

UAA Faculty Senate Agenda
November 5, 2010
2:30 – 4:30 p.m. LIB 307

I. Call to Order

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

2010-2011 Officers:

	Petratis, John- President		Davies, Hilary- Chair, UAB
	Bhattacharyya, Nalinaksha-1 st Vice President		Moore, Judith- Chair, GAB
	Deborah Narang- 2nd Vice President		Babb, Genie- Past President

2010-2011 Senators:

	Abaza, Osama		Fitzgerald, Dave		Magen, Randy
	Banchero, Paola		Foster, Larry		Mannion, Heidi
	Bauer, Stephanie		Garcia, Gabe		Meyers, David
	Bhattacharyya, Nalinaksha		Gonzales, Mariano		Robert McCoy (Fall)
	Boege-Tobin, Deborah		Gordon, Kate		Mock, Kenrick
	Carter, Trina		Harder, Alberta		Morris, Kerri (Parliamentarian)
	Cates, Keith		Hinterberger, Tim		Nagy, Lou
	Crosman, Robert		Hirschmann, Erik		Pence, Sandra
	Davies, Hilary		Hoanca, Bogdan		Russ, Debra
	Davis, Leanne		Ippolito, Mari		Schreiter, Mark
	Dennison, Elizabeth		Johnson, Gail		Smith, Tara
	Din, Herminia		Jones, Karla		Spieker, Rena
	Dirks, Angela		Kappes, Bruno		Thiru, Kanapathi “Sam”
	Edwards, Wayne		Kawasaki, Jodee		Vandever, Jan
	Fallon, Sue		Kim, Sun-il		Vugmeyster, Liliya (Spring)
	Farrell, Chad		Kopacz, Eva		Widdicombe, Toby
	Fitch, Mark		Landen, Paul		

III. Agenda Approval (pg. 1-3)

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

V. Reports

A. Chancellor Fran Ulmer

FAQs <http://www.uaa.alaska.edu/chancellor/faq/index.cfm>

Chancellor’s Report <http://www.uaa.alaska.edu/chancellor/upload/Chancellors-Report-201001.pdf>

B. Provost Michael Driscoll

C. Vice Chancellor Bill Spindle

D. Vice Chancellor Megan Olson (pg. 9-10)

E. CIO/Associate Vice Provost Rich Whitney (pg. 11-12)

F. Union Representatives

i. UAFT

ii. United Academics

VI. Officer's Reports

- A. President's Report (pg. 13)
- B. First Vice President's Report (pg. 16-17)
- C. Second Vice President's Report

VII. Boards and Committees

- A. Graduate Academic Board (pg. 18)
 - i. Curriculum
- B. Undergraduate Academic Board (pg. 19-21)
 - i. Curriculum
 - ii. Motions
- C. General Education Review Committee
- D. University-wide Faculty Evaluation Committee
- E. Academic Computing, Distance Learning and Instructional Technology (pg. 22-24)
MOTION: Student plagiarism is a persistent problem. Whereas some faculty members would like to use the existing plagiarism detection software (SafeAssign), which is freely hosted by our Blackboard platform, ACDLITC supports the motion that UAA faculty may choose to enable SafeAssign software in their respective courses.
- F. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 24)
- G. Nominations and Elections Committee
- H. Diversity Committee
- I. Faculty Grants and Leaves Committee
- J. Institutional and Unit Leadership Review Committee (pg. 25)
- K. Library Advisory Committee (pg. 26-27)
- L. Professional Development Committee- in abeyance
- M. Student Academic Success Committee (pg. 28)
- N. Academic Assessment Committee-Assessment Handbook (pg. 29-48)
- O. Ad Hoc Committee for Academic Integrity

VIII. Old Business

- A. Ad Hoc Committee for Community Campus (pg. 49)

Charge: To facilitate [inter]communication among faculty at each extended campus, to facilitate communication between [among] the extended campuses and UAA, and to act as a liaison between UAA Faculty Senate and extended campus faculty members through campus [and] forums.

