVSS staff will begin distributing military and veteran honor cords for spring commencement.

On Friday, April 28, the Student Veterans of UAA held their second annual spring barbecue. This year's event, "Dinner and a Movie," included a showing of the film, *Almost Sunrise: Hope is on the Horizon*, a film about two veterans hiking their way across America and through the troubles they have each brought home from their service.

On Monday, April 24, the UAA Interim Registrar, staff from UAF, and UAA MVSS met to collaborate to find ways to



STUDENT AFFAIRS REPORT for FACULTY SENATE

MAY 2017

improve processing of Department of Defense Tuition Assistance. While nothing is confirmed, the group has identified opportunities to build a cleaner and more efficient process going forward.

Multicultural Center

The Multicultural Center will host its annual AHAINA Graduation Recognition Ceremony on Saturday, May 6, at 11:00 a.m. in Lucy Cuddy Hall. Over 240 students have been invited to attend and experience the "Rose Dedication Ceremony," in which students are asked to dedicate one purple rose to any program, service, or person (living or not) who helped to make their graduation possible. As you can imagine, these ceremonies have the potential to become extremely emotional.

The Tri-Chairs of the Diversity and Inclusion Action Plan at UAA scheduled Feedback Forums for the preliminary recommendations from the data collection that has been occurring for the past year. The first Feedback Forum was held Friday, April 28 from 10:00–11:00 am and the second is scheduled for Wednesday, May 3 from 1:00–2:00 pm in Commons 107. All are invited.

Native Student Services (NSS)

NSS will host the NSS Graduate Celebration on Friday, May 5, from 6:00-9:00 p.m. in Lucy Cuddy Hall. An invitation has been sent to 253 Alaska Native students who had graduated in the 2016 summer session, 2016 fall semester and who have applied to graduate in the 2017 spring semester.

NSS is partnering with the UAA School of Nursing Recruitment and Retention of Alaska Natives into Nursing (RRANN) program to host a week-long "Anchorage Nursing Camp" from June 5–9. This day camp will target Alaska Native high school students with the aim to preparing them for college and the nursing program.

New Student Orientation (NSO)

Executive Director Theresa Lyons and Orientation Coordinator Whitney Penn met with college deans to discuss programmatic changes and expectations for the new Howl

Days (orientation for new students) season, which will run from May 2017 through January 2018. Deans were informed of the new service that will be offered throughout the summer (May–July) to help students complete their admission and transition process prior to attending Howl Days in August. The new service is called Seawolf Basics and is an administrative orientation that will be offered at the University Center. Students can register on the NSO website (uaa.alaska.edu/orientation). Deans were also informed that NSO will host a "College Mixer" for each college in September 2017 as part of the transition experience for new students. This event will be funded by NSO and programming developed by college leadership.

Howl Days is now free and students will no longer be charged a fee for attending orientation. NSO is hosting Spring Howl Days 2017 on May 16; currently 80 students are registered for this event.

New Student Recruitment (NSR)

NSR hosted Kids 2 College, an Alaska Commission of Postsecondary Education program, on Friday, April 21. Approximately 1,400 fifth and sixth grade students attended. This event required four different locations around campus for arrival and departure of the students on a total of 30 buses and two lunch periods. NSR coordinated volunteers from the university community to provide 56 classes, each of which was offered four times during the event. Though the session offerings were diverse, the common message and theme of the event was "You Can Go To College."

NSR also recently participated and represented UAA in the following events:

- Southern California College Fairs
- Kodiak Decision Day
- Glenallen School Recruitment
- Native Youth Olympics
- APHEA Homeschool Convention

NSR trained 14 people on how to recruit students using the Recruitment is Everybody's Opportunity (REO) model during the week of April 19. This effort is designed to encourage and



STUDENT AFFAIRS REPORT for FACULTY SENATE

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support staff and faculty in their efforts to promote UAA to prospective students.

NSR is preparing for its final event of the season, which will be the first time they offer Preview Day in the summer. Summer Preview Day is scheduled for June 20–June 22.

Office of the Registrar

Eleven staff from the Office of the Registrar supported Step into UAA Day, assisting high school students with logging into and navigating UAOnline, as well as registering for classes. All in all, staff devoted 71.5 hours to this event, from reviewing the registration eligibility of every student who RSVP'd to presenting Friday morning to helping students register Friday afternoon.

Spring final exams are May 2–6. Faculty are encouraged to visit phb.uaa.alaska.edu/sfra/finalexams to confirm their final exam times and locations. Courses taught once a week may have created room conflicts, so it is possible a final has been scheduled in a different room.

Final grades for spring classes are due in UAOnline no later than 11:59 pm on Wednesday, May 10.

The Office of the Registrar's website has a fresh look. Feedback from students thus far has been very positive. Stop by and check it out: uaa.alaska.edu/students/registrar.

Office of Financial Aid (OFA)

OFA will implement a new budgeting model with spring budgets being based on actual fall enrollment for the 17/18 award year. This shift will help eliminate potential over-award situations that can create student debt, and should reduce the number of budget adjustments staff must make after the spring add/drop deadline.

Several OFA employees were on hand to staff two tables at the Step Into UAA event. Staff reviewed student accounts to help determine what they might still need to complete their financial aid for the 17/18 award year and to answer general questions.

Student Health & Counseling Center (SHCC)

SHCC physical health providers participated in Screening, Behavioral Intervention, Referral to Treatment (SBIRT) training focused on cannabis abuse and dependence. This training was presented by the staff of the UAA Center for Behavioral Health Research.

The SHCC Health Promotion Team, which includes student peer health educators, facilitated five Bringing in the Bystander Trainings® with over 50 students in attendance. They also engaged 35 participants in a fun and educational offering called "Friendly Feud." This educational program focused on relationships and sex.

In April, the SHCC hosted several events including film screening of the documentaries *Yeah Maybe*, *No* on April 5 and *The Hunting Ground* on April 13. SHCC also hosted the Free Soup Lunch student appreciation on April 25 and 26.

Student Information Services (SIS)

The SIS team is scheduling student leaders when possible to work with students directly in the One Stop lobby to help with navigation questions, how to use the new dynamic forms upload process and other often general but time-consuming questions. This change is to help free up professional staff so they might address more in-depth questions for checked-in students.

SIS is retiring the Weekly Processing Times report in lieu of a more static report to include peak and non-peak times and the associated processing times range for those more frequent student requests. It is hoped this will offer a more useful and consistent reference for staff.

Student Life & Leadership (SL&L)

SL&L is wrapping up a full semester of student engagement, including the appointment of new student body president and vice president, Alec Burris and Geser Bat-Erden; the selection of 2017 Spring Commencement speaker Nina Lee; ten Emerging Leaders Program graduates; and 26 student artists selected out of 97 entries for the Juried Student Art Exhibit.



STUDENT AFFAIRS

REPORT for FACULTY SENATE

MAY 2017

SL&L presented nationally-known comedian Ron Funches to crowd of 450 attendees. SL&L staff also worked the Green Fee Board and UAA Facilities to finalize plans for solar panels on Rasmuson Hall. SL&L co-sponsored a variety of SafeZone programs throughout April, including brunch and "That's So Gay!" The One-Act Play with Kristo Gobin on April 18.

Late Nights in the Student Union are very popular with free food, therapy dogs, and shoulder massages for finals-focused students. The program runs through Thursday, May 4.

The Student Union Gallery is now known as the Hugh McPeck Gallery in honor of our distinguished colleague and UAA art faculty. Hugh passed away in September 2014 and we are thrilled to rename the Gallery in his memory. The new name was announced at the opening of the Juried Student Art Show on April 12 with Hugh's wife, Ann Gabler, and son, Sean McPeck, DVM, in attendance.

Greek Week was a success and a new national sorority, Alpha Omicron Pi, is visiting campus May 5 to meet and discuss establishing a UAA chapter.

Student Union was the site of major campus events including the Anchorage Municipal elections, Step Into UAA, Student Showcase Awards Reception, Strategic Pathways meetings, the We're Hiring Career Fair, Chinese Language & Talent Show, Alaska Press Club sessions, Student Veterans Year End BBQ, TRIO Graduation, the DVSA/STAR Sexual Assault Awareness Month display and the Leadership Honors Reception.

Upcoming Events:

- May 6: Scott Dikker, co-founder and long-time editor of *The Onion*, 7:30 pm in the Williamson Auditorium; tickets available for purchase at UAATix.com
- June 14: Juneteenth Celebration
- June 23: Leadershape student training



Student Life & Leadership graduating seniors: (left to right) back row: Arina Filippenko, Kellen Fisch, Johanna Richter, Jose Mora, Sarah Holland, and AJ Wilber; front row: Aleksei Nagibin, Sydney Deussenberry, Ashleigh Roe, JoEllen Walters. Graduating SL&L seniors not pictured: Lukas Easton, Mercy Skye Rains, Garren Volper.

Student Outreach & Transition (SO&T)

Many departments and programs participated in the Kids 2 College event:

- CES presented four career development workshops;
- NSO presented four sessions on "Your Introduction to College Transition;"



STUDENT AFFAIRS REPORT for FACULTY SENATE

MAY 2017

- transition advisors presented four sessions on “My Major Discovery” (a modified version to inspire 5th and 6th graders); and
- student staff including the Wolf Pack, Student Ambassadors, and student employees from CES, Marketing & Design and SSS served as tour guides.

Transition Advising

UHub transition advisors continue to outreach to students that attended the Step Into UAA event. Students were encouraged to complete their registration process, register for Howl Days, and contact the transition advisors for assistance. Transition advisors are in the process of calling students directly.

TRIO Student Support Services (SSS)

Thirty-two students submitted applications for service (all were former Educational Talent Search students or current UAAspire students). Outreach begins this week to schedule individualized student assessments to complete the intake process for determining acceptance; meetings will take place May 15–26. A cohort of 30–35 students will be accepted.

SSS Recognition Ceremony for Graduates (spring/summer) and Peer Mentors was held Friday, April 28 from 4–5:30 pm in the Student Union South Café. Ten students earned Bachelor’s degrees and 12 SSS peer mentors completed mentoring during fall/spring semesters. The keynote speaker will be SSS and UAA Alum, Sally Pak. Ms. Pak currently teaches at Mears Middle School in Anchorage.

NWCCU Accreditation

Mission:

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

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

Core Themes:

Teaching and Learning
Research, Scholarship, and Creative Activity
Student Success
UAA Community
Public Square

Thank you to everyone who participated in the self-study process this year, and to those who contributed to the draft report.

As the Chancellor announced, the NWCCU has postponed the site visit to Fall 2018. More information to come.

Academic Policy

Academic Dispute Resolution Process

A training workshop for faculty and students, who will serve on AY19 academic dispute resolution committees, was held on Friday, April 28th. Another training workshop will be held in the fall, when faculty are back on contract. Forms and templates will be developed this summer to assist review committees in consistent communications.

Program Student Learning Outcomes Assessment

Annual Academic Assessment Survey – Due by June 15, 2017

Annual Academic Assessment Reports – Due by October 15, 2017*

(*This deadline has been extended, given the postponement of the NWCCU site visit to Fall 2018.)

Annual Academic Assessment Survey

All academic programs are required to complete the Survey, including programs with suspended admissions. Specific faculty have been designated by their respective dean/campus director to complete the Survey. The Survey, faculty program assignments, and Frequently Asked Questions are accessible through the Academic Assessment Repository: <https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx>.

Annual Academic Assessment Report

All active programs, i.e., not those with suspended admissions, must conduct annual academic assessment activities according to their assessment plan and submit an AY17 Annual Academic Assessment Report to their dean/community campus director by posting it to the Academic Assessment Repository site: <https://ir-reports.uaa.alaska.edu/Assessment/Pages/Default.aspx>.

