I. Call to Order

II. Roll- (P=Present; A=Absent; E=Excused)  
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III. Agenda Approval (pg. 1-3)

IV. Meeting Summary Approval (pg. 4-7)

V. Officer’s Reports

A. President’s Report (pg. 8)  
Memo from UAA Classified Council President Megan Carlson (pg. 9)

B. First Vice President’s Report

C. Second Vice President’s Report

VI. Boards and Committees

A. Graduate Academic Board (pg. 10)  
Curriculum

Additional GAB Motions:

The Graduate Academic Board approves of Enrollment Services checking the level in 16d. on the CAR to ensure that graduate standing is screened.

The Graduate Academic Board approves that checking box 16d. is mandatory for all graduate level 600 courses for here forward.
Joint GAB and UAB motions:
The Undergraduate Academic Board unanimously approved that for practicum, project, research & thesis courses, the extended registration deadline will be the same as for independent/directed study courses.
The Graduate Academic Board sees no problem with the project, research & thesis courses language and takes no action regarding this language.

The Undergraduate Academic Board approved attached (pg. 14) revised language in the curriculum handbook regarding prerequisites and corequisites.
The Graduate Academic Board approves the attached (pg. 14) revised language for prerequisite and corequisites in the Curriculum Handbook.

The Undergraduate Academic Board supports the attached (pg. 15) Academic Assessment Committee bylaws.
The Graduate Academic Board unanimously approves the attached (pg. 15) Academic Assessment Committee bylaws as they are submitted.

B. Undergraduate Academic Board (pg. 11-13)
Curriculum

Additional UAB Motion:
The Undergraduate Academic Board approved the prerequisite changes in the CIS memo as a minor change. CIS will produce the appropriate CARs and CCGs with changes marked, dated, and initialed. This does not set a precedent and this approval will not change the approval date.

C. University-wide Faculty Evaluation Committee

D. Academic Computing, Distance Learning and Instructional Technology (pg. 16)
Distance Education Faculty Forum Flier (pg. 17)

E. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 18)

F. Nominations and Elections Committee

G. Diversity Committee (pg. 19-23)

H. Faculty Grants and Leaves Committee

I. IUAC- Evaluation of Deans & Directors Update

J. Library Advisory Committee (pg. 24-25)

K. Professional Development Committee

L. Student Academic Success Committee (pg. 26)

VII. Old Business
A. Accreditation Update (pg. 27)
http://www.uaa.alaska.edu/accreditation/2010.cfm
B. Discussion on report from the Promotion and Tenure Task Force (pg. 28-30)

VIII. New Business

A. Anti-plagiarism Efforts at UAA- Senator Sally Bremner (pg. 31)
   Request for ad hoc committee

B. Constitution and Bylaws- Officer Hilary Davies (pg. 32-36)

IX. Reports

A. Chancellor Fran Ulmer
   FAQs http://www.uaa.alaska.edu/chancellor/faq/index.cfm

B. Provost Michael Driscoll (pg. 37-38)

C. Vice Chancellor Bill Spindle
   Unable to attend

D. Vice Chancellor Megan Olson (pg. 39-40)

E. Union Representatives
   i. UAFT
   ii. United Academics

X. Informational Items & Adjournment
I. Call to Order

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

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III. Agenda Approval (pg. 1-3)

Approved

IV. November 6, 2009 Meeting Summary Approval (pg. 4-7)

Bogdan Hoanca marked as E at previous meeting

Approved

V. Officer’s Reports

A. Michaela Hernandez, USUAA President and Mallory Givens, USUAA Vice President

Topics included:

Late Night Tutor Program
Advocacy Teams

B. President’s Report (pg. 8)

Motions will be stated as follows:

MOTION (Senator First Name Last Name):

C. First Vice President’s Report (pg. 9)

D. Second Vice President’s Report
MOTION (Officer Katherine Rawlins, Chair of the Nominations and Elections Committee): Approve Susan Modlin to Graduate Academic Board; approve Arlene Schmuland to University-wide Faculty Evaluation Committee; Rob Crosman to Faculty Senate At-Large.
2nd: Senator Dave Fitzgerald
Approved

VI. Boards and Committees
A. Graduate Academic Board (pg. 10)
   MOTION (Officer Patt Sandberg, Chair of Graduate Academic Board): Approve curriculum.
   2nd: Senator Robert Boeckmann
   Approved

B. Undergraduate Academic Board (pg. 11-12)
   MOTION (Officer Hilary Davies, Chair of Undergraduate Academic Board): Approve curriculum.
   2nd: Senator Bogdan Hoanca
   MOTION (Senator Sam Thiru): Separate Letter C. School of Engineering from the curriculum packet.
   2nd: Senator Bogdan Hoanca
   For: 27
   Against: 5
   Abstained: 5
   Approved

   MOTION (Officer Hilary Davies, Chair of Undergraduate Academic Board): Approve all other curriculum, minus the Letter C. School of Engineering curriculum.
   2nd: Patt Sandberg
   Approved

   MOTION (Senator Nalinaksha Bhattacharyya): Table the School of Engineering curriculum until detailed documents can be sent out to Faculty Senators for their review, including a memo that lays out a point by point comparison of the courses.
   2nd: Senator Dave Fitzgerald
   For: 5
   Against: 25
   Abstained: 7
   Failed

   MOTION (Officer Hilary Davies, Chair of Undergraduate Academic Board): Approve the Letter C. School of Engineering curriculum.
   2nd: Bogdan Hoanca
   For: 26
   Against: 2
   Abstained: 9
   Approved

C. University-wide Faculty Evaluation Committee

D. Academic Computing, Distance Learning and Instructional Technology (pg. 13)
E. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 14-15)

F. Nominations and Elections Committee

G. Diversity Committee

H. Faculty Grants and Leaves Committee (pg. 16)

I. IUAC- Evaluation of Deans & Directors Update

J. Library Advisory Committee

K. Professional Development Committee

L. Student Academic Success Committee (pg. 17-18)

VII. Old Business
   A. Accreditation Update
      http://www.uaa.alaska.edu/accreditation/2010.cfm

   B. Promotion and Tenure Task Force Update (pg. 19-34)
      http://www.uaa.alaska.edu/academicaffairs/promotion-and-tenure-task-force/index.cfm
      This item will be discussed further at February Faculty Senate meeting.

VIII. New Business
   A. Student Showcase- Annie Route
      Encourage students to participate

   B. University Assembly Resolution for Distance Testimony at Board of Regents Testimony (pg. 35)
      Tabled until next Faculty Senate meeting

   C. IT Independent Review Survey- Anne Bridges
      Report given

   D. Final Report on UAA Plagiarism and Related Academic Honesty Issues
      Don Mohr, Professor Emeritus, History
      Recommendations (pg. 36-38)

      Full report can be found at
      This item will be discussed further at February Faculty Senate meeting.

IX. Reports
   A. Chancellor Fran Ulmer
      FAQs http://www.uaa.alaska.edu/chancellor/faq/index.cfm
      Unable to attend
B. Provost Michael Driscoll  
   Topics included:  
   Distance Education Plan of Action at SAC  
   Academic Master Plan  
   New version of Board of Regents hex form  
   Curriculum duplication

C. Vice Chancellor Bill Spindle  
   Topics included:  
   Operating and Capital Budget

D. Vice Chancellor Megan Olson (pg. 39)  
   Beth Rose attended in place of Vice Chancellor Olson  
   Topics included:  
   Update on Phone-a-thon  
   New UAA commercials now running

E. Union Representatives  
   i. UAFT  
   ii. United Academics

X. Informational Items & Adjournment  
   A. What is Shared Governance? (pg. 40-41)  
   B. All-Faculty Assembly on January 29th

Meeting adjourned
Health Care Forum
The Classified Council is planning a health care forum on March 26th from 12:00 – 1:00. The intent of the forum is to make sure that faculty and staff are not caught unaware when the changes to our health care plan go into effect in July. In addition to sharing information, the forum will also provide an opportunity to talk about what individuals can do to control the cost of health care, both personally and for the university’s overall health care plan.