- B. Ad Hoc Committee for Research (pg. 50)
MOTION: That an Ad Hoc Committee on Research should meet to explore whether the Faculty Senate needs a standing committee focused on campus-wide faculty research.
 - C. Ad Hoc Committee for Student Evaluations (pg. 51-52)
 - D. Accreditation Update <http://www.uaa.alaska.edu/accreditation/>
 - E. CAFE Update
- IX. New Business**
- A. Letter to President Gamble regarding Chancellor Search (pg. 14-15)
 - B. (4:00) EPortfolios- guest speaker Dr. Terrel Rhodes of the American Association of Colleges & Universities
- X. Informational Items & Adjournment**
- A. Announcement: December meeting will be in RH 211**

UAA Faculty Senate Summary

October 1, 2010

2:30 – 4:30 p.m. LIB 307

I. Call to Order

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

2010-2011 Officers:

P	Petraitis, John- President	P	Davies, Hilary- Chair, UAB
P	Bhattacharyya, Nalinaksha-1 st Vice President	P	Moore, Judith- Chair, GAB
P	Deborah Narang- 2nd Vice President	P	Babb, Genie- Past President and Parliamentarian

2010-2011 Senators:

P	Abaza, Osama	P	Foster, Larry	P	Mannion, Heidi
P	Banchero, Paola	E	Garcia, Gabe	P	Meyers, David
P	Bauer, Stephanie		Gonzales, Mariano		CAS Vacant (Fall)
P	Bhattacharyya, Nalinaksha	P	Gordon, Kate	P	Mock, Kenrick
P	Boege-Tobin, Deborah	P	Harder, Alberta	P	Morris, Kerri
P	Carter, Trina	P	Hinterberger, Tim	P	Nagy, Lou
P	Cates, Keith	P	Hirschmann, Erik	P	Pence, Sandra
P	Davies, Hilary	P	Hoanca, Bogdan	P	Russ, Debra
	Davis, Leanne	P	Ippolito, Mari	P	Schreiter, Mark
P	Dennison, Elizabeth	P	Johnson, Gail	P	Smith, Tara
P	Din, Herminia		Jones, Karla	P	Spieker, Rena
E	Dirks, Angela	P	Kappes, Bruno	P	Thiru, Kanapathi “Sam”
P	Edwards, Wayne	P	Kawasaki, Jodee	P	Vandever, Jan
E	Fallon, Sue	P	Kim, Sun-il		Vugmeyster, Liliya (Spring)
P	Farrell, Chad	E	Kopacz, Eva		Widdicombe, Toby
P	Fitch, Mark	P	Landen, Paul		
P	Fitzgerald, Dave	P	Magen, Randy		

III. Agenda Approval (pg. 1-4)

Approved

IV. Meeting Summary Approval (pg. 5-9)

Add Genie Babb as the Parliamentarian

Typos under adhoc committee motions-

The committee will meet to bring forward a charge to the senate

Paul Landon was presented “at” meeting

Approved

V. Officer’s Reports

A. President’s Report (pg. 10)

Items discussed:

Board of Regents meeting summary

-Student tuition

-Academic Master Plan

B. First Vice President’s Report

C. Second Vice President’s Report

Elections are complete

Constitution and Bylaws were all approved

Vacancies:

CBPP Faculty Grants and Leaves

UAB 2

GAB 2

Megan Friedal-LIB Faculty Grants and Leaves

Robert McCoy-Fall CAS Senator

Gloria Tomich-University Assembly

Sue Fallon-Academic Assessment Committee

Dave Fitzgerald- Motion to approve all 4 people

2nd

Approved

VI. Boards and Committees

A. Graduate Academic Board (pg. 11)

i. Curriculum

Approved with removal of CS A304

ii. Motions

The Graduate Academic Board approved the following proposal for the curriculum handbook regarding the restatement of a class:

Add it to page 39 of the Curriculum Handbook under Box 4. Previous Course Prefix & Number.

Add a new paragraph stating:

“When an inactive course is being reinstated with the same course prefix and number, put the word *Reinstate* in box 4. In box 8, Type of Action, select *add*.”

2nd

Approved

Joint motion:

The Graduate Academic Board and the Undergraduate Academic Board approved the revised Program/Prefix Action Request (PAR), box 3. (pg. 12)

The revised PAR will have drop-down boxes in Box 3 to indicate the type of undergraduate or Graduate Program under consideration.

2nd

Approved

B. Undergraduate Academic Board (pg. 13-16)

i. Curriculum

Additional of ENVI/GEOG Informational Item

DA courses will be removed as they did not submit revisions

HS A498 instead of HS A499

Approved with amendments

2nd

Approved

ii. Motions

The Undergraduate Academic Board approved the UAA 2010-2011 catalog, page 67.