Interstate Passport

Jane Sherman, State Coordinator for the Interstate Passport, visited UAA on April 20 and 21 and met with faculty leaders, GER assessment teams, and curriculum committees (GERC and UAB) to discuss the Interstate Passport, a faculty-developed and outcomes-based program that facilitates block transfer of lower-division general education courses across states and between member institutions, increases student success, and minimizes student cost and lost credits.

General Education Workshop Series

Dan Kline, General Education Director, concludes the spring GER Assessment series with a General Education Soiree on May 8th and 9th.

Date	Time	Location	Title	Register
5/8 and 5/9	8:30-11:00	LIB 307	General Education Assessment Soiree	Register

Cyclical Academic Program Review

2017 Academic Program Review Status: The Provost is preparing findings, which will be sent to the programs and deans/community campus directors.



May 2017

INFORMATION UPDATE

CENTER FOR COMMUNITY ENGAGEMENT AND LEARNING

- The **Community Engagement Forum** was held on Friday, April 21, from 2:00-4:30 pm in LIB 307. Approximately 30 projects were presented in the poster session with faculty and Community-Engaged Student Assistants answering questions about their projects. Posters were displayed from April 21-28 on the first floor of the library.
- The **2017 Selkregg Community Engagement & Service Learning Award** winner is **Lorna “Jamie” Elswick, Term Professor of Anatomy in the WWAMI School of Medical Education**. Elswick’s proposal, *Mobile Foot Clinic for Anchorage’s Homeless Population* will “bring together the resources, knowledge, and enthusiasm” of WWAMI, Nursing, Central Lutheran Church and other outreach partnerships to give basic foot, nail and wound care in mobile units. This initiative builds upon a CCEL mini-grant currently being implemented in Nursing by Michele Burdette-Taylor.
- The work of **Ian Hartman, the 2016 Selkregg Award Winner** and his students is documented in a video shown at the Community Engagement Forum on April 21st: YouTube link: <https://youtu.be/Gn3Rk2lHKWk>

Webpage on CCEL site:

<https://www.uaa.alaska.edu/academics/institutional-effectiveness/departments/center-community-engagement-learning/faculty-opportunities/selkregg-award/ian-hartman-2016.cshhtml>

- **The 2017 Second Bridge Scholarship Award** went to **Amanda Sassi**, an Environment & Society major pursuing work with Permaculture design and community gardens with the community of Girdwood. Amanda’s faculty mentor for this award is **E. Jamie Trammell** from Geography & Environmental Studies.
- **The 2017 Alex Hills Engineering & Civic Engagement Award** was presented to a group of students working with **Osama Abaza in Civil Engineering**. This year’s **winning team, headed by Bryan Sooter**, will work with the Anchorage Ski Club on an Arctic Valley Snow-Making System.
- Invited Faculty will participate in a **May Faculty Intensive May 15-17** focused on UAA’s **Partnerships in Community Engagement** that are featured in the Partnership ePortfolio for accreditation. The May training will include faculty groups in the mornings with community partners in the thematic areas joining at lunch and for the afternoon to deepen, broaden, and integrate the work we are doing in these areas together. The objective will be to end the three days with a Campus Civic Action Plan.

CENTER FOR ADVANCING FACULTY EXCELLENCE

DATE SENSITIVE – Application Deadline is 5:00pm, Friday May 12.

MINI GRANT OPPORTUNITY: Sustainability Across the Curriculum Online Webinar

- CAFE and the UAA Sustainability Fund invite you to apply for one of two faculty mini-grants to participate in an online summer workshop designed for higher education instructors wishing to infuse issues of sustainability (ecological stability, social equity, and economic vitality) into their curriculum regardless of discipline. Sustainability issues cross all disciplines and the intent of this course is to identify those areas of intersection. Effective assessment of critical thinking skills, collaboration, creativity, and the ability to analyze, discuss and create solutions to real-world sustainability problems will be explored.

For more information about the workshop: <https://www.morainevalley.edu/events/sustainability-across-curriculum/>

Faculty Development Celebration and Awards

- The annual Faculty Development Celebration and Awards event was held April 7. CAFE Oh Wow (COW) awards went to Ray Ball (History), Kathy Kelsey (Postdoc, Biology), and Veronica Howard (Psychology). Ray Ball was recognized for her work in support of scholarly writing in the faculty community. Kathy Kelsey was recognized for her efforts to advance faculty development opportunities for postdocs. Veronica Howard was recognized for her mentorship in the Tech Fellows community and her advocacy of Open Educational Resources (OERs). We also recognized top attendees, participants who have been most active in faculty development workshops this year: Joann Bartley (Human Services), Veronica Howard (Psychology), Emily Lescak (Postdoc, Biology), Audrey Taylor (Geography and Environmental Studies).

Faculty Networking Mixer

- CAFE partnered with the Faculty Senate Diversity Committee (FSDC) to host the last Faculty Networking Mixer of the year on April 21 at The Varsity Grill. The event was a resounding success with a turnout of approximately 50 faculty members representing departments across the institution. The outgoing chairs of FSDC introduced the incoming ones. CAFE learned that The Varsity Grill is in a somewhat tenuous position and will be closing for the summer with plans to reopen this fall. The mixers have been well received and we'll explore ways to keep them going in the fall.

Teaching Academy Resources

- CAFE has partnered with Academic Innovations and eLearning, as well as Instructional Designers Katie Walker and Lee Henrickson, to develop a Teaching Academy blog that uses resources available to us through the new CMS. We cooperatively placing resources on the blog from a range of sources and will call for contributions from faculty beginning in the fall.

Active Learning and Facilitation Workshop and Observation

- Shawnalee Whitney, CAFE Director, offered a workshop for WWAMI faculty on using teams and active learning. She conducted observations and offered feedback on two classes two days later. While the size of CAFE's staff makes these kinds of activities difficult to schedule, this was a great opportunity and Shawnalee was glad to do it!

CENTER FOR ADVANCING FACULTY EXCELLENCE (continued)

P & T Workshop and eFiles

- Patty Linton (CAS) and Marian Bruce (Faculty Services) offered the annual workshop on Promotion and Tenure. This was followed by a session led by Heather Caldwell (AI&e) on how to submit an eFile.

Graduate Teaching Assistant Development

- Shawnalee Whitney and Libby Roderick met with faculty, postdocs and graduate teaching assistants in Biology who are improving their training and development pathways for their GTAs. We will continue to work with them on this and will see if there are ways that GTAs can make use of CAFE sessions and resources as they enter the classroom.

Upcoming Events and Opportunities

Difficult Dialogues

- Libby Roderick, CAFE's Associate Director and Director of Diffcult Dialogues, will offer a workshop on Difficult Dialogues for the upcoming UAA Staff Development Day on May 11.

Summer - Support for P and T Files:

- Jennifer Stone (English) will be leading a summer support community for faculty who want to work on their P & T files. Sessions will meet Wednesday afternoons. Registration information is available via the CAFE website.

Fall - Teaching Academy and Orientation Opportunities

- As usual, CAFE will host the New Faculty Orientation on the first Monday and Tuesday that faculty are on contract (August 14 and 15). Along with the faculty learning community Advice to New Faculty, new faculty describe this experience as vitally important to their smooth transition into the institution. If you have new faculty joining your department, please encourage their participation.
- CAFE will partner with Academic Innovations and eLearning for the Fall Teaching Academy. Because AI&e will be hosting the OLC Conference, we'll limit the fall 2017 Teaching Academy to one day, Tuesday, August 22. Save the date and watch for details!
- A special Orientation and Teaching Academy will be offered on the evening of Wednesday, August 23, geared especially for adjunct faculty members. Watch for details and encourage adjunct faculty in your area to participate!

Fall - Faculty Learning Communities

- CAFE will be offering a number of Faculty Learning Communities in the fall topics include Teaching First Year Students, Making Learning Visible: Introduction to the Scholarship of Teaching and Learning, Making Learning Visible: Inquiry Group, Advice to New Faculty, Improving Accessibility, EXITO Student Mentorship, and more. In addition, CAFE will become the new home of the UAA/APU Books of the Year Program. See our recent email to the faculty listserv, visit our website, or follow us on Facebook for more information.

ACADEMIC INNOVATIONS & ELEARNING

Professional Development

- **eWolf ePortfolio Intensive:** May 11 & 12, 2017: Keynote [C. Edward Watson](#), AAC&U (see ePortfolio for details). [Register online](#).
- UAA is partnering with **Online Learning Consortium (OLC)** to bring an eLearning Summit and **Collaboration** to campus. **Save the date: August 21-22, 2017.**
- Over the course of the academic year, AI&e offered **71 workshops**, in which **153 faculty** or staff participated.
- **84 faculty** participated in at least one of a series of **Quality Matters trainings**.

Academic Technology

- We continue to work with Blackboard and OIT staff to move our **historic inline grading data** from the old system to the new. This work should occur in mid-May between graduation and the start of summer session. During this time, in-line grading will not be available.
- We are working with OIT and Blackboard to move the historical institutional **Safe Assign** repository to the new system. This should be finalized in May.
- OIT is pushing for a **Blackboard upgrade** to occur over the summer, to the most recently released version (April 2017). Details are being determined now. Since no data will be moved, it should be a straightforward process with little down time. More information will be available as we learn it.

Eportfolio

- Mark your calendars for the **May 11-12 eWolf Intensive!** The event will include Eddie Watson (Assoc. VP AAC&U) and Digication co-founders, Jeff Yan and Kelly Driscoll. See the AI&e [website](#) for more information. The event will also include our showcase winners (1st year).
- Discussions and interactions continue between **P&T efforts and AAR** (annual activity reporting). Kelly Driscoll is scheduled to meet with the AAR work group on the 9th to discuss Digication enhancements to address AAR reporting.
- eWolf is **working with the Multicultural Center** on a grant opportunity with Wendler Middle School and supporting efforts to host a visit by Tia Brown McNair in June. The AHAINA Student of Excellence event was a wonderful celebration of students and how they told their story through their portfolio.
- Work continues with the **Business Enterprise Institute** on developing strategies for eWolf engagement outside of UAA. There are a number of K-12 pilots currently in operation (Polaris being the best example). In addition, a consortium of education-related institutions on Kodiak are considering a federal ANEP (AK Native Education Program) grant that will reference portfolios.

ACADEMIC INNOVATIONS & ELEARNING (continued)

- With **the leadership from CCEL**, a 1-credit course on historical trauma and portfolios (inspired by NSS's work on cultural identity and portfolios) was offered this past semester. Early feedback from students and participants has been very positive.
- Testing continues on (1) Digication-Blackboard building block and (2) a new version of a Digication user interface (currently in beta). Look for both to be available this Fall. If you are interested in playing with the beta version, please contact the eWolf office.