Classified Council has invited Faculty Senate, as well as APT Council and Assembly, to co-host the event. Megan Carlson would like a Faculty Senate member to serve on the planning committee and contribute to the forum itself. Beyond involvement the day of the event and a meeting or two prior to that, she expects much of the planning to take place via email.

Robert’s Rules of Order
Just a reminder that in December we decided on the following changes to conform more closely to Robert’s Rules:

- Roll called by last name
- President presides over entire meeting; all questions and comments directed to her or him
- President identifies Senators by name when calling on them
- Senators stand when speaking
- Minutes limited to topics covered and actions taken
Genie,

As we discussed, the Classified Council is planning a **health care forum on March 26th from 12:00 – 1:00**. We would really like to have this forum co-hosted by Faculty Senate, APT Council, and Assembly. What we’re looking for right now is a Faculty Senate member to serve on the planning committee and contribute to the forum itself. Beyond involvement the day of the event, I expect much of the planning to take place via email, in addition to a meeting or two before the forum.

The intent of the forum is to make sure that our faculty and staff are not caught unaware when the changes to our health care plan go into effect in July. In addition to just sharing information, it’s also an opportunity to talk about what they can do to control the cost of health care, both personally and for the university’s overall health care plan.

Thanks again for sharing this opportunity with faculty! I’m really excited about the potential to host this forum for all faculty and staff together.