At UAA, graduation with honors represents the students' entire academic history. All grades and credits earned will be included in determining eligibility to graduate with honors (Ds, Fs,

retaken courses, courses lost in academic bankruptcy, etc). In addition, a student transferring coursework and grades must have a minimum of 70 percent of their credits submitted with letter grades to be eligible to graduate with honors.

The Undergraduate Academic Board approved the change to the military credit.

Un-restrict all ACE guide credit use, including military credit.

The Undergraduate Academic Board approved the following revisions to the Curriculum Handbook:

1. When a course is purged/deleted, reference to that course in impacted programs and courses will be struck from the catalog and from Banner.

2. Delete appendix F (Guidelines for UAA Distance Education Courses) from the Curriculum Handbook, and link to the Distance Education Handbook posted on the Governance website. This handbook was written by ACDLIT and approved by the Faculty Senate last year.

2nd

Approved

- C. General Education Review Committee (pg. 17)
- D. University-wide Faculty Evaluation Committee
- E. Academic Computing, Distance Learning and Instructional Technology (pg. 18)
- F. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 19)
- G. Nominations and Elections Committee
- H. Diversity Committee (pg. 20-23)
- I. Faculty Grants and Leaves Committee
- J. IULRC- Evaluation of Deans & Directors Update (pg. 24)
- K. Library Advisory Committee (pg. 25)
- L. Professional Development Committee-will be in abeyance
- M. Student Academic Success Committee (pg. 26-27)
AA will be spelled out to avoid confusion
- N. Academic Assessment Committee (pg. 28)
- O. Ad Hoc Committee for Community Campus
Will be meeting after this meeting
- P. Ad Hoc Committee for Research
Will be meeting next week
- Q. Ad Hoc Committee for Academic Integrity (pg. 29-30)

VII. Old Business

VIII. New Business

- A. UAA Assembly Letter to President Gamble regarding Chancellor Search (pg. 31-32)
MOTION (Deborah Narang): Faculty Senate endorses the memo of September 9th, 2010
2nd: Nalinaksha Bhattacharyya
Amendment that the “Faculty Senate strongly urge President Gamble to respond to the Assembly letter and to act on this and form the committee.”
Genie withdrew friendly amendment
Deborah Narang withdrew motion

MOTION (Kerri Morris): The Faculty Senate urges the Faculty Senate Executive Board to communicate with President Gamble through letter and telephone call supporting the letter from University Assembly and mentioning our additional concerns as the Executive Board recollects them.

2nd

Approved

- B. Accreditation Update- Site visit October 4th-6th
- i. Roster of evaluators (pg. 33-34)
 - ii. Calendar of faculty meetings (pg. 35)
 - iii. Accreditation briefing handout (pg. 36-39)
 - iv. Chapter 5 <http://www.uaa.alaska.edu/accreditation/2010/upload/Year-7-Chapter-5-Final.pdf>
- C. Ad Hoc Committee for Student Evaluations
- i. Faculty Senate recommends the formation of an ad hoc committee to examine and evaluate all aspects of IDEA, including response rates, questionnaire length, usage statistics, and alternatives to IDEA.
 - ii. Membership will consist of interested faculty and two ex-officio members: Kim Perkins and a representative from USUAA.

2nd

Approved

- D. CAFE Update-Libby Roderick
November 11 Faculty Satire
Many workshops currently occurring
Lauren Bruce is retiring

IX. Reports

- A. Chancellor Fran Ulmer
FAQs <http://www.uaa.alaska.edu/chancellor/faq/index.cfm>
Chancellor's Report <http://www.uaa.alaska.edu/chancellor/upload/Chancellors-Report-201001.pdf>
Unable to attend
- B. Provost Michael Driscoll
Unable to attend; Renee Carter-Chapman attending
Items discussed:
Accreditation Site Visit

Working on FAQ for the New Health College
Putting together a task force to discuss possible impacts
Performance Review is now available online
<http://www.uaa.alaska.edu/institutionaleffectiveness/>
Book of the Year author Robert Rosenberg will be at UAA