Robust Online Learning Grant / Instructional Design

- Unfortunately, our two ID3 searches have failed. We are currently evaluating our options as we move forward. However, we have hired a temporary ID2 to assist with the ROL Grant course designs.
- AY17 by the numbers:
 - # of faculty consultations: 239
 - # of course designs or redesigns: 12
 - # of ROL courses developed/offered: 9 courses / 11 sections
 - # of student enrollment in ROL courses: 437
- The **Quality Matters Alaska** system is now offering workshops system-wide, and UA campuses are collaborating in offering workshops. The system leadership is looking at options to best facilitate collaboration across the system for reviews and other QM-related activities.

eLearning: Distance Student Services

- **Blackboard Orientation for eLearning Students** was made available to **12,883 students** during the spring 2017 semester. During this time 6,459 students (45%) accessed the course materials. One of the highlight areas of this course is the Discussion Boards and its utilization. During this time, students actively engaged one on one using the discussion board. Example areas of engagement include how to be successful with online courses, words of encouragement, and just to say “hi!”. Other areas used by students also included practice assignment submissions and practice tests.
- eLearning staff served as featured speakers for the **ACDLITE Annual Faculty eLearning Luncheon**. The topic presented on was Online Testing Services with [RPNOW](#), and was received with extremely high interest from faculty, included face-to-face faculty who are interested in potential services becoming available across the UAA system.
- eLearning/AI&e presented two [Master Class](#) sessions at the **Online Learning Consortium (OLC) Innovate 2017** April 6th conference in New Orleans, LA. These presentations were at the request of Software Secure, due to the successful adoption and roll-out of the online testing services by eLearning staff at UAA.

ACADEMIC INNOVATIONS & ELEARNING (continued)

- Exam Distribution & Administration
 - Staff prepared **19,230 UAA (extension sites included) exams** for the academic year semester, this is a **22%** increase from last year. These numbers include exams assigned to the eLearning testing center, online test services with [RPNOW](#), and exams needing distribution.
 - Staff **distributed 4,983 exams** to various approved proctor sites, in-state, nationally, and internationally.
 - Our testing center administered **7,607 UA exams** during this spring semester. These numbers do not include finals week as we are still actively scheduling those appointments.
 - This year we also implemented **Online Testing Services with RPNOW**. Over the year, **45 unique courses** opted into the service. Through the spring semester (including finals week projections) we are expected to see **2,400 assessments** successfully completed.

INSTITUTIONAL RESEARCH

- UAA IR will be hosting an “IR Roadshow” on May 19 in UC 150 from 9:30 to 11:30. Anyone interested in exploring data about UAA students, faculty, staff and courses are encouraged to attend. To RSVP, please contact Erin Holmes at ejholmes@alaska.edu or 786-1544.

Item for FS agenda

1 message

Sharon Chamard <sechamard@alaska.edu>
To: Monique Marron <mdmarron@alaska.edu>

Wed, May 3, 2017 at 4:15 PM

Monique,

Can you include this email below in the agenda as an information item, titled "Communication to Provost from Executive Board re: Interim Provost position"?

Thanks muchly,

Sharon

From: Sharon Chamard [mailto:sechamard@alaska.edu]
Sent: Tuesday, May 2, 2017 6:24 PM
To: 'Sam Gingerich' <sbgingerich1@gmail.com>
Cc: 'uaa_provost@alaska.edu' <uaa_provost@alaska.edu>; 'rmkelliher@alaska.edu' <rmkelliher@alaska.edu>; 'vvhillwig@alaska.edu' <vvhillwig@alaska.edu>; 'Dave A Fitzgerald' <dafitzgerald@uaa.alaska.edu>
Subject: Interim Provost

Sam,

At the Faculty Senate E-Board meeting today we discussed the desirability for a quick decision regarding the Interim Provost position. As you know, the Provost has a great deal of influence on the day-to-day lives of faculty, and uncertainty with respect to who may fill the position is likely to create anxiety. It would be ideal if the faculty could be told something concrete at the Faculty Senate meeting on Friday, or at the very latest, before faculty go off contract.

We also encourage you to give serious consideration to Denise Runge as Interim Provost. We are concerned that you seem to be leaning towards bringing in someone from outside UAA when there is a perfectly qualified person in our midst.

Thank you and regards,

Sharon

=====

Sharon Chamard, Ph.D.

Associate Professor

Justice Center

University of Alaska Anchorage

3211 Providence Dr.

Anchorage, AK 99501

May 2, 2017

Dear UAA Faculty,

Per a request from UA President Jim Johnsen, the Faculty Senate Executive Board is soliciting expressions of interest from faculty who would like to serve on the search committee for UAA Chancellor.

At this point, there is no information about when the search committee would meet or for how long, the composition of the committee, or workload adjustments to accommodate this committee work.

If you are interested, please contact Sharon Chamard (sechamard@alaska.edu).

Regards,

Dave Fitzgerald
UAA Faculty Senate President

Sharon Chamard
UAA Faculty Senate 1st Vice President

UAA Curriculum Handbook

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Section 1 – Introduction

1.1 Purpose of the Curriculum Handbook

This *Curriculum Handbook* describes the University of Alaska Anchorage's requirements for reviewing all curriculum. The *Curriculum Handbook* should be used in conjunction with Board of Regents academic policies and regulations (i.e., minimum number of credits required for a degree or certificate), academic policy in the UAA catalog (<https://catalog.uaa.alaska.edu/academicpoliciesprocesses/>), and accreditation requirements. The *Curriculum Handbook* is revised periodically to reflect policy and procedural changes.

1.2 Principles for Academic Review

- Excellence in teaching, learning, and research are at the core of the University of Alaska Anchorage (UAA) mission, goals and activities. The Undergraduate Academic Board (UAB) and the Graduate Academic Board (GAB) of the Faculty Senate are the principal peer review committees charged to initiate, develop, review and recommend curriculum and academic policies (see Appendix C for operational guidance for UAB/GAB).
- The academic boards are charged to identify areas for improvement, foster collaboration, and encourage an ethos of critical evaluation for all curriculum.
- The work of the academic boards, including the college curriculum committees, is part of the normal and continuous cycle of curricular planning, monitoring, and improvement. It is emphasized that although the curricular products of the faculty reviewed and approved by the board are useful for purposes of external review, they are primarily intended to promote and maintain excellence in teaching, learning, and research.

1.3 Basis for Academic Board Review

Academic board approval is required for the following:

1. New permanent courses or revisions to existing courses that will appear on the student's transcript with academic credit.
2. New degrees, program and certificates or revisions to existing degrees, programs and certificates.
3. New academic policies or revisions to existing academic policies.
4. Retaining any course that has not been offered at least once during the past 4 years (i.e., course on a purge list that the discipline informs the Undergraduate or Graduate Academic Board it intends to deliver. See section 2 for additional information).
5. Major revision* to the academic content of a course or program such as
 - A. Additions, modifications or deletions of major subject areas.
 - B. Selection/admission procedures and standards related to academic programs and degrees.
 - C. Prerequisites, co-requisites, and registration restrictions.
 - D. Change in GER status.

**Major revisions are defined as anything that is not specified as a minor change. See section 2 for the definition of minor change.*

1.4 Curriculum Review Board Evaluation Criteria

Curriculum additions and changes are reviewed for content, impact on other curriculum at the department, college, and university level, and formatting. Curriculum additions and changes are also reviewed for alignment with the mission, goals, and values of the department, college, and university

Curriculum additions and changes are reviewed *de novo* as described in this *Curriculum Handbook*. Previous approval of changes does not guarantee future approval, as policies and contexts change over time.

Although additional issues and questions may arise during the process, in general, college level and university level boards consider the following issues during curriculum review.

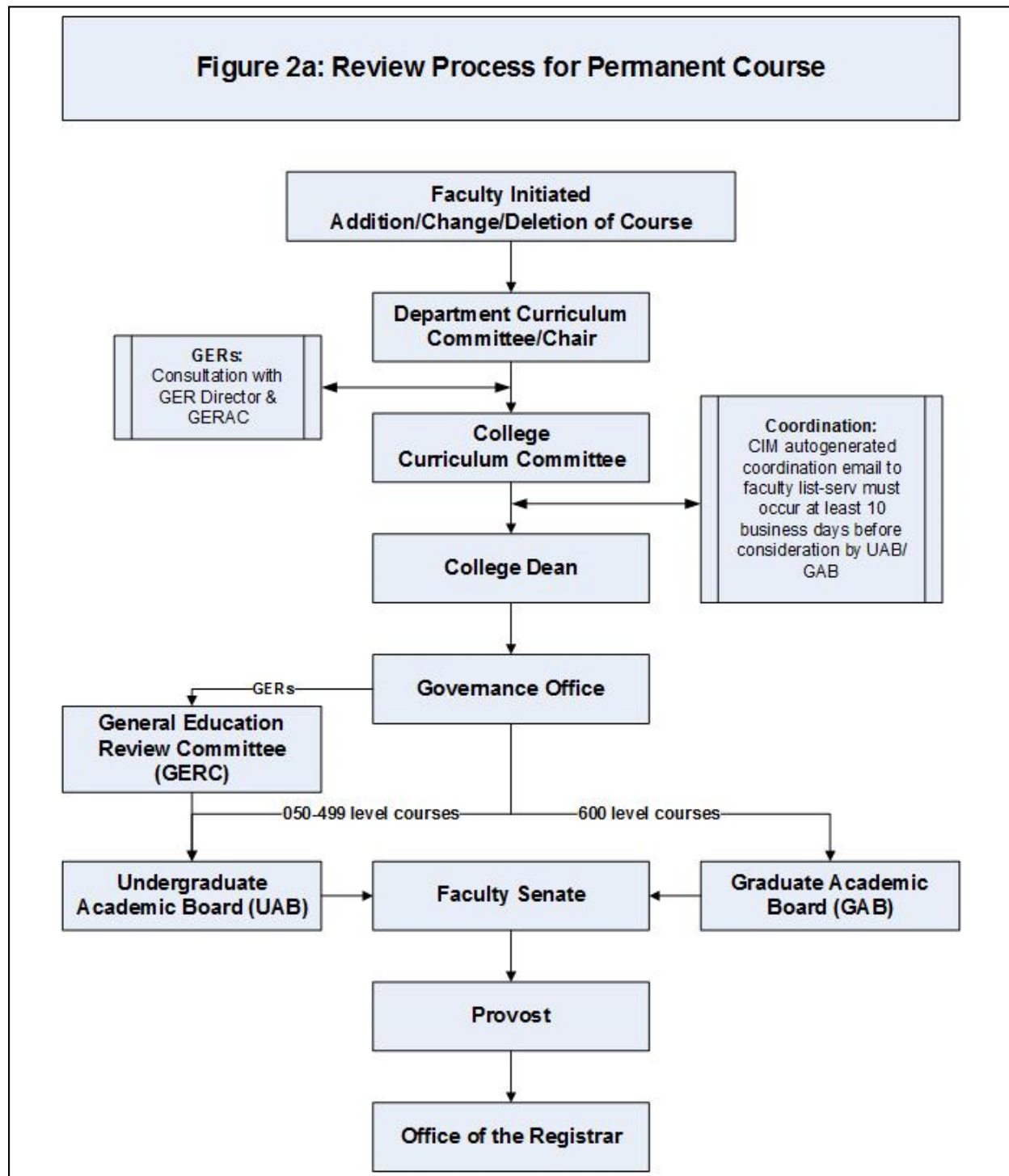
1.4.1 Review of course proposals

- A. Justification for the action
- B. Appropriate content, student learning outcomes, and evaluation methods
- C. College offering course is the appropriate academic unit
- D. Appropriate prerequisites for content and level
- E. Availability of prerequisites for course
- F. Frequency of scheduling of course
- G. Availability of resources including faculty, support staff, fiscal resources, facilities and equipment
- H. Justification for stacking or cross listing (see Appendix A for stacking guidance)
- I. Duplication of content in courses is explained
- J. Documented coordination with the affected departments
- K. Accreditation or nationally accepted practice standards
- L. Rationale for requiring this course in a program
- M. Credit hours (see Appendix B for credit hour guidance)
- N. Ensuring student learning outcomes are attainable wherever offered and however delivered (distance delivery, mixed delivery modality, multiple sections of the same course, across sites)
- O. Effect of course on other electives/selectives, including content and scheduling
- P. Enhancement of a program by this course

1.4.2 Review of program proposals

- A. Justification for the action
- B. Program characteristics, requirements and program student learning outcomes
- C. Availability of resources including faculty, support staff, fiscal resources, facilities and equipment
- D. Increase in specialization within the major
- E. Coordination with appropriate departments, colleges and community campuses.
- F. Impact on other affected UAA programs and courses
- G. Duplication of an existing program is addressed.
- H. Frequency of course offerings for new programs
- I. If a new prefix is requested, the prefix must be approved prior to developing the curriculum
- J. All courses used in the creation or modification of a degree or certificate program must be current or submitted for review simultaneously with the program proposal.