Megan

~~~~~~~~~~
Megan Carlson
Academic Project Specialist
UAA Classified Council President
University of Alaska Anchorage
(907) 786-1054/ Fax (907) 786-1426

*We must not confuse dissent with disloyalty. -Edward R. Murrow*
Program/Course Action Request

A. CBPP

Chg BA A652 International Comparison of Business Practices (3 cr) (3+0)

Additional Motions:
Practicum, project, research & thesis courses
There is no extended registration deadline noted in the catalog for practicum, project, research or thesis courses; however each semester departments indicate to us that since these courses are independent in nature it is their belief that they should follow the same guidelines as independent/directed study courses.

The Graduate Academic Board sees no problem with this language and takes no action regarding this language.

The Graduate Academic Board unanimously approves the attached (pg. 13) Academic Assessment Committee bylaws as they are submitted.

The Graduate Academic Board approves of Enrollment Services checking the level in 16d. on the CAR to ensure that graduate standing is screened.

The Graduate Academic Board approves that checking box 16d. is mandatory for all graduate level 600 courses for here forward.

The Graduate Academic Board approves the attached (pg. 12) revised language for prerequisite and corequisites in the Curriculum Handbook.
## Program/Course Action Request

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<td>Chg CWLA A260</td>
<td>Introduction to Creative Writing (3 cr) (3+0)</td>
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<td>Writer’s Workshop: Poetry (3 cr) (3+0)</td>
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<td>Writer’s Workshop: Fiction (3 cr) (3+0)</td>
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<td>Writer’s Workshop: Nonfiction (3 cr) (3+0)</td>
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<td>Chg CWLA A382</td>
<td>Writer’s Workshop: Drama and Screenwriting (3 cr) (3+0)</td>
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<td>Add CWLA A452</td>
<td>Advanced Writers’ Workshop: Poetry</td>
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<td>Add CWLA A462</td>
<td>Advanced Writer’s Workshop: Fiction (3 cr) (3+0)</td>
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<td>Add CWLA A472</td>
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<td>Add CWLA A482</td>
<td>Advanced Writer’s Workshop: Drama and Screenwriting (3 cr) (3+0)</td>
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<td>Del CWLA A461</td>
<td>Writing and Gender (3 cr) (3+0)</td>
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<td>Del CWLA A490</td>
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<td>Del CWLA A499</td>
<td>Thesis (3 cr) (0+9)</td>
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| CAS |  |
| Chg | Minor, Creative Writing and Literary Arts |
| Del | Minor with Distinction, Creative Writing and Literary Arts |

|  |  |
| Add PS A355 | Women in Politics (cross listed with WS A355) (3 cr) (3+0) |
| Chg SOC A202 | Social Institutions (3 cr) (3+0) |
| Chg SOC A402 | Social Theory (3 cr) (3+0) |
| Del SOC A452 | Violence in Intimate Relationships (3 cr) (3+0) |
| Add WS A355 | Women in Politics (cross listed with PS A355) (3 cr) (3+0) |
| Chg WS A400 | Feminist Theory (3 cr) (3+0) |
| Add WS A495 | Internship in Women’s Studies (3 cr) (3+0) |
| Chg WS A401 | Seminar in Women’s Studies (3 cr) (3+0) |
Chg Bachelor of History
Chg Theater and Dance Program Changes
Chg General Education Language for Baccalaureate Degrees

**B. CBPP**

Chg BA A241 Business Law I (3 cr) (3+0) (cross listed with JUST A241)
Chg BA A242 Business Law II (3 cr) (3+0) (cross listed with JUST A242)
Chg BA A487 International Management (3 cr) (3+0)
Del CIS A185 Introduction to Programming Business Applications (3 cr) (3+0)
Del CIS A201 Programming Business Applications (4 cr) (4+0)
Add CIS A210 Contemporary Business Applications Development (3 cr) (3+0)
Chg CIS A310 Analysis of Business Systems (3 cr) (3+0)
Add ECON A123 Introduction to Behavioral Economics (3 cr) (3+0)

Chg Associate of Applied Science in Business Computer Information Systems
Chg Bachelor of Business Administration in Management Information Systems
Chg Minor in Computer Information Systems

**C. CHSW**

Chg HUMS A185 Introduction to Field Work (3 cr) (3+0)
Chg JUST A241 Business Law I (3 cr) (3+0) (cross listed with BA A241)
Chg JUST A242 Business Law II (3 cr) (3+0) (cross listed with BA A242)

**D. CTC**

Add PER A164 Skiing Alaska’s Backcountry (2 cr) (.5+4.5)
Add PER A252 Intermediate River Rafting (2 cr) (.5+4.5)
Add PER A253 Intermediate Sea Kayaking (2 cr) (.5+4.5)

**Additional Motions:**
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these courses are independent in nature it is their belief that they should follow the same
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The Undergraduate Academic Board supports the attached (pg. 13) Academic
Assessment Committee bylaws.

The Undergraduate Academic Board approved the prerequisite changes in the CIS
memo as a minor change. CIS will produce the appropriate CARs and CCGs with
changes marked, dated, and initialed. This does not set a precedent and this approval
will not change the approval date.

Informational Items:
Underage policy has been revised to allow students to take up to 19 credits with
faculty permission. The Undergraduate Academic Board has decided not to address
the issue any further at this time, but reserves the right to do so in the future.
Clarification of Prerequisites and Corequisites (Boxes 16a and 16c of the CAR)

Curriculum Handbook, page 39
(Black type is current text, red type is suggested additional or changed text.)

Box 4. Previous Course Prefix & Number
Indicate if the course was offered previously under a different prefix and/or number, including -93s or -94s. If the course was not offered previously, insert “n/a.” If the prefix and the number have not changed, insert “n/a.”

Curriculum Handbook, Page 45
(Black type is current text, red type is suggested additional or changed text.)

Box 16a. Course Prerequisite(s)
Identifies prerequisites which must be achieved prior to enrolling in a course. The prerequisite course (must be listed with prefix and number in alpha-numerical order) must be successfully completed (D or better is understood, unless C or better, or B or better, is stated) prior to taking the course. It is assumed that faculty may waive the requirement.

A course prerequisite which may be taken concurrently must also be included in this area (this differs from a corequisite which must be taken concurrently).

Any additional information that appears as text should be placed in Box 16e (Other Restrictions).

Prerequisite examples for NURS A222
(BIOL A112 and BIOL A240) with minimum grade of C; DN A203 with minimum grade of C or concurrent enrollment; (ENGL A211, ENGL A212, or ENGL A213) with minimum grade of C or concurrent enrollment; (NURS A125, NURS A125L and NURS A180) all with minimum grade of C.

~or~
[BIOL A112 and BIOL A240; DN A203 or concurrent enrollment; (ENGL A211, ENGL A212, or ENGL A213) or concurrent enrollment; NURS A125, NURS A125L and NURS A180] all with a minimum grade of C.

Note: Automatic prerequisite checking is available when a Prerequisites Form is submitted. This form is not part of the curriculum process, but is submitted directly to the Registrar’s Office. It is available via www.uaa.alaska.edu/records/faculty_resources/upload/Prerequisites_Form.pdf

Box 16c. Corequisite(s)
Identifies a course (must be listed with prefix and number) which must be taken concurrently; requires simultaneous enrollment and withdrawal. It is assumed that faculty may waive the requirement.

Corequisite example for NURS A180
NURS A125 and NURS A125L

Note: If the department has an alternative corequisite or a list of options for corequisites, do not include “or” in this box; do not include text information in this box. That information should be placed in box 16e (Other Restrictions).
FACULTY SENATE ACADEMIC ASSESSMENT COMMITTEE - BYLAWS

The Assessment Committee is a standing committee of the Faculty Senate.

The committee shall:
1. Develop and maintain UAA Assessment Handbook.
2. Apply the current UAA Assessment Handbook as primary criteria for evaluating all program assessment, both of existing assessment efforts and of proposed or modified programs;
3. Recommend program assessment-related actions to the Senate;
4. Develop institutional learning outcomes assessments and direct the collection and analysis of that data;
5. Review and recommend all requests to modify institutional learning outcomes;
6. Review all requests to modify assessment policies;
7. Refer all curricular and academic issues to the Boards;
8. Undertake such additional tasks or responsibilities relating to program and institutional assessment as assigned by the Senate.

Composition of the Assessment Committee- Representation on the Assessment Committee shall be elected by faculty within their respective units as follows:

1. College of Arts & Sciences (1)
   a. College of Business & Public Policy (1)
   b. College of Education (1)
   c. College of Health & Social Welfare (1)
   d. Community & Technical College (1)
   e. School of Engineering (1)
   f. Honors College (1)
   g. Library (1)
   h. Kodiak College (1)
   i. Kenai Peninsula College (1)
   j. Matanuska-Susitna College (1)

2. In addition there shall be 4 representatives from Faculty Senate (4)

3. Faculty members of the Assessment Committee shall serve two year staggered terms.

4. Newly elected and continuing members of the Assessment Committee shall elect the chairperson no later than May 15 with service to begin June 1. After AY10, the chair shall be elected by the Assessment Committee from those members who are in the second year of their terms or who have served at least one previous term of office. After AY10, the Chair or a Co-chair must be a member of the Faculty Senate.

5. One representative from the Office of Academic Affairs, appointed by the provost and one representative from the office of the Registrar shall be ex-officio and non-voting members of the Assessment Committee. OAA shall be responsible for coordinating and supporting the activities of the Assessment Committee.
Committee Co-Chairs: M. Angela Dirks and Dave Fitzgerald