- C. Vice Chancellor Bill Spindle
 - Regents have been given the budget requests
 - Bond issue coming up
 - D. Vice Chancellor Megan Olson
 - E. CIO/Associate Vice Provost Rich Whitney (pg. 40-41)
 - Items discussed:
 - Student email migration
 - Future of Blackboard
 - Both emedia staff will be permanently leaving the state
 - F. Union Representatives
 - i. UAFT
 - ii. United Academics
- X. Informational Items & Adjournment**
- A. Faculty Senate Membership List (pg. 42)
 - B. Faculty Senate Committee List (pg. 43)
 - C. **Accreditation Faculty Forum-Monday, October 4th 2:00-2:45 in ADM 204**

Meeting adjourned

UNIVERSITY ADVANCEMENT FACULTY SENATE REPORT- NOVEMBER 2010

Alumni Relations

The Office of Alumni Relations is pleased to report a number of recent events that are serving to engage alumni with the University:

- The UAA Alumni Association 'Alumni of Distinction' awards were announced and presented at the Green and Gold Gala, Oct. 9, 2010. A reception in their honor took place prior to the awards and included University leadership, Association leadership and Academic Deans and guests of the recipients.
- UAA Alumni Association – MBA Club hosted a networking social on Monday, Oct. 25 at the Crush Wine, Bistro & Cellar.

The Office of Alumni Relations is happy to assist departments and colleges in getting to know their alumni and friends. Please let us know how we might be of assistance to you. Contact Timea Webster, Assistant Alumni Relations Manager, 61941.

Annual Giving

Phonathon has raised over \$55,000 and over 900 donors, if anyone is interested in coming by and saying hi to the students or giving them information about their college or program we are happy to have them, please have them contact Amanda Watt at anarw@uaa.alaska.edu or 907-786-1979 to set up a time to come by.

UAA Annual Giving's microsite is up and running, we invite everyone to check it out at connect.uaa.alaska.edu, please send any input to Alissa at anaen@uaa.alaska.edu.

Development

ANSEP hosted a donor reception honoring those who gave to the ANSEP Building and the Herbert P. Schroeder Chair of ANSEP on Monday, Oct. 25. The occasion also marked the 4th anniversary of the opening of the ANSEP building and allowed donors to see the beautiful new donor wall. The ANSEP Chair will be paid in full by Jan. 2013, and funding for a Chair holder will be available as early as 2013-14.



Chancellor Fran Ulmer speaks to ANSEP donors and guests at the reception honoring contributors to the ANSEP Building and Chair, Oct. 25.

The School of Engineering is holding an Alumni/Community/Donor Open House in Library 307 from 5:30-7:30, Nov. 9.

Members of the College of Fellows, UAA's leadership donors, came to campus Oct. 11 for a private reception hosted by UA President Pat Gamble to hear Dr. Thomas Lovejoy, a world-renowned science expert, speak about biodiversity and climate change.

Provost Michael Driscoll and the Elizabeth Tower Canadian Studies Endowment Committee will host a special photo dedication in recognition and in memoriam of Betsy Tower's immense support for UAA and Canadian Studies on Nov. 11. The Tower family and Humanities faculty will be joining in the celebration.

University Relations

- A search is underway for a new Public Relations Specialist – spread the word if you know anyone who may be qualified and interested.
- The Fall 2010 issue of Accolades is out. Great multimedia components can be found at <http://www.uaa.alaska.edu/alumni/Accolades/index.cfm>
- We are currently working with departments across campus on important changes and updates to UAA's web environment. A new look and enhanced capability is on the way – details will be coming your way soon.
- The 2010 Sustainability Report Card is out and we are pleased to report that UAA's grade rose to a B minus, which means that UAF's Chancellor, Brian Rogers (whose institution received a C plus, also an improvement over last year) will be serving dinner and the Sustainability Cup to our Chancellor sometime soon!
- "Everyone Loves Whales" will be filming several scenes of the movie on campus in mid-November. Parking will be impacted around the Professional Studies Building and celebrity sightings are possible. We'll provide more information as details are confirmed.
- Did you know that UAA is one of the nation's top producers of Fulbright Scholars?

UAA was recently named among the 2010-2011 leading producers of U.S.

Fulbright Students by the Fulbright Program, the U.S. government's flagship international educational exchange program. Students receiving awards for this academic year applied through 600 colleges or universities. Four UAA students -- Amy Voss, Robin Ford, Charles Beattie and Melanie Clairmont Parrett -- won awards, placing UAA among the leaders of all universities and colleges that offer undergraduate and master's degree programs.