Section 2 - Curriculum Review Process for Courses



2.1 Overview

Curriculum development is a collegial process that begins with discussion at the discipline or program level and community campuses and expands to include all potentially interested stakeholders within the college, university, and community partners.

All courses follow the review process presented in this section. Any new, changed or deleted course, wherever initiated within UAA, requires approval through the [Curriculum Inventory Management \(CIM\)](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) system, except as noted in section 2.6. The CIM system can be accessed at: <http://curric.uaa.alaska.edu/curriculum.php>.

This review process is depicted in Figures 2a and 2b for specific types of courses.

Annual deadlines for completing the curriculum review process are listed on the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>. Existing courses with changes may not be implemented for a term once registration for that term has opened. After appropriate reviews are complete, the course appears in the next catalog or schedule for which the publication deadline was met, unless a later implementation date has been approved.

2.2 Review Process for Permanent Course

1. **Faculty Initiation:** New, changed, and deleted courses must be initiated by faculty (except adjunct faculty) as defined in the Faculty Senate Constitution. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

Review section 1.4 Curriculum Review Board Evaluation Criteria to prepare for the review process.

Note: Curriculum is returned to the faculty initiator within the CIM system following the college dean's review (and following review by the General Education Review Committee, if applicable) to allow the faculty initiator to make revisions, as needed. The faculty initiator needs to "approve" the curriculum to advance the proposal to the next step in the CIM workflow.

2. **Department Curriculum Committee/Department Chair:** Departmental review by the curriculum committee or department chair is required.
3. **GER Courses:** Following approval at the department level, consultation with the GER Director and General Education Requirement Advisory Committee (GREAC) is required.
4. **College Curriculum Committee:** Check with your college curriculum committee about their meeting schedule.

A coordination email is automatically generated by the system at the point at which the College Curriculum Committee chair completes the curriculum review. At least 10 business days must pass after the coordination email is generated before the program will be placed on the UAB/ GAB agenda to allow adequate time for notification of the UAA community.

Initiators should also consider—especially in the case of curriculum changes affecting other departments or colleges—sending out a direct coordination email to affected parties and the faculty listserv prior to the curriculum being submitted to their college curriculum committee.

5. **College Dean:** This level of review is required prior to submission to the governance office. Curriculum initiated at the community campuses must come up through the college, under which the program is listed in the catalog.

Note: If any curriculum for a credit-bearing course, program, or policy is submitted for processing and it has been **disapproved** at any level prior to UAB/GAB review, then that particular curricular action may be placed on the agenda of UAB/GAB for review and recommendation.

6. **Governance Office:** The curriculum can be placed on the UAB/GAB agenda when it fulfills the 10-business day coordination e-mail requirement. Curriculum items needing UAB/GAB review **must be in the Governance Office (UAB/GAB) queue by 9:00 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week.
7. **General Education Review Committee (GERC):** GERs must be reviewed by the GERC prior to review by the UAB. This may be completed on the same day. GERC review will cover the items listed in section 2.4.
8. **Undergraduate Academic Board (UAB)/Graduate Academic Board (GAB):** UAB and GAB meeting schedules are posted on the Governance website at the beginning of each academic year.

The initiating or representative tenure-track or term faculty member must present curriculum to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in section 1.4 of this handbook.

After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of any necessary amendments to the text within the CIM system before UAA Faculty Senate takes action.

9. **Faculty Senate:** Curricular actions at UAB and GAB are consolidated on to a consent agenda for faculty senate meetings that occur on the first Friday of each month September – May, except January.
10. **Provost:** The Provost provides the final approval for all curricular actions at UAA.

2.3 Minor Changes

Definition of a “minor change”: Minor change are defined as changes that do not substantially affect the intent or content of courses. Minor changes are reviewed up through the college curriculum committee. All changes, even minor changes, must be entered into the CIM system and the courses must be reviewed through UAB or GAB. For further assistance in determining whether a change is minor, consult with the UAB or GAB chair.

If the course has not been previously entered into CIM, all fields must be entered as in the existing approved course content guide (CCG). If entering the information from the CCG identifies additional changes that need to be made, the course proposal must go through the entire review process.

Minor changes include:

- Title change
- Course number change at the same level
- Grammatical change in course description
- Co-requisite or prerequisite changes that only affect the prefix department
- Fee change
- Course description change that does not change course intent (e.g., USSR to Russia, Word 2003 to Word 2010)
- Updating the bibliography

The initiating department is required to coordinate with all impacted departments. A coordination email is automatically generated by CIM at the point at which the college curriculum committee chair approves the curriculum.

Upon final approval by the college dean, courses with minor changes are forwarded to the Governance Office, the Office of Academic Affairs and the Office of the Registrar.

Minor changes are placed on the UAB/GAB agenda as informational items. Any UAB/GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting's agenda. If there is no request to change the informational item to an action item, the Chair notes that it is a minor change and moves the change forward.

2.4 General Education Requirements (GER)

Overview: GER courses are subject to the same processes, guidelines, and procedures as permanent courses as described in the preceding sections of this chapter. Additional information, requirements, guidelines, and procedures are noted here.

2.4.1 General Education and General Course Requirements

The Associate of Arts degree program and programs at the baccalaureate level must comply with the UAA General Education Requirements specified for that program in the catalog. Associate of Applied Science degree programs and undergraduate certificate programs of 30 credits or more must have identifiable general education components in the areas of communication, computation and human relations. These components must be at the collegiate level, and their student learning outcomes must be assessed. The student learning outcomes of these general requirements may be met through specific courses or through activities embedded in the major requirements. If embedded, programs will be asked to identify the number and types of exercises used to fulfill these requirements and to describe their assessment methods.

General education courses tend to have broad subject matter. They are often taught by many different instructors on multiple campuses and/or through various modalities. In spite of this, instructors must ensure all relevant student learning outcomes are addressed and assessed, wherever offered and however delivered.

Faculty initiators should confer with the General Education Director and General Education Requirements Advisory Committee about the course prior to submission of the course (for addition OR revision) at the college-level of review.

All GER courses must have instructional goals and assessable student learning outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Learning Outcomes. These are listed in the catalog under each category and within the CIM course template. All category outcomes and relevant GER Student Learning Outcomes should be addressed in the course (e.g. in course description, instructional goals, student learning outcomes, and/or course content outline).

The faculty initiator should consider and be prepared to answer questions, such as:

- How will the instructor convey the general education aspect of this course to the students?
- Do instructional goals tie back to relevant GER outcome(s)?
- How does this course fit with UAA's general education values?
- How does this course play a role in the assessment of general education as an institution?

- How will consistent delivery of general education outcomes be ensured among multiple instructors and venues?
- Will this course offering affect enrollment in other GER courses?
- What programs require this course and what effect will this change have on those programs? What comments or concerns have been raised by those programs about this change?

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the departments and approved by the colleges, which must not exceed 7 years.

The General Education Review Committee (GERC) is a standing committee of the UAB reporting to the UAB.

Actions involving changes in GER are referred to the GERC. After GERC review and approval, the curriculum/policy change with GERC recommendations proceeds to a first reading at UAB.

GER course review process

- Faculty initiator prepares proposal within a program/department and coordinates with affected units.
- General Education Director and General Education Requirement Advisory Committee consultation.
- College curriculum committee review/approval.
- Dean review/approval.
- GER Committee of UAB review/approval.
- UAB review/approval
- Faculty Senate approval
- Administration (Office of Academic Affairs)

2.4.2 Revision of or Request for GER Course

- GER courses are approved through the curriculum approval process outlined in section 2.2.
- GER changes should have a fall implementation date. To ensure approval is received in time, the faculty initiator should consult the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>.
- Additional Considerations:
 - Inter-institutional coordination to facilitate transfer between campuses.
 - Courtesy coordination is recommended to determine potential transfer conflicts.
 - Check other campus' catalogs to see if they have a course with the same prefix and number.
 - If this is the case and the non-UAA course is not a GER, consider using a new, unused (at all institutions) course number if making this course a GER at UAA. The registrar's office can provide assistance with course number suggestions.
 - If a new number is inappropriate, please bring transfer concerns to the attention of the GERC.
 - Provides rationale for retaining or adding this course to the GER menu

- iii. Meets category definition from Board of Regents Regulation (www.alaska.edu/bor/policy-regulations/)
- iv. The appropriate GER outcomes (category and institutional) must be selected within the CIM system and then justified through the course content guide.
 - o Fulfills appropriate institutional [GER student learning outcome\(s\)](#) These can be found at this web address:
<https://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/ger/s/>
- v. Addresses and assesses GER category student learning outcomes. Note: Each category heading is also a hyperlink to the catalog site listing category outcomes.
<https://catalog.uaa.alaska.edu/undergraduateprograms/baccalaureaterequirements/ger/s/>
[Oral communication skills](#)
[Quantitative skills](#)
[Written communication skills](#)
[Fine arts](#)
[Humanities](#)
[Natural sciences](#)
[Social sciences](#)
[Integrative capstone](#)

NOTE:

- o Integrative capstone outcomes relevant to each course should be explicitly reflected in course-specific student learning outcomes. For example, *Integrate perspectives and experiences from previous major and GER course work to address challenges and issues associated with the project.*
- o Integrative capstone courses that restrict registration to completion of Tier I GERs should use the following registration restriction verbiage: Completion of Tier I (basic college-level skills) courses.

2.4.3 Revocation of General Education Requirement Designation and Deletion of a GER Course

A course's designation as an approved general education course may be revoked if the course is not updated through the curriculum approval process at least once every 10 years or if the department offering the course does not provide requested data for the current general education assessment process relevant to that course.

The revocation process will be initiated by the GERC. The GERC will notify the department of noncompliance with UAA general education policy (published in the Curriculum Handbook) and/or assessment procedures. After notification, the department will have the next academic year to come into compliance.

If compliance is not achieved by the end of the next academic year after notification of noncompliance, GERC will initiate revocation of GER designation and the curriculum process will then be followed. Faculty wishing to reinstate general education designation for a course must submit a new proposal.

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past two academic years. The Office of the Registrar will provide the purge list of GER courses to GERC and UAB each spring. Review of the GER list will be done annually by the GERC and UAB in the spring semester.

2.5 Purge List

2.5.1 Non-GER Courses Purge List

A purge list is compiled annually for courses not offered successfully in the previous four academic years. If a course has not been successfully offered in the previous four academic years, then that course will be purged from the catalog unless the department responsible for the course provides a clear justification for retaining the course in the catalog. This justification must be submitted to UAB/GAB for review.

Reference to a purged course in impacted programs and courses will be struck from the catalog and from Banner.

2.5.2 GER Course Purge List

A course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding summer. The Office of the Registrar will provide the list of GER courses to UAB each spring. Review of the GER list will be done annually by UAB in the spring semester.