Meeting Date: Friday, January 15, 2009 in RH 303 from 2:00 to 4:00 PM

Committee Members Present:

- Angela Dirks, co-chair  
- Mariano Gonzales  
- Bruno Kappes  
- Nalinaksha Bhattacharyya  
- Gail Johnston  
- Carrie King  
- Christine Gehrett

Report:

1. Discussion with Rich Whitney on instructional technology topics – Rich presented to the committee and answered questions. Committee members found the presentation insightful and helpful. Committee members indicated they would benefit from regular updates from Rich at the Faculty Senate meetings.

2. Discussion on update of DE Faculty Handbook – Committee members reported progress on updates.

3. Distance on ACDLITC DE Forum – Committee reviewed and revised project plan. Items discussed included topics for listening tables, guest speakers, schedules, etc.

   Distance Education Forum scheduled for Friday, February 19th from 11:30 to 1:30 at the Lucy Cuddy Hall. All interested faculty are invited to attend, attendance is limited. To RSVP, please contact Amy Green at afamg@uaa.alaska.edu.

4. The next meeting is scheduled for February 12th to prepare for the DE Faculty Forum.
Hosted by the Academic Computing, Distance Learning & Instructional Technology Committee

February 19, 2010
Lucy Cuddy Hall, 11:30 – 1:30
University of Alaska Anchorage

Attendance is Limited!
Please RSVP by 2/2/2010
afamg@uaa.alaska.edu
or 786-1290

Lunch will be Provided
Committee Members: Mark Fitch, Jodee Kawasaki, Sam Thiru, Brian Wick

1. Deferred Maintenance
   a. BPFA is looking into a few reports of HVAC problems affecting people in SSB and ISB.
   b. Any results will be reported next month.

2. Classrooms and Teaching Styles
   a. BPFA is researching the how new and refurbished classrooms are designed with an eye on the breadth of teaching styles used in classrooms.
   b. Concurrently BPFA is reviewing classroom scheduling to see if hassles related to conflicting classroom use can be reduced.
   c. A report is expected next month.

3. PBAC.
   a. Reviewed the document from Mr. Goldstein, the consultant that helped the institution review budgeting planning and practices.
   b. Driscoll and Spindle gave updates on the Governor’s budget request.
   c. PBAC will review statewide academic master plan for options on how PBAC proceeds and sets priorities for next year’s budget coupled with findings from the Goldstein document.

4. Facilities Subcommittee of PBAC.
   a. Space usage changes presented in December 2009 were approved and changes have been made.
   b. The Board of Regents has requested a complete list of athletic space needs as they consider how to go forward with the sports arena. Currently this building is a few years off in the regents’ long term plan.
   c. Money for site prep which includes road modification is still awaiting use.
### FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR DECEMBER 4, 2009

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Consultants and Representatives

Present: Marva Watson, Director, Campus Diversity & Compliance Office

*E=Excused  *SB=Sabbatical

I. Review of Meeting Minutes for October 16, 2009. Approved: Corrections made regarding member attendance. Revisions were reflected in minutes submitted to Faculty Senate for 10/16/09.

II. Reasons for cancellation of November 20, 2009 meeting reiterated: both FSDC Co-Chairs, Natasa Masanovic and Patricia Fagan, as well Secretary, Jeanne Eder, were out-of-state due to family emergencies or conference attendance on 11/20/09.

III. Review of Agenda for December 4, 2009. Approved: No changes were suggested or revisions made.
IV. New members for Spring 2010 announced: Hiroko Harada, Languages, and Mary Weiss, School of Nursing, Nursing Outreach Site, Bethel (will participate via telephone conferencing).

V. Review of Subcommittee Membership with AY 2009-10 unifying theme: INCLUSIVITY

- Committee for Indigenous Concerns:
  - Nancy Furlow, Convener
  - Jeanne Eder, Phyllis Fast, Beverly Barker, Rob Crosman, Susan Modlin

- Committee for Recruitment, Retention and Mentorship:
  - Sudarsan Rangarajan, Convener
  - Lilian Alessa, Songho Ha, Jim Powell, Jeanne Eder, Yong Cao, Marva Watson

- Committee for Promotion of Public Square:
  - Gabe Garcia, Convener
  - Natasa Masanovic, Herminia Din, Sean Licka, Susan Modlin, Marva Watson

- Committee for Academic Support: Alaska Native Studies Program
  - Nancy Furlow, Convenor
  - Natasa Masanovic, Patricia Fagan, Rena Spieker, Mary Weiss

- Additional Volunteer Committee—STEM:
  - Beverly Barker, Convener
  - Robert Boeckmann, Patricia Fagan, Natasa Masanovic, Robert Crosman, Carlos Alsua

It was determined that each subcommittee would be responsible for convening at least once between regular monthly FSDC meetings and reporting progress toward goals and expected outcomes.

VI. Plans were codified for Spring 2010 meetings:

- Guest presenter, John Bhend, Senior HR Consultant: Updates regarding International Faculty and Staff Services.
- Guest speaker, Joe Nelson, Director of Admissions at UAS: Effective Outreach and Recruitment of Alaska Native freshmen. DAC funding to be sought for co-sponsorship.
- Areas of concern to be addressed: UAA mentorship of and hospitality toward new faculty members (especially those who may be under Homeland Security “probation” due to country of origin).
- Forum Development: Enhancing Administrative Awareness of UAA Faculty Experience.

VII. Requests made to members for UAA Alaska Civil Rights Month Faculty Brown Bag Presentations. Rob Crosman, Susan Modlin, Natasa Masanovic, and Patricia Fagan volunteered for January and February 2010.

VIII. Meeting adjourned at 4:30 p.m.
IX. Next meeting scheduled for January 15, 2010.

Respectfully submitted by Patricia Fagan (substituting for Jeanne Eder).
**FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR OCTOBER 16, 2009**

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**Consultants and Representatives**

Present: Marva Watson, Director, Campus Diversity & Compliance Office

*E=Excused  *SB=Sabbatical

**I. Review of Meeting Minutes: September 18, 2009.** Approved: No changes were suggested or revisions made.

**II. Review of Agenda: October 16, 2009.** Approved: No changes were suggested or revisions made.

**III. Announcements of upcoming events related to diversity:**

- Tale of Genji: Beyond 1000 Years/The Illustrated Scroll
- UAA Alaska Native/Native American Heritage Month
- Alaska Native Oratory Society Prelims
IV. Subcommittee Member Formation was determined as follows:

- Committee for Indigenous Concerns:
  - Nancy Furlow, Convener
  - Jeanne Eder, Phyllis Fast, Beverly Barker, Rob Crosman, Susan Modlin

- Committee for Recruitment, Retention and Mentorship:
  - Sudarsan Rangarajan, Convener
  - Lilian Alessa, Songho Ha, Jim Powell, Jeanne Eder, Yong Cao, Marva Watson

- Committee for Promotion of Public Square:
  - Gabe Garcia, Convener
  - Natasa Masanovic, Herminia Din, Sean Licka, Susan Modlin, Marva Watson

- Committee for Academic Support: Alaska Native Studies Program
  - Nancy Furlow, Convenor
  - Natasa Masanovic, Patricia Fagan, Rena Spieker

- Additional Volunteer Committee—STEM:
  - Beverly Barker, Convener
  - Robert Boeckmann, Patricia Fagan, Natasa Masanovic, Robert Crosman, Carlos Alsua

V. Guided Tour of Office of Disability Support Services: Kaela Parks, Director, led an outstanding and informative workshop in RH 105 for all members present on the technology and services currently available for enhanced, comprehensive, and inclusive learning at UAA.

VI. Next meeting scheduled for November 20, 2009.

VII. Meeting adjourned at 4:40 p.m.

Respectfully submitted by Patricia Fagan (substituting for Jeanne Eder).
ATTENDANCE. Alberta Harder, Carl Hild, Carole Lund, Daria Carle, Elizabeth James, Gabe Garcia, Leanne Davis, Sally Bremner (UAA Co-chair), Sean Licka, Steve Godfrey, Steve Rollins.

SUBCOMMITTEES REPORT OUT
LIBRARY AS PLACE (LP):
-- Arc Gallery Exhibits. Don Mohr’s exhibit, *Nude in the Library*, opens tonight; Maria Gonzales’ on March 3rd. The 2010 – 2011 exhibit dates are set. Arctic Sanctuary exhibit for 3rd floor is still on track for the fall.
-- Surveillance system for Arc Gallery and Circulation. Project to purchase cameras has slowed down.
-- Library floor maps. IT services Luke Weld has made all the changes to date. Library staff will have one last opportunity to suggest changes before final plans are produced. Maps should be framed in place this semester.
-- APU presidents’ gallery and art work. A portrait hanging for new president Don Bantz, and an official unveiling of the Walluk seal skin painting, are anticipated on the third floor of the Consortium Library.

LIBRARY RESOURCES (LR):
-- University Advancement’s Ivy Spohnholz met with LR to provide information on foundation grants and the giving process. She suggested using the upcoming faculty/staff campaign to highlight the library.
-- Focus group plans were not discussed today, due to Ivy’s visit in the Subcommittee’s time slot.

LIBRARY SERVICES (LS)
-- Textbooks. Leanne and Sally showed their new Textbooks research guide that pulls together many resources to help students obtain textbooks more cheaply: campus bookstores, online vendors, rental options for books and chapters, and open textbooks. [http://libguides.consortiumlibrary.org/textbooks](http://libguides.consortiumlibrary.org/textbooks)
-- Plagiarism reduction initiative. E-Board will not be focusing plagiarism next steps at their January retreat, and the Student Academic Success committee is already fully committed to other issues this year. Members suggested taking the issue back to Provost Driscoll or involving CAFÉ. E-board plans to strike an ad hoc committee at the next Faculty Senate meeting, to review Don Mohr’s report and advise Senate on the recommendations. Sally and Clare continue to improve the AHI website. Kate Gordon’s Copyright Research Guide has more prominence, and there are direct links to the Copyright slider and Fair Use Checklist.

LIBRARY DEAN’S RESPONSE & COMMENTS
-- Textbooks guide – well done, packed with useful resources, supported by bookstore and Dean of Students.
-- $10,000 received from APU to match UAA contribution for more library materials (LibQUAL response)