The Fulbright competition is administered at UAA through the University Honors College, which serves as the campus center for undergraduate research and experiential learning. "Opportunities for undergraduate research and faculty mentoring drive student success at UAA," said Ronald Spatz, dean of the University Honors College. "The devoted faculty mentors of these students, professors Natasa Masanovic and Susan Kalina, went the extra mile to help guide these students to this level of accomplishment."

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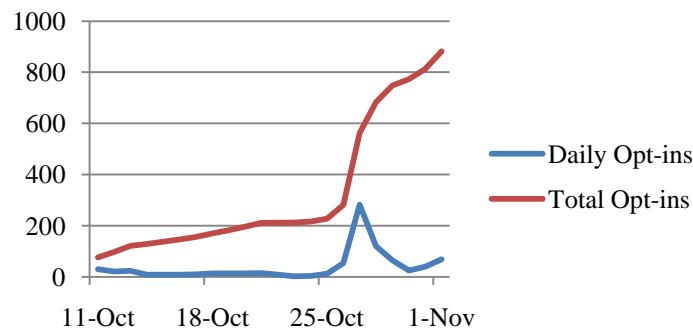


Memorandum

To: John Petraitis, President – Faculty Senate
From: Dr. Richard Whitney, CIO/Vice Provost for Information Technology
Date: 3 November 2010
Subject: November Faculty Senate Briefing

Student Gmail Migration

As mentioned last month, the opt-in program for students to move from UAA's legacy Webmail system to the new Gmail-based system began with a general invitation to all students on October 11. A reminder invitation was sent to students who had not yet opted-in on October 27.



The graph shows current opt-in status. Currently, roughly 1,000 students have moved to the new email system. Note the brief increase in opt-in's due to the October 27 reminder. Reminders will be sent now to students every two weeks from now until the end of the opt-in program in mid-December. We are aware of no difficulties in this opt-in program and believe it is fairly transparent and in no way affecting instructor-student communication.

UA Username & Unified Directory

The planned department-by-department migration of faculty and staff to the new UAusername standard will begin in November. We have already received several inquiries from departments interested in moving their users and will be in touch with them shortly. For departments interested in getting scheduled early for this migration process, please contact my office at 786-4754.

eMedia Services Support

An interim support plan has been in place for October and will continue for the remainder of fall semester. Contingency plans to extend this into spring semester are being assembled should that be necessary. Faculty development workshops scheduled for the remainder of fall semester will be offered dependent upon minimum registrations. Support for media conversion, videography and media development are presently available as well.

I have spoken with the AY11 class of Technology Fellows and have arranged immediate support for their projects as requested. A mentor program has been proposed where members of the Technology Fellows group will work individually with this year's class members on their projects in a consultative arrangement. An announcement to the broader Technology Fellows group with a description of the mentoring opportunities will go out this week. eMedia

Services and my office will coordinate support for the mentors as mentor-class member pairings develop. We will continue to support mentoring efforts as long as required through this interim period.

Provost Driscoll and Senate President Petraitis are finalizing efforts to assemble a faculty-based task force to review UAA's needs for technology-aided instructional support. An announcement concerning this task force, its charge and timelines are forthcoming.

RAW:

cc: Distribution



Faculty Senate President's Report
November 2010

In my duties as Faculty Senate President I have done the following since the last meeting of UA's Faculty Senate:

- Attended four meetings with accreditors from NWCCU: meetings of Deans & Directors, a faculty forum, a forum focused on research, and E-Board.
- Attended a meeting called by President Gamble to discuss the Academic Master Plan. In attendance were three Chancellors, three Provosts, two Vice Provosts for Research, and one faculty member from each MAU.
- Chaired weekly meetings of Faculty Senate Executive Board. E-board edited a letter (see below) to President Gamble about Senate's interest in initiating a search for Chancellor Ulmer's replacement. Provost Driscoll attended a meeting, discussing plans for the new "College of Health" (or whatever it will be named).
- Attended a meeting of University Assembly.
- Met twice with Provost Driscoll to discuss issues of importance to faculty, including eMedia, AMP, and a crash of eLive.
- Had a monthly meeting with leaders from ITS Director Whitney, University Technology Council co-chair Kathleen Voge, and ACDLITC co-chairs Angela Dirks and Dave Fitzgerald. Discussion focused eMedia and instructional technology.
- Recommended three faculty – Angela Dirks, Dave Fitzgerald, and Kerri Morris – for a taskforce to look at the future of eMedia and distance education.