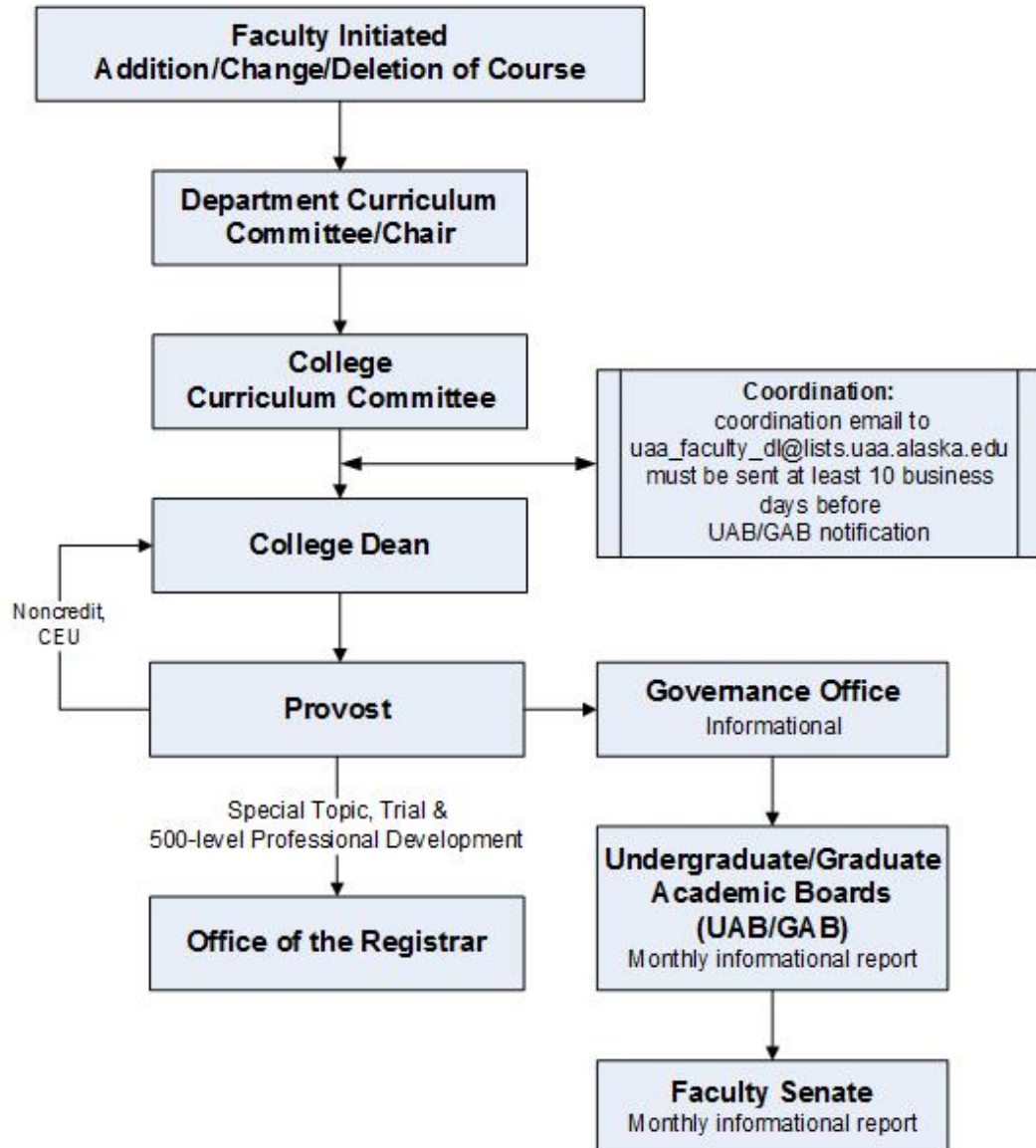
2.6 Curriculum Review Process for Noncredit (A001-A049), Continuing Education Unit (CEU) (AC001-AC049), Special Topic (-93s), Trial (-94s) and Professional Development (A500-A599) Courses

These courses [non-credit, CEU, professional development, special topics courses (-93) and trial (experimental, -94)] are not entered into the CIM system. Paper-based forms are used instead. For the forms and more information on the completion of the forms, see the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>.

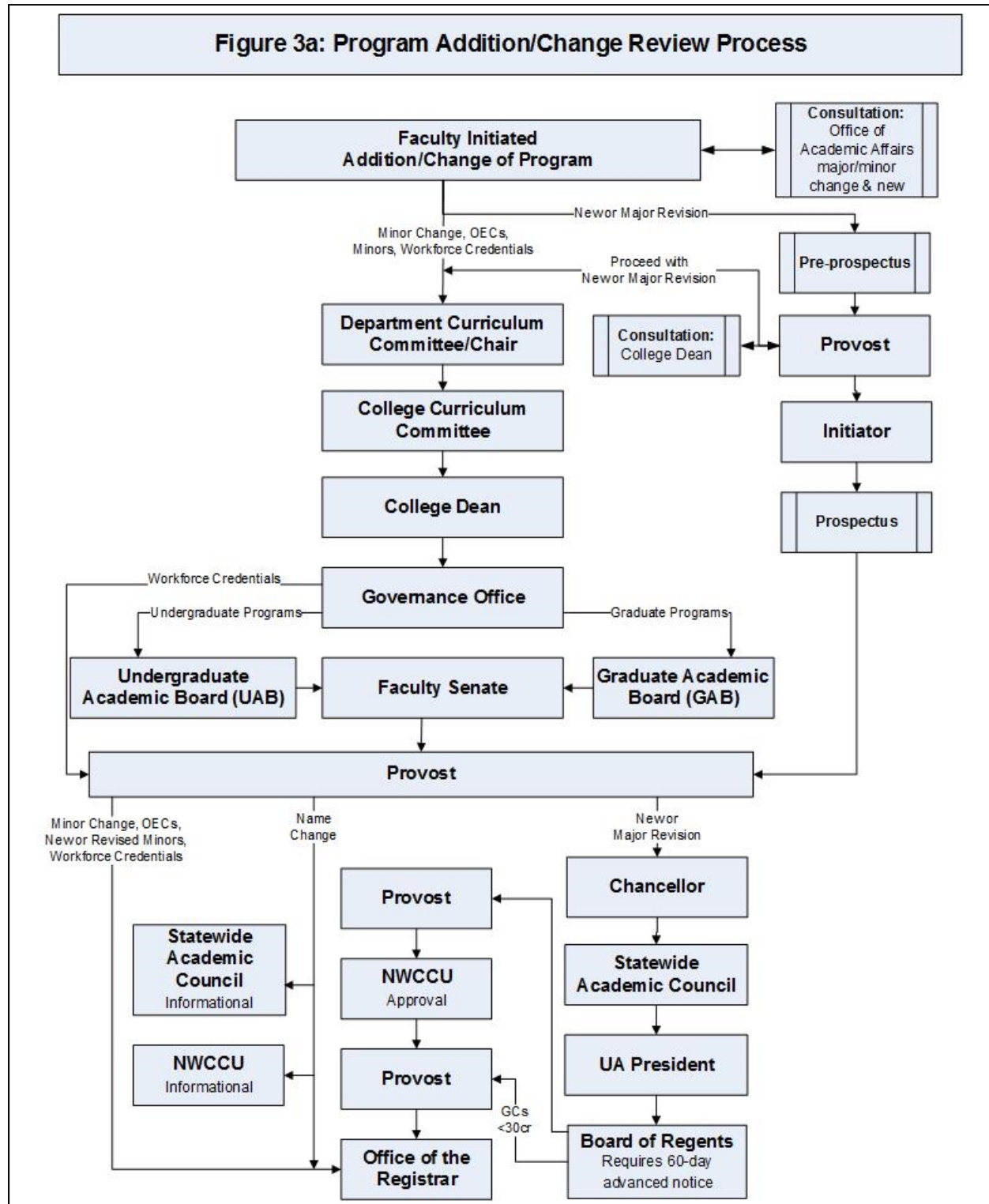
This review process is depicted in Figure 2b.

For definitions of the courses in this section, see the UAA catalog course numbering system: <https://catalog.uaa.alaska.edu/academicpoliciesprocesses/academicstandardsregulations/courseinformation/>.

Figure 2b: Noncredit, CEU, Special Topic, Trial, and Professional Development Course Review Process



Section 3 - Curriculum Review Process for Programs



3.1 Overview

Curriculum development is a collegial process that begins with discussion at the discipline or program level and community campuses and expands to include all potentially interested stakeholders within the college, university, and community partners.

All programs follow the review process presented in this section. Any new, changed or deleted program, wherever initiated within UAA, requires approval through the Program Management system, which can be accessed at: <https://nextcatalog.uaa.alaska.edu/programadmin/>.

This review process is depicted in Figures 3a and 3b.

Annual deadlines for completing the curriculum review process are listed on the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml>. Existing programs with changes may not be implemented for a term once registration for that term has opened. New programs may have an implementation date of summer, fall, or spring. Existing programs with changes must have an implementation date of fall so that correct curriculum is in effect in current catalog. Changes to programs must be initiated in accordance with the dates posted on the curriculum website.

3.2 Program Review Process

1. **Faculty Initiation:** faculty (except adjunct faculty) as defined in the Faculty Senate Constitution must initiate new, changed and deleted programs. The faculty initiator may consult an adjunct faculty member who has expertise in the area.

Note: Curriculum is returned to the faculty initiator within the CIM system following the college dean's review to allow the faculty initiator to make revisions, as needed. The faculty initiator needs to "approve" the curriculum to advance the proposal to the next step in the CIM workflow.

Review section 1.4 Curriculum Review Board Evaluation Criteria to prepare for the review process.

2. **Consult with Office of Academic Affairs (for new programs only):** Approval of a [pre-prospectus](#) by OAA is required prior to submitting curriculum to the review process for a new program (catalog copy and courses). See the [curriculum website](https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml) <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/index.cshtml> for more information on the pre-prospectus. Contact information for OAA is also available on the curriculum website.

Once the pre-prospectus is approved, faculty may submit the program and course curriculum to the curricular process. Faculty must meet the posted deadlines, which are designed to allow time for Board of Regents review and approval, as well as the Northwest Commission on Colleges and Universities (NWCCU) process.

Additionally, once the pre-prospectus is approved, faculty will receive an expanded "[full prospectus](#)," which includes additional questions. OAA will work with the faculty initiator to develop the full prospectus and to complete the Board of Regents Program Action Request form. Ideally, by the time the curriculum is approved by the Faculty Senate, the full prospectus will be complete and ready for submission by the Provost to the Statewide Academic Council.

The University of Alaska Board of Regents Academic Policy, including the minimum number of credits required for a degree or certificate program, can be accessed at: <http://www.alaska.edu/bor/policy/10-04.pdf>.

3. **Department Curriculum Committee/Department Chair:** Departmental review by the curriculum committee or department chair is required.
4. **College Curriculum Committee:** Check with your college curriculum committee about their meeting schedule.

A coordination email is automatically generated by the system at the point at which the College Curriculum Committee chair completes the curriculum review. At least 10 business days must pass after the coordination email is generated before the program will be placed on the UAB/GAB agenda to allow adequate time for notification of the UAA community.

Initiators should also consider—especially in the case of curriculum changes affecting other departments or colleges—sending out a direct coordination email to affected parties and the faculty listserv prior to the curriculum being submitted to their college curriculum committee.

5. **College Dean:** This level of review is required prior to submission to the governance office. Curriculum initiated at the community campuses must come up through the college, under which the program is listed in the catalog.

Note: If any curriculum for a credit-bearing course, program, or policy is submitted for processing and it has been **disapproved** at any level prior to UAB/GAB review, then that particular curricular action may be placed on the agenda of UAB/GAB for review and recommendation.