-- Accreditation report on library identified three threats: inflation in cost of information resources, dependence on grant support, and adoption of academic programs requiring expensive resources, without investment of adequate base funding to support them. These will inform future library actions and decisions.
-- The 2009 SOF funds the library almost won before program cancellation are likely not coming back.

MORE EFFECTIVE LIBRARY PUBLICITY. Results of brainstorming.
-- Promoting the APU book delivery service on their Intranet at the beginning of each semester.
-- More PR and publicity for the library. Involve Kristin DeSmith, assistant VC of University Relations.
-- Publish library information and stories in Green and Gold, Accolades regularly.
-- Publish annual report to go out to donors and other interested parties. Publish a newsletter for Alumni.
  Steve Rollins identified two issues 1. Getting news/information out to the UAA and APU communities.
  2. Getting information out to potential donors
-- Increase information flow between departments/schools and the library using the librarian liaisons. Sally provided a listing of librarian liaison assignments, and services liaisons could provide on request. Carl suggested departments invite library liaisons to their meetings.
-- Use Facebook or other social networking sites to spread the word. New web librarian could advise here.
-- Make library donation forms available at service points throughout the library.

NEXT MEETING: February 5th, 2010 in CL 302A, 11:30 am – 12:45 pm. Bob White, VP for Research and Graduate Studies will be our guest.
ATTENDANCE. Alberta Harder, Clare Chesher, Daria Carle, Elizabeth James, Gabe Garcia, Leanne Davis, Robert Boeckmann, Sally Bremner (UAA Co-chair), Sean Licka, Steve Rollins.

SUBCOMMITTEES REPORT OUT
LIBRARY AS PLACE (LP):
-- The library floor map drafts need to have changes added before the last consultation with LAC and library staff. Steve is still trying to secure a CAD person to do this.
-- The final order for new study tables and chairs will be prepared and submitted by Robin Hanson and Susan Mitchell, based on LPs recommendations over the break.

LIBRARY RESOURCES (LR):
-- Information gathering on the 28 masters programs in preparation for student focus groups. Carole Lund will facilitate. Cody Chip and The Graduate Students Association will help recruit participants.
-- Robert said Bob White would like to attend an LAC meeting. We’ll invite him for February.

LIBRARY SERVICES (LS)
-- Publicity: The new pick-up/return of library materials at the APU Academic Support Center (ASC) was promoted using a countertop sign in ASC and a blurb sent out to staff and faculty via email.
-- Textbook resources. Since the library cannot supply textbooks either in the collection or through interlibrary loan, Steve Rollins has asked LS to create a Research Guide providing information on websites for textbook purchase / rental / buyback. Leanne and Sally will work on this over the break.
-- AHI website. Clare Chesher and Jackie Cason have concluded a quick guide to copyright issues for faculty is not feasible as each case must be considered on its own merits. Some of the tools in the research guide on Basic Copyright http://libguides.consortiumlibrary.org/content.php?pid=59177&sid=434576 should be made available on Blackboard at least. We’ll work on that. Carl and Sally talked to E-board moving forward on recommendations from Don Mohr’s report on academic honesty. Genie will consult with Student Success. Another suggestion was focus on this issue at the Faculty assembly in the spring. With Blackboard version 8 now deployed, the issue of whether to turn on the™ plagiarism detection module should be discussed.

INCREASING LIBRARY ACQUISITIONS FUNDING. The group brainstormed ways and means to increase funding for materials, especially beyond the main library budget. APU’s contribution has been fixed at $95,000 annually since its reopening after suffering financial difficulties. The library expansion in 2003 and great increase in electronic resources have given APU access to a remarkable library considering its small student body. By academic library standards, the annual contribution would be approximately twice the current amount. APU’s outgoing president was considering a $10,000 contribution for library materials as focus group incentive. Steve Rollins will be discussing these issues with the new president, Dr. Don Bantz, and Academic Dean Marilyn Barry when the opportunity permits. The Library Resources Subcommittee is also keen to work with Advancement on increasing gifts to the library (individual and corporate). Elizabeth James will begin drafting letters to the Provost and Chancellor for mailing by April 1st. Having Bob White, VP for Research and Graduate Studies attend LAC in the spring will also highlight our needs in this area.

MORE EFFECTIVE LIBRARY-RELATED PUBLICITY. Brainstorming on this topic was postponed to our January meeting due to lack of time, its importance and low attendance at this meeting.

NEXT MEETING: January 15, 2010 in CL 302A, 11:30 am – 12:45 pm.
Students Academic Support and Success Committee
GHH CAFÉ Faculty Resource Room
Meeting Minutes
January 22, 2010

Persons in attendance:
Paola Banchero, Connie Fuess, Shannon Gramse, Alberta Harder, Trish Jenkins,
Tracy Leithauser, Linda Morgan, Kamal Narang, John Olofsson, Karen Parrish,
Galina Peck, Erika Veth

Absent: Michael Buckland, Rieken Venema

Item 1
Approval of Minutes from November Meeting

The minutes from the meeting on November 20, 2009, were distributed and approved.

Item 2
Discussion with Dr. Rich Whitney, UAA Chief Information Officer and Vice Provost for
Information Technology

Thanks go to Dr. Rich Whitney for attending our November meeting. He presented information
about on-campus computer labs and their future use. There was also discussion about the
upcoming transition from the current UAA Username to a new UA Username.

Item 4
Remaining AY 09-10 SASS Meetings

- February 26
- March 26
- April 23

The meeting was adjourned at 4:15 p.m.
Next Meeting: Friday, February 26, 2010, 2:30-4:00 GHH CAFÉ room
Accreditation Status Update for UAA Governance Groups, February 2010

Fall 2009 Evaluation Update
In January, UAA’s continuing accreditation was reaffirmed by the NWCCU on the basis of our Fall 2009 report and site visit. The letter announcing the reaffirmation and detailing the commendations and recommendations that stem from the evaluation is posted on the Accreditation 2010 website (www.uaa.alaska.edu/accreditation/2010.cfm).

Preparations for March 1st Report Deadline
The Chancellor’s Cabinet and Accreditation Steering Committee will review the near-final draft of the March accreditation report during the week of February 22nd. When this draft is shared with the Cabinet, it will also be shared with the Governance Leaders and members of Faculty Senate E-Board.

Core Themes
Evaluation teams were established for each core theme, with effort to ensure that faculty, staff, and community campuses were included in the process. These groups began by refining the existing core themes, objectives, outcomes, and indicators. Teams are currently finalizing evaluation of the outcomes and objectives within their core themes to make judgments on UAA’s performance and provide rationale for those judgments. Thank you to the many governance members who have contributed significantly to this evaluation!

Programs and Services
In addition to reporting on the planning, assessment, and improvement of our core themes, UAA is also expected to report on our programs and services in the March report. Information is being gathered from administrative and academic unit leads to establish how these processes are undertaken within each unit.

Status of Revised Accreditation Standards
The revised accreditation standards and process were approved by a vote of the institutions in the region and ratified in January 2010. The standards were passed with 96.3% of institutions voting yes, and the seven-year review cycle was passed with 88.2% of institutions voting yes. Thanks to all the members of governance who contributed to UAA’s responses to drafts of the standards as they developed!

The NWCCU is holding workshops for member institutions on how to prepare reports under the new standards and process in mid-February. Members of UAA’s Accreditation Leadership Team will be presenting and facilitating at these workshops.

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Questions for Discussion at Faculty Senate (we will devote 45 minutes to discuss as many of these--and any other questions you have--as the time will allow)

1. One of the biggest changes the document makes to our current P&T guidelines is an emphasis on community engagement. UAA has won national recognition in this area, and it is an integral part of UAA’s mission. The document also celebrates faculty diversity and the “mosaic” of unique contributions made by individual faculty. What is the proper balance between individual diversity and institutional themes like community engagement? Should community engagement be required of all faculty? If so, should the engagement be tied closely to one’s discipline? What counts as “community”? 

- III. Faculty Roles and Responsibilities: The focus on Community Engagement...
  UAA highly values quality community engagement as part of faculty roles and responsibilities, and as such consider it a vital component (emphasis added) of faculty evaluation considerations. Community engagement includes:
  - (1) Community-based research values...values the participation of local community members and brings their perspectives into the research process...,.
  - (2) Engaged service happens when faculty are engaged in service in the community in a way that enhances both their experience and the community’s well being,
  - (3) Curriculum engagement includes approaches where teaching, learning and scholarship engage faculty, students, and community in mutually beneficial collaboration (I, p.4).

- Tenure and promotion: The promotion review is a summative assessment of a faculty member’s scholarly achievements in teaching, academic research or creative activity, community engagement and university service, as appropriate to his or her appointment and position (II, p. 4).