In my duties as Chair of Faculty Alliance I have done the following since the last meeting of UAA's Faculty Senate:

- Accepted an invitation from President Gamble to have Faculty Alliance reformat the AMP in time to be presented to BOR in February. Alliance hopes to have a draft of the reformatted AMP to Pres. Gamble in early December.
- Attended a three-day retreat in Fairbanks with Faculty Alliance and a one-day retreat in Anchorage to reformat the AMP. Alliance spent 2 ½ hours with President Gamble in Fairbanks. During that time, Pres. Gamble indicated that his plan was to hold off on the search for a Chancellor at UAA until after the Regents' budget meeting on November 9th.
- Missed the October meeting of the Statewide Academic Council (SAC) in order to attend a one-day retreat of Faculty Alliance to reformat the AMP.
- Accepted a request from President Gamble for him to audio-conference with Faculty Alliance once a month.
- Coordinated another day-long Alliance retreat for November where AMP reformatting will continue.
- Chased Associate Dean Patty Linton through the Fairbanks airport.



October 13, 2010

To: President Patrick Gamble

From: John Petraitis on behalf of UAA's Faculty Senate

Re: Search to replace Chancellor Ulmer

We are writing to endorse a recent Assembly recommendation, as well as to express our concern about progress on the UAA Chancellor's Search.

Endorsement of UAA Assembly Letter

UAA's Faculty Senate endorses the September 9, 2010, recommendation from UAA's University Assembly (see attached). The Faculty Senate concurs with the advice given about venues and involvement of the UAA and Anchorage community. Most importantly, we strongly agree that the search committee include representatives from the following constituencies:

- UAA Faculty Senate
- UAA APT Council
- UAA Classified Council
- UAA Student Government (UAUAA)
- UAA community campuses
- UAA Administration, and
- Community members.

UAA's Faculty Senate recommends that there be multiple faculty members on the search committee. In the most recent Chancellor search at UAA (2002-2003) there were seven faculty on the search committee. In order to represent the range of disciplines and colleges, we believe at least this many faculty should be involved in the search to replace Chancellor Ulmer.

Concern about Progress of the Search

UAA Faculty Senate is concerned about the appearance of slow progress in the search to replace Chancellor Ulmer. As you know from the President's search, executive searches in academia are high-profile and time-consuming. The search typically begins with the hiring of a

search consultant a full year before the new executive starts a job. The committee must be carefully formed, a job description written and vetted by HR, Statewide, and the UA President—all of which takes time. As soon as the job description has been approved, advertisements can be placed in the *Chronicle of Higher Education* and the search consultant can solicit nominations from a range of stakeholders. Applicants typically apply for the position during the Fall semester, semi-finalists are interviewed in January or early February, and finalists are brought on campus in late February or early March.

It is our understanding that Chancellor Ulmer might be gone by the end of May 2011. Therefore, we are concerned that we are falling behind schedule to recruit top external candidates or retain top internal candidates.

We strongly urge that a search committee be formed in October, recruitment begin in November, applications be received in December, semi-finalist interviews be conducted in January, and finalists visit UAA in February. This timeline is consistent with the timeline used in UAA's last national search for a Chancellor in 2002-2003.

If there is anything UAA's faculty can do to help, you know we will step up immediately.