6. **Governance Office:** The curriculum can be placed on the UAB/GAB agenda when it fulfills the 10-business day coordination e-mail requirement. Curriculum items needing UAB/GAB review **must be in the Governance Office (GAB/UAB) queue by 9:00 a.m. Monday** in order to be on the agenda for the Friday meeting of the same week.
7. **Undergraduate Academic Board (UAB)/Graduate Academic Board (GAB):** GAB and UAB meeting schedules are posted on the Governance website at the beginning of each academic year.

The initiating or representative tenure-track or term faculty member must present curriculum to UAB/GAB. Representatives should be prepared to answer all relevant questions as described in section 1.4 of this handbook.

After the final reading by UAB/GAB, the initiating faculty member is responsible for the preparation of any necessary amendments to the text within the Program Management system before UAA Faculty Senate takes action.

8. **Faculty Senate:** Curricular actions at UAB and GAB are consolidated on to a consent agenda for faculty senate meetings that occur on the first Friday of each month September – May, except January.
9. **OAA/Provost:** The Provost provides the final approval for all curricular actions at UAA.
10. Refer to Figure 3a for the steps beyond OAA/Provost approval that are specific to the type of program review.

3.3 Minor Changes

Definition of a “minor change”: Minor change are defined as changes that do not substantially affect the intent or content of programs. Minor changes are reviewed up through the college curriculum committee. All changes, even minor changes, must be entered into the Program Management system. I For further assistance in determining whether a change is minor, consult with the UAB or GAB chair.

The following catalog changes are considered minor changes and do not have to be reviewed by the UAB/GAB. If faculty initiators believe their program changes fall within the following categories, an explanation of that should be provided in the notes section of the program documentation:

- Contact information, location, and web address
- Career information
- Accreditation
- Research possibilities
- Advising
- Grammatical changes

The initiating department is required to coordinate with all impacted departments. A coordination email is automatically generated by CIM at the point at which the college curriculum committee chair approves the curriculum.

Upon final approval by the college dean, courses with minor changes are forwarded to the Governance Office for transmittal to the Graduate School (as applicable), the Office of Academic Affairs and the Office of the Registrar.

Minor changes are placed on the UAB/GAB agenda as informational items. Any UAB/GAB member may request that an information item be changed to an action item. No action can be taken on an action item until after it has been placed on the next meeting’s agenda. If there is no request to change the informational item to an action item, the Chair notes that it is a minor change and moves the change forward.

3.4 Program Student Learning Outcomes

1. Program Student Learning Outcomes are to be clearly stated as the knowledge or abilities that students are expected to demonstrate upon successful completion of the program.
2. Program Student Learning Outcomes and a plan for their assessment are to be developed in accordance with the guidance and requirements found in the [Academic Assessment Handbook \(https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/documents/AAC-Handbook-Revised-2014-Final.pdf\)](https://www.uaa.alaska.edu/about/governance/academic-assessment-committee/documents/AAC-Handbook-Revised-2014-Final.pdf).
3. Program Student Learning Outcomes are to be published in the catalog for student use in evaluating and selecting their academic program.
4. Programs whose external accreditors require program objectives should state these clearly as the knowledge or abilities that students are expected to demonstrate after completion of the program.
5. A complete and valid Academic Assessment Plan must be emailed to the Academic Assessment Committee at ayaac@uaa.alaska.edu in accordance with the requirements of the Academic Assessment Handbook. ***Note: Academic boards do not evaluate the Program Student Learning Outcomes or Academic Assessment Plan; however, the Academic Assessment Plan must be complete, approved through the Dean, and submitted to ayaac@uaa.alaska.edu for review by the Academic Assessment Committee when a new program is submitted to the academic***

boards. Following AAC review of the Academic Assessment Plan, an informational item is sent to the Faculty Senate.

6. If this action requires notifying NWCCU, refer to their website at www.nwccu.org.

3.5 Career Readiness Workforce Credential

Note: This type of program does not use the Program Management system.

The development of these programs must first be discussed with the Office of Academic Affairs.

Contact information for OAA is available on the [Provost's Office website](http://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml)
https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml.

3.6 Academic Program Suspension of Admissions or Deletion

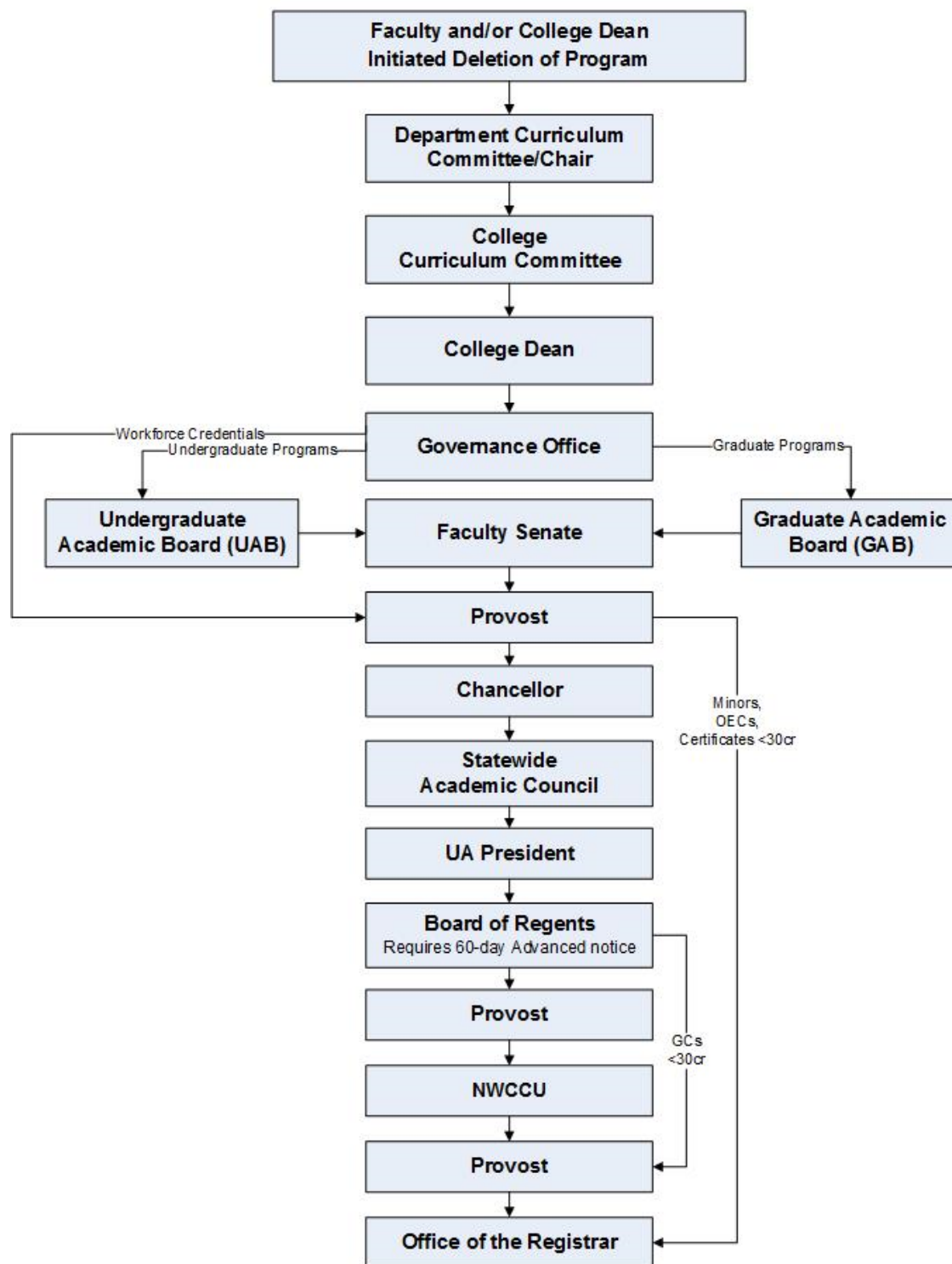
A suspension of admissions or deletion of an existing program must be discussed with the Office of Academic Affairs. Contact information for OAA is also available on [Provost's Office website](http://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml)
https://www.uaa.alaska.edu/academics/office-of-academic-affairs/provost_office.cshtml.

Academic Program Suspension of Admissions or Deletion Guidelines are available at:
https://www.uaa.alaska.edu/academics/office-of-academic-affairs/_documents/guidance-for-suspension-5-11-15.pdf.

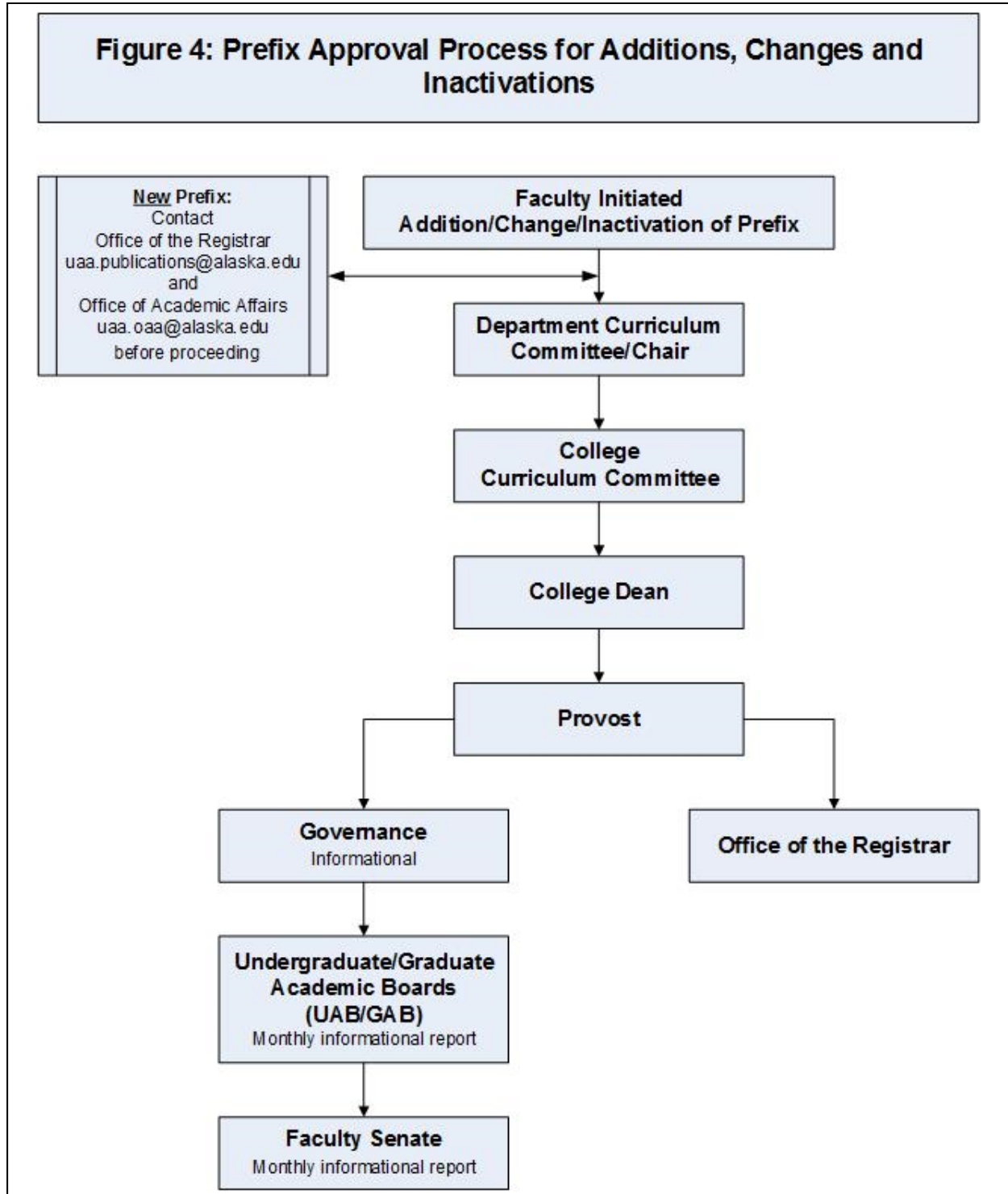
While suspension of admissions is a management decision, deactivation of a program is submitted by faculty through the Program Management system.