- Post-tenure review: The peer review committees and administrators shall make an evaluation of the faculty member’s scholarly achievements over the preceding six years in the categories of teaching, academic research or creative activity, community engagement and university service in accordance with the unit and university expectations for his or her rank in place at the time of the last promotion decision. The committee shall comment on specific strengths and/or weaknesses in performance (II, p. 5).

- Scholarly portfolio: The Scholarly Portfolio showcases a faculty member’s scholarly achievements and provides evidence supporting the faculty member’s scholarly accomplishments in the responsibilities of teaching, academic research or creative activity, and community engagement and university service (II, p. 5).

- Rather, tenure shall be granted to those faculty members who have provided evidence that demonstrates a sustained record of high-quality and significant scholarly performance and the promise of long-range contributions to the educational mission, reputation, and quality of the University (II, p. 2).

- Individual faculty members bring different strengths, perspectives, experiences, and talents to their faculty role, and they are members of disciplinary departments with varying forms of scholarship, foci, and goals. Therefore, applying an identical set of criteria for all faculty members is unrealistic (I, p.2).

2. In line with some current trends, the document validates “collaborative, interdisciplinary, engaged or integrative” approaches as worthy and legitimate. To what extent should such approaches be required of all faculty? Should the high value placed on interdisciplinary approaches result in a devaluing of more traditional activities within disciplinary boundaries?

- The Scholarly Portfolio shall include an Integrative Narrative, of no more than five pages, that synthesizes and interconnects the candidate's scholarly achievements within the context of her or his designated responsibilities. . . . The narrative should emphasize collaborative, interdisciplinary, engaged or integrative activities (II, p. 10).

- Candidates are encouraged to highlight scholarly activities which represent integrative, interdisciplinary, collaborative, or engaged work . . . (II, p. 10).
3. The document uses the umbrella term scholar to describe all UAA and community campus faculty. What are the advantages of this umbrella term? Are there disadvantages--does “scholarly activity” convey activities that fit some faculty better than others, or miss some things that faculty do?

- **All faculty members** have a responsibility to engage in **scholarly** work in teaching, academic research, craft/professional practice, or creative expression, and community engagement, according to their respective appointments and positions, in order to contribute to the knowledge-base in their fields. Each faculty member is also expected to contribute to shared governance, accreditation processes, and professionally-related service activities of the university (I, p.3).
- Tenure and promotion: The promotion review is a summative assessment of a **faculty member’s scholarly achievements in teaching, academic research or creative activity, community engagement and university service**, as appropriate to his or her appointment and position (II, p. 4).

4. The document proposes an **integrative** approach to teaching, research, and service. What are the advantages of having definitions of research, teaching, and service that overlap? Are there activities that fit more than one category? What are the disadvantages? (Would a definition of teaching that includes curriculum development make it possible for someone who is not an effective classroom/distance instructor to be considered effective in teaching?)

- **Teaching** is much more than instruction in the classroom, lab, or via distance-delivery modes and technologies. The work of teaching includes curriculum writing, developing course materials, cultivating community internships, writing letters of recommendation, mentoring, planning and conducting workshops for colleagues, and so on. Aspects of teaching include:
  - Instructing: Teaching in courses....
  - Building and Developing Curriculum: Developing and revising outcomes-based curriculum and assessment; shaping teaching materials, manuals, software....
  - Mentoring Students: Advising for academic success and career planning....
  - Advancing Teaching Excellence: Mentoring colleagues and observing their teaching....
  - Advancing Student Excellence: Writing letters of recommendation and/or nominating students for scholarships.... (I, p. 6-7)
- **The Scholarly Portfolio shall include an Integrative Narrative** . . . that synthesizes and interconnects the candidate’s **scholarly achievements** within the context of her or his designated responsibilities. (II, p. 10).

5. According to the document “scholarly achievement” encompasses research, teaching, and service. At the same time, the document defines research/creative expression as “all forms of **scholarship**” which comprises “discovery, integration, interpretation and application—and their public dissemination.” Is there a discrepancy in the use of “scholarship”? What precisely should distinguish research from other scholarly activities, and how could the document be clarified to reflect the distinction?

- **The promotion review is a summative assessment of a faculty member’s scholarly achievements in teaching, academic research or creative activity, community engagement and university service**, as appropriate to his or her appointment and position (II, p. 4).
- Research and creative expression includes **all forms of scholarship--discovery, integration, interpretation and application**—and their public dissemination.
- **The Scholarly Portfolio shall include an Integrative Narrative, of no more than five pages, that synthesizes and interconnects the candidate’s scholarly achievements** within the context of her or his designated responsibilities (II, p. 10).

6. What should become of existing P&T guidelines (at the departmental and college level) once the new guidelines are instituted? To what extent should the proposed guidelines trump department and/or college guidelines if the latter are stricter or more rigorous than those in the proposed document? To
what extent should the proposed guidelines trump department and/or college guidelines if the latter are less rigorous than the guidelines in the proposed document? In other words, should the purpose of the document be to “norm” all guidelines so that all faculty are held to roughly the same standards?

- Individual faculty members bring different strengths, perspectives, experiences, and talents to their faculty role, and they are members of disciplinary departments with varying forms of scholarship, foci, and goals. Therefore, applying an identical set of criteria for all faculty members is unrealistic (I, p.2).
- Relationship of Unit Documents to University-wide Guidelines: each unit is expected to . . . Ensure that its faculty evaluation guidelines conform to the University guidelines with special regard to the mission of the University and its regulatory documents, the definition of scholarship, the responsibilities of faculty, the criteria of quality and significance of scholarship, and the standard procedures for faculty evaluation. Use the University-wide components identified for the responsibilities of teaching, academic research or creative activity, and community engagement and university service as the basis for developing the range of possibilities for faculty scholarly work appropriate to the profession, craft, or discipline unique mission of the unit (II, p. 11).
- With unit authorization, a department may develop department-specific guidelines. These guidelines may include procedures for departmental peer review if the department has a sufficient number of faculty members to conduct such reviews in a fair, rigorous, and on-going manner. If a department opts to establish departmental review, then resulting guidelines for faculty evaluation must be in accordance with and subordinate to unit documents and university-wide guidelines (II, p. 12).

7. To what extent should the proposed guidelines trump workloads to which a faculty member, chair, and dean agree? Moreover, what should happen if there is a conflict between (a) the workload agreed to by the faculty member, chair, and dean, and (b) the general vision of the new guidelines? For instance, what if a faculty member’s workloads have not included interdisciplinary activity but the faculty member was productive in carrying out his/her agreed-upon workload?

- All faculty members have a responsibility to engage in scholarly work in teaching, academic research, craft/professional practice, or creative expression, and community engagement, according to their respective appointments and positions, in order to contribute to the knowledge-base in their fields. Each faculty member is also expected to contribute to shared governance, accreditation processes, and professionally-related service activities of the university (I, p.3).

8. What should happen in P&T evaluations if there is a conflict between a faculty member’s scholarly agenda and departmental/programmatic needs in areas of service, research or, more importantly, teaching? For instance, what should happen when a faculty member does not include or want a new course preparation in his/her scholarly agenda but the department needs him/her to teach that course?

- To ensure the process strikes a balance between the individual member’s academic freedom and the unit’s operational requirements, it must:
  - Recognize the individual's career development needs,
  - Respect the diversity of individual faculty interests and talents, and
  - Advance the unit mission and programmatic requirements

Questions for Chair Fickel

9. Will the final document spell out how the new P&T guidelines will (or won’t) be applied to faculty who were hired before the documents were drafted and approved?
10. What revisions were made or will be made to Part I based on feedback the Taskforce received (during forums, through emails from faculty, etc.) after releasing that document in Fall semester? Have any revisions been made to Part II?
Anti-plagiarism Efforts at UAA, Past, Present, and Future
Senator Sally Bremner for LAC

Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Mar-Apr 2007</td>
<td>LAC arranges a trial of two plagiarism detection systems (PDS), Turnitin and MyDropBox for UAA and APU faculty. Low participation</td>
</tr>
<tr>
<td>May 2007</td>
<td>Faculty list discussion on risks and benefits of implementing a plagiarism detection system (PDS e.g. Turnitin) at UAA, and alternative ways to address the problem through teaching techniques and writing assignments</td>
</tr>
<tr>
<td>July 2007</td>
<td>Blackboard announces SafeAssign (re-branded MyDopBox) will be free module in its Version 8.0.</td>
</tr>
<tr>
<td>Sep. 2008</td>
<td>LAC launched Academic Honesty and Integrity website with UAA and APU policies, information, suggestions, links, and scenarios for students, faculty and administrators. <a href="http://www.consortiumlibrary.org/blogs/ahi/">http://www.consortiumlibrary.org/blogs/ahi/</a></td>
</tr>
<tr>
<td>Jan.2009</td>
<td>Provost Driscoll contracts with Don Mohr, to survey the “plagiarism landscape” at UAA, and elsewhere, and to provide recommendations. Mohr reviews the literature, and solicits faculty opinion across UAA.</td>
</tr>
<tr>
<td>May 2009</td>
<td>Mohr’s final report on plagiarism is posted to AHI Website.</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>Blackboard Version 8.0 is implemented. SafeAssign is not turned on by IT, pending discussion and decision by faculty. AHI website is migrated to blog format (Wordpress) to allow dialog.</td>
</tr>
<tr>
<td>Feb. 2010</td>
<td>Faculty Senate proposes an Ad Hoc committee to review Mohr’s report, prioritize the recommendations for action, facilitate a decision on SafeAssign™ and advise on whether and how best to maintain and develop AHI website.</td>
</tr>
</tbody>
</table>

It’s time to take UAA’s anti-plagiarism efforts to the next level. Would you be willing to help? We are looking for senators and other faculty to join the Ad Hoc committee right now!

Proposed Charge for the Ad Hoc Committee on Plagiarism:

1. Review Don Mohr’s report, and prioritize recommendations.
2. Take top recommendations to Faculty Senate for endorsement.
3. Ask Faculty Senate to request that Provost Driscoll supports action on them.
4. Oversee a process to reach a faculty decision on whether to turn on SafeAssign (Blackboard plagiarism detection utility, available in ver. 8)
5. If SafeAssign is not turned on, advise whether links to free PD software should be provided on the Academic Honesty and Integrity website.
6. Advise whether the AHI website should be maintained, and by whom. The Library Instruction and Reference librarians and English Faculty think the website should have a broader and more neutral base than their groups; LAC created the resource, but cannot maintain it long-term.
7. Ask CAFÉ to provide advice and training on SafeAssign if it is decided to turn it on.
The rules on Amendments to the Constitution are in Article IX of the Constitution. Amendments require two readings at the Faculty Senate, and a vote of the faculty as a whole.

   Constitution. Article IV. Officers. Section 8.

   Currently the representatives of the UAA Faculty Senate to the Faculty Alliance are the Faculty Senate President, the First Vice President, and either the UAB Chair or GAB Chair or his/her designated representative from the respective Board.

   Due to meeting scheduling issues, the recommendation is:
   Representatives of the UAA Faculty Senate to the Faculty Alliance are the Faculty Senate President, the First Vice President, and either the GAB Chair or UAB Chair or his/her designated representative from the respective Board, or the Second Vice President or the Past President.

   Article IV, Section 8 would read:
   The Chair of the Graduate Academic Board or the Chair of the Undergraduate Academic Board or his/her designated representative from the respective Board, or the Second Vice President or the Past President, shall serve as a representative of the Faculty Senate to the Faculty Alliance.

   Modify the composition of the University-wide Faculty Evaluation Committee to eliminate term limits.

   The Faculty Senate shall establish one University-wide Faculty Evaluation Committee consisting of a total of fifteen (15) tenured full professors, five (5) from each workload track (Bipartite-Vocational, Bipartite-Academic, and Tripartite-Academic). No more than two (2) faculty members may be from an individual school or college in each Bipartite-Academic and Tripartite-academic workload category. Tenured associate professors will be elected if there are insufficient numbers of full professors to staff the committee. All
faculty members who serve on this committee shall be elected by the faculty at large to three-year terms. No one on a promotion or tenure committee at a prior level, and no one standing for promotion or tenure is eligible to serve on the committee. Elections shall be held annually, and in each year seven or eight members shall be elected. No faculty member who holds an administrative appointment (dean, associate dean, assistant dean) in the University is eligible. No member may be elected to more than two successive three-year terms. The committee shall establish subcommittees composed of committee members for the purposes of evaluation of individual faculty. Each subcommittee shall include a majority of representatives from the same workload track as the faculty member being evaluated and at least one member from each of the other tracks.

Rationale: To facilitate the election of faculty to the University-wide Faculty Evaluation Committee so that all seats on the committee are filled.

Change the title of the Institutional and Unit Assessment Committee to Institutional and Unit Leadership Review Committee to avoid confusion with the newly formed Academic Assessment Committee. Clarify the functions and responsibilities of the Institutional and Unit Leadership Review Committee. Change “assessment” to “survey” to reflect the responsibilities of the committee.

Modify: w. Institutional and Unit Review Committee

w. Composition of the Institutional and Unit Leadership Review Committee:
   1. A Senator on the Committee shall convene the first meeting in each academic year.

   (2) Membership on the committee is open to any faculty member who submits his or her name to the Nominations and Elections Committee by April 20 or as vacancies permit.

x. Functions and Responsibilities of the Institutional and Unit Leadership Review Committee

(1) Oversee the faculty review of Deans and Directors via a periodic survey.

(2) Annually advise the Senate’s Executive Board by the end of September of the Committee’s timeline and milestones for that academic year; thereafter, the Committee shall present an outline of its yearlong agenda and goals to the Faculty Senate no later than the Senate’s regularly scheduled October meeting.

(3) Annually review the survey instrument and modify as needed.
(4) Annually discuss with the University’s Deans and Provost the overall scope of the survey instrument, the expected protocols for its administration, and the timeline noted in (2) above.

(5) Notify faculty prior to the survey’s administration; advance faculty participation in the survey process.

(6) Confer with each dean to determine the reporting process most suitable for that dean’s respective unit.

(7) Oversee the survey’s administration.

(8) Provide annually a summary report to the Senate addressing faculty participation rates, suggestions from the Deans and Provost on needed improvements for subsequent surveys, faculty perceptions on how well the survey instrument addressed faculty concerns, faculty views on the effectiveness of the overall survey process in improving their respective college or school, a template summarizing survey results, etc.

At the discretion of its Dean, a unit may be subdivided, with the Committee’s approval, into subunits provided such subunits are sufficiently large to ensure the anonymity of respondents.


Add: y. Faculty Awards Committee

This committee has been in existence for several years, but is not formally included in the Faculty Senate Constitution and Bylaws.

y. Composition of the Awards Committee

In January, a committee will be formed consisting of one Senator from each School or College, one Senator from the library and one from each Community Campus. If more than one Senator from a unit wishes to volunteer, the Senate will vote to fill that position. The committee will vote to select a chairperson.

Functions and Responsibilities of the Awards Committee

Any member of the University of Alaska Anchorage faculty may submit one or more documented nominations for the Faculty Senate Service awards. Up to three types of awards may be given:

i. To a member of the Faculty Senate or its Boards and Committees for Outstanding and Distinguished Service to the Senate.

ii. To a faculty member for service to the university outside of the Senate.

iii. To a community member who has made distinguished contributions to the University. Nominees may be students, staff members, or members of the community.

Note: Members of the Faculty Senate Executive Board are not eligible for these awards.
Documented nominations are to be submitted to the chairperson of the Faculty Senate Awards Committee by March 30th.

The Faculty Senate Awards Committee will review all nominations and will select zero to three candidates to forward to the Senate with a description of each candidate prior to the April Faculty Senate meeting.

A letter of acknowledgment will be sent to the nominator by the chair of the committee.

The Faculty Senate will vote by secret ballot at the April Senate meeting to select the winner of each award from the forwarded list of candidates.

5. **Bylaws. Section 3. (Article V. Boards and Committees).**

   **Add: z. Academic Assessment Committee**

   During Fall 2009, the Faculty Senate Academic Assessment Committee (FSAAC) worked on establishing by-laws and will be an elected (rather than appointed) committee in the future. The committee collaborated with the Accreditation Team and the Core Theme 1 group to help collect and analyze assessment data for UAA, ILO’s and the GER. In spring 2010, the committee will be focusing on creating an assessment handbook with clear guidelines and processes. The formation and charge of this committee constitutes a change to our assessment procedures at UAA.