College of Business and Public Policy

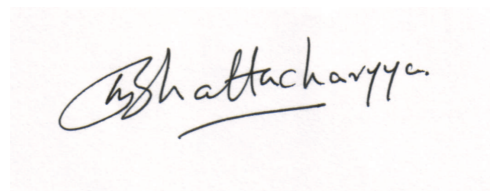
UNIVERSITY of ALASKA ANCHORAGE

October 27, 2010

Report of First Vice-President to Senate Report for November 2010

1. Attended Senate Meeting as First VP on October 1, 2010.
2. Attended E-Board meeting on October 5, 2010. This was a meeting of the E-Board with the NWCCU Accreditation Committee. This was my second meeting with the Accreditation Committee. The previous day i.e on October 4, 2010, I had attended the open faculty forum for the Accreditation Committee. The general questions asked during the faculty forum had to do with faculty's involvement in community. During the meeting with the E-Board, the representative of the NWCCU Accreditation Committee was more interested in understanding the degree of involvement of faculty in developing goals. The representative was also interested in knowing whether we feel confident in moving forward as well as the degree of involvement of the community campuses.
3. Attended a preliminary meeting of the Ad-Hoc Research Committee on October 8, 2010. We agreed to work on a statement of the charge of the committee.
4. Attended University Assembly on October 14.
5. Met with President Gamble at Fairbanks as part of Faculty Alliance on October 18. Highlights are as below:
 - He feels that system level data analysis is not generating data for decision making.
 - He feels that community colleges are neglected and that Graduate Schools should be nimble and mesh with the community college.
 - He is against duplication of schools.
 - He agreed that we are three Universities and not one University. He agreed that the UA is a superset of all the three component universities.
 - Money will be spent mostly on Deferred Maintenance and R& R.
 - There should be an emphasis on turning good ideas into intellectual property.
 - Search for new UAA Chancellor will be only after the November Board of Regents meeting and after election.

- Library resources should be equitably shared across the UA system.
 - Regarding AMP, we can go for a better document next time around. Faculty should say what we need to do and the President should worry about the dollars.
6. Attended meeting of Faculty Alliance in Fairbanks on October 17, 18 and 19. Discussed and helped draft the Academic Master Plan. Highlights are as below:
- We all agreed that we are doing a technical job-that of reducing the existing AMP to a shorter presentation. Towards that end we agreed that we shall reduce the existing AMP to three levels.
 - A set of five Goals.
 - A set of Objectives within each Goal.
 - A set of Action Plans within each Goal.
 - We agreed that we shall present side bars to highlight our differences and alternative suggestions.
 - We agreed that the AMP shall be on a finite time line and that it has to be reviewed periodically.
7. I would like to express my appreciation of the collegiality and camaraderie demonstrated by all my fellow faculties in the Faculty Alliance. I am glad that I get to know them.



Nalinaksha Bhattacharyya
PhD(Calcutta), PhD(UBC), CGA
First Vice-President of Faculty Senate
Associate Professor
Harold T. Caven Professor of Business
College of Business and Public Policy
University of Alaska Anchorage

Program/Course Action Request

A. CAS

Chg Ph.D. Program in Clinical-Community Psychology with Rural Indigenous Emphasis

Chg PSY A652 Practicum Placement- Clinical I (1-3 cr) (1-3+7-20)

Chg PSY A653 Practicum Placement- Clinical II (1-3 cr) (1-3+7-20)

B. CBPP

Chg PADM A628 Public Finance Management (3 cr) (3+0)

Program/Course Action Request

A. CAS

- Add ART A270 Beginning Alaska Native Art (3 cr) (0+6) (stacked with ART A370)
- Add ART A370 Intermediate Alaska Native Art (3 cr) (0+6) (stacked with ART A270)
- Chg CS A241 Computer Hardware Concepts (4 cr) (3+3) (cross listed with EE A241)
- Chg SOC A242 Introduction to Family, Marriage, and Intimate Relationships (3 cr) (3+0)
- Chg SOC A246 Adolescence (3 cr) (3+0) (pg. 20-24)
- Chg SOC A405 Social Change (3 cr) (3+0)

B. CBPP

- Chg CIS A498 Individual Research Project (1-6 cr) (1-6+0)
- Chg ECON A351 Public Finance (3 cr) (3+0)

C. CTC

- Chg DA A127 Dental Office Administration (3 cr) (3+0)
- Chg DA A195A Clinical Practicum I (1 cr) (0+6)
- Chg Undergraduate Certificate and AA/AAS in Dental Assisting

D. KPC

- Chg ET A101 Basic Electronics: DC Circuits (4 cr) (3+3)
- Chg ET A102 Basic Electronics: AC Circuits (4 cr) (3+3)
- Chg ET A126 Digital Electronics (4 cr) (3+2)
- Chg ET A175 Technical Introduction to Computing Systems (3 cr) (3+0)

E. SOE

- Chg EE A241 Computer Hardware Concepts (4 cr) (3+3) (cross listed with CS A241)

Date: October 29, 2010
From: Hilary Davies
Subj: UAB Motions for November 2010 Faculty Senate meeting.