This review process is depicted in Figure 3b.

Figure 3b: Academic Program Deletion Review Process



Section 4 - Prefix Approval Process



4.1 Addition, Change or Inactivation of a Prefix

The process for approval of a prefix addition, change or inactivation is depicted in Figure 4.

Example memo for a prefix addition:

To: Dr. Sam Gingerich, Provost and Executive Vice Chancellor of Academic Affairs

From: Dr. Khrys Duddleston, Curriculum Committee Chair, Dept. Biological Sciences

Khristyne
Duddleston

[Through: Dr. Fred Rainey, Director, Dept. Biological Sciences

AND Dr. Karl Pfeiffer, Chair CAS Course and Curriculum Committee

AND Dr. John Stalvey, Dean, College of Arts and Sciences

Date: 30Nov15

RE: Creation of new prefix, MBIO

The Department of Biological Sciences hereby requests a new prefix, MBIO. We recently hired two faculty members in microbiology. The teaching and research interests of the two new faculty combined with those of existing microbiology faculty (three) form a Microbiology Core within the department, similar to existing cores (e.g. physiology, cell and molecular biology). We are creating several new upper division courses in microbiology that will be part of a larger curriculum package adding a Microbiological Sciences option to our BS in Biological Sciences degree. Although we anticipate creating a new BS degree in Microbiological Sciences in the future, we are moving forward with an option within our existing degree program at this time.

The Dept. of Biological Sciences is beginning to run low on available upper division numbers under the BIOL prefix. Additionally, and perhaps more importantly, we have a numbering strategy within the department in which similar courses are grouped together by number. For example, most of our physiology courses are in the "teens" (413, 414, 415 etc.). Microbiology, like biology, is a broad science with many sub-disciplines (e.g., microbial genetics, microbial physiology, microbial pathogenesis etc.). As we embark on an expansion of our microbiology offerings, and in anticipation of growth in that area in the future, we feel it is important to create a new prefix, MBIO, for these courses. Although there are currently enough BIOL numbers available for the curriculum package we wish to submit now, creating a new prefix will a) allow us to group courses in microbiological sub-disciplines similarly to how we group them in biology, b) provide room for future growth in the microbiology curriculum and c) avoid consuming the few remaining numbers in BIOL which would limit available numbers for future changes in BIOL course offerings.

Date of coordination email to faculty listserve: 30Nov15

Section 5 – Further Resources

University of Alaska Board of Regents academic policy (see part 10): <http://alaska.edu/bor/policy-regulations/>

UAA curriculum landing page (curriculum and program management system): <http://curric.uaa.alaska.edu/curriculum.php>

Annual deadlines: <https://www.uaa.alaska.edu/about/governance/curriculum-proposals/>

Office of Academic Affairs:
<https://www.uaa.alaska.edu/academics/office-of-academic-affairs/>

Governance Office, Undergraduate and Graduate Academic Boards, Faculty Senate, GER Committee information:
<http://uaa.alaska.edu/governance>

Academic Assessment Committee and plans information:
<https://www.uaa.alaska.edu/about/governance/academic-assessment-committee>

Distance Education Handbook:
https://docs.google.com/document/d/1qbK9gik0ZlVVob9X7cSf3AarJ_gucYVc8sQeG5PVvhc/edit?usp=sharing

Writing Objectives with Bloom's Taxonomy:
University of North Carolina Charlotte, The Center for Teaching and Learning
<http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives>

Appendix A – Stacking Guidance

Stacking criteria:

1. Stacked courses are courses from the same prefix but at different levels offered at the same time and location.
2. Existing and new courses may not be stacked unless approved as stacked courses by UAB/GAB.
3. Courses may not be stacked informally for scheduling purposes.
4. The course description and course content guide of a stacked course must clearly articulate the difference in experience, performance and evaluation of students at different levels, including graduate students vs. undergraduate students.
5. Courses that are at the 500 level may not be stacked with any other course.
6. If stacking status is requested, rationale must be provided.
7. Courses at the 300 level may not be stacked with 600-level courses.

All graduate-level courses must meet certain criteria established by the GAB. In addition, when 400-level courses are stacked with 600-level courses, the faculty initiator must consider the impact of stacking the course on the graduate student experience and how that affects the criteria for 600-level courses. *If a graduate-level course is stacked with a 400-level course, or if undergraduate students are taking the course as part of their baccalaureate degree, the justification must clearly describe how the quality of the graduate students' experience will be maintained in a mixed-level classroom.*

The following guidelines may assist in determining whether a course is suitable for stacking according to graduate criteria:

- ***Do the prerequisites (not registration restrictions) differ for the 400- vs. 600-level versions of the course?***
It is difficult to justify stacked courses in which the graduates and undergraduates have a significantly different knowledge base relevant to the course material. If the knowledge is required for the course, the prerequisites must be comparable. If the knowledge is only required for extra coursework performed by the graduate students, this difference should be stated explicitly and addressed in the instructional goals, student learning outcomes and course activities sections of the CCG.
- ***Is the course format predominantly discussion- or seminar-based?***
This type of course is not likely to be suitable for stacking, as the discussion level/theoretical base can differ significantly between graduate and undergraduate students. In addition, the ratio between undergraduate and graduate students should be addressed. Courses that are evenly divided may provide a more balanced environment than a course in which only one or two graduate students are present.
- ***Is the course format predominantly lecture-based? (Is the main intent of the course to provide a detailed knowledge set?)***
 - *Is the PRIMARY source of information/reading the primary research literature of the field?*

This course is not likely to be suitable for stacking, as undergraduate students generally lack the knowledge base and experience to derive all information from the primary literature.

- o *Is the PRIMARY source of information/reading material derived from textbooks or other less-specialized literature?*

This course is likely to be suitable for stacking. However, the performance expectations for graduate students should be explicitly defined, with special emphasis on how these expectations differ from the 400-level students.

Some suggested student learning outcomes/assessments that may be appropriate for 600-level students in a stacked course:

- Extra reading assignments based in the primary research literature, evaluated via written critical reviews and/or oral presentations
- Extra writing assignments that evince ability to synthesize research fields (comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material)
- Assignments to measure the ability of graduate students to integrate course material into experimental design, such as writing formal research grant proposals, or oral or written presentation of how the course material informs the student's own thesis research
- Separate exams for graduate students that measure not only comprehension of the lecture material but the ability to integrate and apply the material at more advanced levels, such as hypothesis formulation and experimental design, or the ability to interpret raw research data
- Teaching experiences, in which graduate students instruct undergraduates, lead discussion groups or present analysis of primary research, offer another context in which graduate students may demonstrate and more advanced knowledge and be assessed accordingly.

As a result of completing this course, students will be able to:

Student Learning Outcomes	Typical Assessments
demonstrate the ability to conduct a literature search on the course topic material	written critical reviews and/or oral presentation of literature reviews
Synthesize research fields	comprehensive scholarly reviews or synthesis of other disciplinary areas with the course material produced by the student
Integrate course material into experimental design	Written formal research grant proposals, oral or written presentation of the how the course material informs the student's own thesis research
Integrate and apply the course material at advanced levels	Exams requiring students to formulate hypothesis, design experiments, or interpret raw research data
Instruct undergraduates, lead discussion groups, or otherwise present the course material to other audiences.	Observed teaching exercises, teaching evaluations, performance of their students on examinations

Appendix B – Number of Credits/CEUs and Contact Hours

The number of credits/CEUs is in direct relation to the contact hours:

- Over a 15-week semester, 1 contact hour is equivalent to 50 minutes.
- One credit for a lecture course is typically equivalent to 1 contact hour/week for a total of 15 contact hours for the course (or 750 minutes of actual class time [50 minutes/contact hour x 15 contact hours = 750 minutes]).
- One credit for a supervised laboratory course is typically awarded 2 contact hours/week for a total of 30 hours (2 x 15 weeks = 30) or 1,500 total contact minutes (30 x 50 minutes/contact hour = 1,500 minutes) of supervised lab time.
- One credit of unsupervised laboratory time such as some practica, student teaching, internships, or field work credits is typically awarded 3 contact hours/week or more. Many courses, because of the nature of their subject matter or mode of delivery, require additional student time.
- For a lecture course, at least two hours of work outside the class is expected for each credit. For a supervised laboratory class, in addition to 2 contact hours/week in the laboratory, at least one additional hour of outside work is expected for each credit (or a total of 3 contact hours/week in the laboratory will satisfy this requirement).
- For courses that are provided in a period less than the standard 15-week semester, the (Lecture + Lab) section should be completed as if the course would be taught in a 15-week period.
- For CEU courses, the total number of lecture and laboratory contact hours for the course should be stated. The CEU is a unit of measure for noncredit activities. The CEU can be used to document an individual's participation in formal classes, courses, and programs as well as in nontraditional modes of noncredit education, including various forms of independent, informal, and experiential study and learning.

1. Summary

Semester	=	15 weeks (standard semester length)
One (1) Contact Hour	=	50 minutes per week (or 750 minutes for the course)
Outside Work	=	Additional time typically outside of classroom or laboratory
One (1) credit	=	1 contact hour per week of lecture (15 contact hours of lecture for course)
	or	
		2 contact hours per week of supervised laboratory (or practica) if outside work is needed (30 contact hours for the course)
	or	
		3 contact hours per week of supervised laboratory (or practica) if no outside work is needed (45 contact hours for the course)
(Lecture + Laboratory)	=	refers to the number of contact hours for lecture and laboratory <i>per week based on a 15-week semester</i>

2. Credit Examples

- **(3+0)** = A typical lecture-only course. Equivalent to a 3-credit course with 3 contact hours of lecture and 0 hours of laboratory per week for a total of 135 hours for the course [45 contact hours of lecture (3 contact lecture hours/week x 15 weeks = 45) plus 90 hours outside work (6 hours outside lecture/week x 15 weeks = 90) for a total of 135 hours].
- **(2+2)** = A combined lecture and laboratory course. Equivalent to a 3-credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).

- **(3+2)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 30 hours of lab and 15 hours outside of lab).
- **(3+3)** = A combined lecture and laboratory course. Equivalent to a 4-credit course with 3 contact hours of lecture and 3 hours of laboratory (supervised or unsupervised) per week for a total of 180 hours for the course (45 contact hours of lecture and 90 hours outside lecture plus 45 hours of lab and 0 hours outside of lab).
- **(0+9)** = A practicum or fieldwork type course. Equivalent to a 3-credit course with 0 contact hours of lecture and 9 hours of practicum or field work laboratory (supervised or unsupervised) per week for a total of 135 hours for the course (0 contact hours of lecture plus 135 hours of lab and 0 hours outside of lab).