   The Assessment Committee is a standing committee of the Faculty Senate. The committee shall:

   1. Develop and maintain UAA Assessment Handbook.
   2. Apply the current UAA Assessment Handbook as primary criteria for evaluating all program assessment, both of existing assessment efforts and of proposed or modified programs;
   3. Recommend program assessment-related actions to the Senate;
   4. Develop institutional learning outcomes assessments and direct the collection and analysis of that data;
   5. Review and recommend all requests to modify institutional learning outcomes;
   6. Review all requests to modify assessment policies;
   7. Refer all curricular and academic issues to the Boards;
   8. Undertake such additional tasks or responsibilities relating to program and institutional assessment as assigned by the Senate.

   Composition of the Assessment Committee- Representation on the Assessment Committee shall be elected by faculty within their respective units as follows:

   1. a. College of Arts & Sciences (1)
      b. College of Business & Public Policy (1)
      c. College of Education (1)
      d. College of Health & Social Welfare (1)
      e. Community & Technical College (1)
2. In addition there shall be 4 representatives from Faculty Senate (4)

3. Faculty members of the Assessment Committee shall serve two year staggered terms.

4. Newly elected and continuing members of the Assessment Committee shall elect the chairperson no later than May 15 with service to begin June 1. *After AY10*, the chair shall be elected by the Assessment Committee from those members who are in the second year of their terms or who have served at least one previous term of office. *After AY10*, the Chair or a Co-chair must be a member of the Faculty Senate.

5. One representative from the Office of Academic Affairs, appointed by the provost and one representative from the office of the Registrar shall be ex-officio and non-voting members of the Assessment Committee. OAA shall be responsible for coordinating and supporting the activities of the Assessment Committee.

6. **Constitution. Article V. Boards and Committees. Section 1.**

   **Insert/change**
   
   10. Institutional and Unit Leadership Review
   11. Faculty Awards
   12. Academic Assessment

   Renumber 11 to 13.

**Bylaws, Section 3.**
Change the title of the Institutional and Unit Assessment Committee to Institutional and Unit Leadership Review Committee.

**Rationale:** Clarify the functions and responsibilities of the committee and avoid confusion with the newly formed Academic Assessment Committee.
I am pleased to report to you that the search for the next President of the University of Alaska is progressing well. Last week the Board of Regents met to consider a robust pool of candidates; we selected nine to advance in the search. We are impressed with the quality of candidates and pleased to see the level of interest in this search.

Over the next month, the board will learn more about these candidates, and plans to interview semi-finalists Feb. 27 and 28. The list of finalists, including their names, resumes and photos, will be released to the public the evening of Feb. 28. The finalists will make campus visits to the University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast over the following several days, March 1-3. University of Alaska faculty, staff and students, as well as UA friends and community leaders, will have an opportunity to meet with the finalists and provide feedback to the regents about their impressions. We will provide video links to rural sites as much as we can arrange.

The schedule is indeed compressed and even aggressive. However, the board must accommodate spring breaks at both UAA and UAF, March 8-12, as well as spring break at UAS, March 15-19. The board also would like to limit travel expenses for semi-finalists and finalists as much as possible. We believe scheduling the campus visits immediately after the semi-finalist interviews is a cost-effective approach.

As you may recall, our search began last September with an extended visit by Dr. Elaine H. Hairston, senior consultant with Academic Search of Washington, D.C. After visits to campuses and telephonic meetings, Dr. Hairston drafted a presidential profile that we posted on the UA presidential search website for comments. Many of these comments were incorporated into the final document, which the Board of Regents endorsed. Advertisements appeared broadly throughout November. Additionally, Dr. Hairston spent two months developing the pool fully by communicating with a very large number of people, both within and outside Alaska.

The board thanks all of you who actively supported our work. Many of you nominated candidates, others made positive suggestions regarding the profile, and still more offered their thoughts and assistance. Your support of the University of Alaska increases our confidence that we will choose an exceptional new president.
We’ll continue to keep you posted at major steps in the search process. Look to the presidential search website, at www.alaska.edu/bor, for details, including schedules of the finalists’ campus visits and specific information about the finalists once they are announced.
UNIVERSITY ADVANCEMENT ASSEMBLY REPORT

General Advancement
UAA’s Advisory Board Breakfast
UAA’s annual Advisory Board Breakfast was held on January 21, featuring messages from Chancellor Ulmer and President Hamilton highlighting some of UAA’s achievements in the past year. About 100 representatives from over 50 advisory boards and councils across UAA and its community campuses attended.

Development
ExxonMobil contributes $100,000 to ANSEP for its Junior Academy
Exxon Mobil provided a $100,000 gift to support ANSEP’s Junior Academy, a program aimed at pre-college students who are between their junior and senior years in high school. Junior Academy students live on the UAA campus for six weeks while attending classes in biology, physics, trigonometry, chemistry and introduction to engineering. Students also take part in problem-solving team activities, such as assembly and testing of submersible robots, sensor equipped rockets and projectile motion experiments. Students who successfully complete Junior Academy are awarded $2,000 scholarships toward furthering their education at any University of Alaska campus.

Spring Phoning Program
Annual Giving is preparing for the Spring phoning program at the new Student Call Center in the ADM. We look forward to connecting with many, many UAA alums that have many good things to share about their experiences at UAA. The program is implementing an automated software program this spring to raise contact levels and build efficiencies. If you have not seen the new call center, feel free to stop by anytime you are in the ADM, just in the Chancellor’s area. If you have any questions please contact Julia Martinez at 786-1278 or email her at anjm5@uaa.alaska.edu.

University Relations
UAA Advancement wins two CASE Communications Awards
Advancement received notification that we won two 2010 CASE Communication Awards! We received a SILVER for “design improvement” for our university-wide Logo Rebranding, and we also won a SILVER for the ANSEP Annual Report to the Partners. The CASE District VIII Communication Awards is an annual program designed to recognize institutional excellence in marketing and communications

ANSEP TV spots
The Alaska Native Science and Engineering Program (ANSEP) will start airing two rotating TV spots from Feb. 1 through the week of March 8. These spots are intended to build awareness of ANSEP and help recruit Alaska Native students to the program by highlighting students who have completed engineering and science degrees through ANSEP.
Special Discount and T-shirt package available for UAA Alumni Freeze Out Fairbanks, Week of February 22, 2010

It’s a triple-header weekend as UAA goes head-to-head with UAF in women’s basketball, men’s basketball and hockey. The Office of Alumni Relations is offering a special ticket package for alumni and their families - four tickets to the hockey game on Friday, February 26th, Sullivan Arena, 7 pm, and 4 t-shirts for $39.00. Tickets go on sale MONDAY, February 1, 2010 and are available at the UAA bookstore. T-Shirt sizes range from S-XXXL. If you have not been to a hockey game recently, this is the one! Let’s show the Nanook fans what UAA is all about. Please share this opportunity and take a personal interest in attending these games, purchasing a discount package, encouraging other alumni friends to do so and invite other alumni to attend.

Alumni Awards Luncheon, Friday, March 5, 2010 in Commons 107 at 11:30 am – 1:00 pm.

The UAA Alumni Association asks all faculty, staff and students to consider nominating an outstanding UAA alum for their annual award luncheon. The nomination period ends on February 12th, so please consider and act now to nominate worthy candidates. The nomination form is found at Award winners will be announced the week of February 22, followed by a luncheon for honorees and guest on March 4th - www.uaa.alaska.edu/alumni/.

Share Your News and Knowledge of UAA Alumni impacting the world...

Do you know a graduate/alum of UAA achieving through their career or community involvement? University Relations and Alumni Relations are interested in hearing about alumni across our community, state and beyond. Please contact us with news about outstanding UAA alumni you know. You can help raise the visibility of our alumni.

Send their name, contact information and brief mention of their accomplishment to Kristin DeSmith at ankad@uaa.alaska.edu or contact her at 786-1263. Each week the Office of University Advancement publishes an online e-newsletter called Seawolf Weekly (SW). This targeted e-communication goes to legislators, business leaders and partners, College of Fellows-level donors, media, UAA advisory board members, and subscribers. As part of our effort to continually raise the visibility of the excellent programs we offer at UAA, as well as the fantastic alumni we graduate each year, we are adding a new feature to SW called ALUMNI PROFILES. Each week we will feature an alum of note, and here’s where we’ll need your help to blow our own horn...

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