3. **CEU Examples**

- **0.1 CEU** = 1 hour of instruction and no additional hours of work for the course.
- **1.0 CEU** = 10 hours of instruction and no additional hours of work for course.
- **1.5 CEU** = 15 hours of instruction and no additional hours of work for course.
- **3.5 CEU** = 20 hours of instruction and 15 hours of required additional work appropriate to the objectives of the course for course.
- **2.0 CEU** = 20 hours of instruction and no additional work, or 40 hours of laboratory or clinical work.

4. **Minimum Course Length (Compressibility Policy)** – The Compressibility Policy states, “Courses scheduled for less than a full semester may not be offered for more than one credit each week (seven days).” Two credits require a minimum of eight days and 3 credits require a minimum of 15 days.

Appendix C – Operations of UAB/GAB

Membership

1. Eligibility

The Constitution of the Faculty Senate, Article 5 Section 3 defines the faculty status required to serve on UAB/GAB. <https://www.uaa.alaska.edu/about/governance/faculty-senate/constitution.cshtml>

2. Composition

The Bylaws of the Constitution of the Faculty Senate, Section 3 subsection A and C define the composition of UAB and GAB, respectively. <https://www.uaa.alaska.edu/about/governance/faculty-senate/constitution.cshtml>

Functions and Responsibilities of UAB/GAB

- The Bylaws of the Constitution of the Faculty Senate, Section 3 subsection B and D define the authority and responsibilities conferred upon UAB and GAB, respectively, by the Faculty Senate. <https://www.uaa.alaska.edu/about/governance/faculty-senate/constitution.cshtml>

Operational Responsibilities and Procedures

1. Members

- Members are responsible for attending all meetings.
- If a member is unable to attend, that member is responsible for providing a replacement.
- Members act as a liaison between the UAB/GAB and the member's department/school/college.
- Members must inform departments in their school/college when their proposals are on the agenda.
- Members must review the agenda and attachments prior to each meeting.

2. Chair

- The presiding chairs of UAB/GAB are elected by their respective boards and must have served on the respective board for a minimum of one year.
- The chair is responsible for attending all meetings.
- If the chair is unable to attend, he/she appoints an acting chair.
- The chair acts as a liaison between UAB/GAB and others as necessary.
- The chairs sign CARs and represent UAB/GAB at UAA Faculty Senate meetings.
- The chairs serve as members of UAA Faculty Senate Executive Board and may represent UAA in system governance issues.
- The chairs may represent the faculty on an ad hoc basis during the year and attend special meetings (such as meeting prospective employee candidates, meeting the Board of Regents, or serving on special task forces).

3. Meeting Schedule

• Regular Meetings

- **Undergraduate Academic Board:** During the academic year, UAB meets at 2 p.m. each Friday, except for the first Friday of each month which is the day the UAA Faculty Senate meets. Meetings commence the first week after faculty contracts begin. The schedule is given to UAB members at the beginning of each academic year and posted on the Governance website.
- **Graduate Academic Board:** During the academic year, GAB meets at 9:30 a.m. the second and fourth Fridays of each month. Meetings commence the first week after faculty contracts begin. The schedule is given to GAB members at the beginning of each academic year and posted on the Governance website.

- **Summer Meetings**

Neither UAB/GAB meets during June or July. If any curricular items need action during the summer, the UAB/GAB chair or designee reviews the paperwork with a volunteer group of continuing UAB/GAB members. Under such circumstances, the UAA Faculty Senate Executive Committee acts on behalf of the UAA Faculty Senate (UAA Faculty Senate Constitution Article IV Section 11). Approved actions must be reported to UAB/GAB at the first UAB/GAB meeting of the academic year. No policy changes are considered during the summer.

- **Meeting Notification**

All meetings are public meetings. Meeting announcements, agendas, and locations are posted on the Governance webpage.

4. **Agenda and Summary**

- **Structure**

- o **Date, Time, and Location:** The agenda lists the date, time, and place of the meeting. Meetings may be teleconferenced if necessary.

- o **Sections**

- I. Roll
- II. Approval of the Agenda
- III. Approval of Meeting Summary
- IV. Administrative Report
- V. Chair's Report
- VI. Course Action Request (CAR) or Program/Prefix Action Request (PAR)-Second Reading
- VII. CAR or PAR-First Reading
- VIII. Old Business
- IX. New Business
- X. Informational Items
- XI. Adjournment

- **Definitions**

- o **Meeting Summary:** The meeting summary includes the roll, all action items, a list of information items, and time of adjournment.

- o **First Reading**

- Representatives from the department/school/college must attend the UAB/GAB meeting when their proposal is discussed. If no representative is present, the proposal is tabled.
- All proposals are routinely accepted for First Reading unless tabled (for a specific length of time and for a stated purpose), removed from the agenda (usually by the department/school/college that initiated the item) or formally not accepted for First Reading (usually the item is then sent back to the department/school/college for revision).
- Proposals not properly coordinated before First Reading will be tabled.
- Actions involving changes in General Education Requirements (GER) are referred to the General Education Review Committee (GERC).
- Proposals accepted for First Reading are usually placed on the next agenda for Second Reading. Proposals can be accepted with suggested changes. UAB/GAB, administration, or the submitting department may suggest changes.
- No vote is necessary to accept an item for First Reading.
- Acceptance for First Reading does not predetermine automatic approval at Second Reading.
- Board members should work closely with their department/school/college regarding all recommendations made at UAB/GAB meetings and assist their colleagues in the preparation of the proper paperwork.

- **Academic Policy:** A variety of sources including individuals, departments, schools, colleges, administration, and other boards and committees may initiate new or revised academic policy proposals. Revised policy proposals should include a copy of both the old and new policies with rationale/justification for the new policy or revision. All policy proposals are reviewed and must be approved by UAB/GAB, UAA Faculty Senate, and the administration.
- **Second Reading**
 - Second readings usually occur at the next regularly scheduled meeting. All proposals placed on the agenda for Second Reading are voted on by a show of hands or yes/no if audio-conferenced.
 - UAB/GAB usually act on proposals at Second Reading but may postpone action if further deliberation or information is necessary.
- **Informational Items:** The Board may discuss these items and/or request that the items be placed on a future agenda for action.

5. Meeting Procedure

- UAB/GAB meetings are governed by *Robert's Rules of Order*.
- A quorum is a majority of the voting members present.
- Voting is done by a show of hands or yes/no if audio-conferenced.
- Votes are recorded as For, Against, Abstain, or Unanimous.
- A simple majority carries the vote.
- In the event of a tie, the chair casts the deciding vote.
- Proxy voting is not permitted by any UAA faculty boards and committees. Proxy voting is incompatible with the essential characteristics of a deliberative assembly in which membership is individual, personal, and nontransferable, in that voting should take place subsequent to discussion and deliberation.

6. Administrative Support

The Governance Office provides administrative support to UAB/GAB. The Governance Office works closely with the chairs of the boards and prepares and posts the agendas, summaries, and reports on the governance webpage at <https://www.uaa.alaska.edu/about/governance/>. In addition, the office will work with appropriate departments to provide guidance in the preparation and approval of all required actions. The Governance Office, the UAB/GAB chairs and representatives from the Office of Academic Affairs act as liaisons between the Undergraduate Academic Board, the Graduate Academic Board, the Office of Academic Affairs, the Chancellor, and other UAA departments as necessary.

Proposal for the Approval of a Graduate Faculty at UAA

**Submitted by the Vice Provost for Research and Graduate Studies
April 25, 2017**

UAA Policy on Graduate Faculty

The Graduate Faculty at UAA consists of those members of the University and appointed affiliates who, because of their educational qualifications and professional activities, have been designated to be active participants in graduate education, with regards to teaching graduate courses, supervising graduate dissertations, theses, and substantial research/creative activity projects, and advising graduate students. UAA's Graduate Faculty policy and procedures are designed to recognize the importance and excellence of graduate education.

There are two Graduate Faculty designations: **Full** and **Affiliate**. These designations are intended to differentiate expectations for supervision of graduate student work. They are also intended to provide opportunities for mentoring of faculty new to research supervision and for the inclusion of other individuals deemed qualified to play a supervisory role on graduate student committees.

Full Members

- Serve as principal advisor to graduate students, teach in graduate degree programs, chair, co-chair, or serve as a member of thesis or dissertation committees, or on other approved graduate research projects (e.g., creative project, capstone, or research projects of at least three graduate credits)

Affiliate Members

- Serve as a member of thesis or dissertation committees, or on other approved graduate research project committees (e.g., creative project, capstone, or research projects of at least three graduate credits). Affiliate members may not chair committees, serve as principal advisors, or teach graduate courses.

Appointment Criteria

Full Members

- Normally hold a faculty or faculty administrator position within the University of at least 50%.
- Apply for, and are approved as graduate faculty by their unit dean.
- Unless otherwise agreed by School or College, hold a terminal degree for their discipline.
- Produce evidence of recent demonstrable research and/or creative productivity.
- Demonstrate effectiveness in graduate education instruction and/or curricular development.
- Professors Emeriti who were formerly graduate faculty, or meet the requirements above, are eligible to be full members.

Affiliate Members

- Meet the requirements for a UAA appointment as described for full membership but may not have a terminal degree for their discipline, or, may hold an adjunct or affiliate position, a faculty appointment at another university, or be a skilled practitioner employed in an industrial, commercial, or professional position, and have specific expertise that would make significant contributions to graduate education at UAA.

Appointment Process

Appointment Process for Graduate Faculty Membership for Faculty

- Based on the appointment criteria listed above and upon approval by department peers, existing faculty who have taught, currently teach, or are qualified to teach graduate courses and/or currently serve or have served as chair or member of committees supervising graduate student theses or dissertations, or other approved graduate research/creative/capstone projects, will be considered for Full Graduate Faculty membership.
- The process of appointment involves application by the faculty, review by peer committee. This information will be forwarded to the Dean of the Graduate School and the faculty will be informed of the decision.
- Faculty may elect to advise their unit dean that they do not wish to have their name forwarded for Graduate Faculty designation.
- Based on the appointment criteria listed above, new faculty will be considered for Full or Associate Graduate Faculty membership. For initial faculty appointments to UAA, a peer committee will ensure that the applicants meet the requirements for Graduate Faculty designation.
- In initial appointment, the applicant's Graduate Faculty designation will be designated in catalog, website, faculty include in AAR on service

Appointment Process for Graduate Faculty Membership for Non-Faculty

- Based on the appointment criteria listed above, and for non-faculty appointments (including adjunct and affiliate faculty), the dean of the school, college or divisional unit or director is authorized to appoint Associate Graduate Faculty members.

General Processes

- The Dean of the Graduate School will be responsible for maintaining the current record of approved Graduate Faculty on the Graduate School's website and for publication of the graduate faculty names in the annual Graduate Catalog.
- Departmental peer committees may confer Affiliate Membership rather than Full Membership for some faculty, or to refuse to recommend faculty to either designation.
- In the event that the departmental peer committee does not support an existing faculty member's appointment, that individual may appeal to the Dean of the Graduate School who will confer with the unit dean/director for resolution. If agreement cannot be reached, the faculty member reserves the right of appeal to the Provost.
- Faculty are designated as graduate faculty for three year terms. Departmental peer committees will review those individuals holding graduate faculty designation in their school or college every three years to ensure that they have demonstrated a current and sustained record of scholarly and/or creative activities consistent with the standards for this designation, and reappoint them to this status.
- In the event that the record of achievements does not meet the criteria for the relevant designation, faculty will be removed from the graduate faculty, and the peer committee will provide recommendations for improvement in teaching and/or scholarship needed to regain graduate faculty status.
- Designation as graduate faculty is in addition to the faculty member's primary assignment in their department and does not replace or affect that appointment.