Motion 1: Add the Faculty Senate definition of faculty to the curriculum handbook.
The intent is to clarify “faculty initiator” in the curriculum handbook, making it consistent with the Faculty Senate Constitution and Bylaws.

Faculty Senate Constitution

Article III. Membership

Section 1. Those eligible for membership in the Faculty Senate shall be tenure-track or term faculty members with a .5 F.T.E. or greater, non-administrative assignment, and who hold the rank of Instructor, Assistant Professor, Associate Professor, or Professor. Faculty members on any type of Sabbatical leave are not eligible to serve as members of the Faculty Senate and must relinquish the position.

Faculty Senate Bylaws

b. Functions and Responsibilities of the Undergraduate Academic Board

(b) review and recommend any changes in existing undergraduate degree and undergraduate certificate programs, which have been initiated by program faculty;

(c) review and recommend any new undergraduate degree or undergraduate certificate programs, which have been initiated by faculty.

Motion 2. Subj:References to 500-level courses in the Curriculum Handbook

The intent is to have consistent wording associated with professional development (500-level) courses in the Curriculum Handbook.

Page 25

e. Professional Development Courses

A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

Page 29

Courses that are at the 500 level may not be stacked with any other course.

Page 38

E Professional Development Courses

A500-A599: Courses with these numbers are designed to provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course.

Page 41

Professional Development Courses (A500-A599) - Designed to provide continuing education for professionals at the post-baccalaureate level. These courses are not applicable to university degree or

certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course. (See Box 3. Course Number, above for further information).

Page 43

F. A500-A599 level (professional development) courses may not be stacked with any other course.

Motion 3. The following catalog changes are considered minor changes, and do not have to be reviewed by UAB:

Minor changes:

Department Name

Contact information, location, web address

1. General discipline information

A. Degree or Certificate program name and description

B. Overview and career information

C. Accreditation

D. Research possibilities

2. Advising

3. Academic Progress Requirements

Motion 4.

Proposed wording for programs who have MATH program requirements.

MATH A____ or any MATH course for which MATH A____ is in the prerequisite chain.

Rationale: In programs with specific mathematics requirements (e.g., MATH A105), students can meet those requirements with either

(a) a course specifically required by the program (e.g., MATH A105) or

(b) a higher-level mathematics course (e.g., MATH A200) that has the specifically-required course (e.g., MATH A105) in its pre-requisite chain.

This change will allow students who have taken MATH A200 to use this course in a program that requires MATH A105 without going through the petition process.

Faculty Senate Report
Academic Computing, Distance Learning, and Instructional Technology
ACDLITC

Committee Co-Chairs: M. Angela Dirks and Dave Fitzgerald

Meeting Date: Friday, October 24, 2010 in Rasmuson Hall 204

Committee Members Present:

- | | | |
|-----------------------------|-----------------|----------------|
| ✓ Angela Dirks, co-chair | ✓ Amy Green | ✓ Bruno Kappes |
| ✓ Dave Fitzgerald, co-chair | ✓ Gail Johnston | ✓ Jack Pauli |
| ✓ Ira Rosnel | ✓ Ed McLain | |

Guests Present:

Lauren Bruce, Sally Bremner, Kerri Morris, Kathleen Voge

Report:

1. Updates:

- a. eLearning Work Group - Amy Green shared a copy of the Work Group's last meeting agenda and discussed the main topics of the meeting.
- b. Faculty training focus group – Amy Green indicated that all three focus groups are full, and that the response from faculty has been very positive. The first focus group was held after the ACDLITC meeting and Amy reported that the meeting was very successful. The attending faculty offered many insights and ideas. Professor Gail Johnston assisted Amy in co-facilitating the focus group.
- c. ePortfolio Group – Bruno Kappes shared a copy of the group's last meeting agenda and indicated that, with Amanda Albright's departure, he is now providing support to the group.
- d. Anti-plagiarism software – Bruno Kappes submitted a motion that is supported by ACDLITC on anti-plagiarism software:

“Student plagiarism is a persistent problem. Whereas some faculty members would like to use the existing plagiarism detection software (SafeAssign), which is freely hosted by our Blackboard platform, ACDLITC supports the motion that UAA faculty may choose to enable SafeAssign software in their respective courses”

- e. University Technology Council (UTC) – Co-chairs Dave Fitzgerald and Angela Dirks shared the agenda from the last UTC meeting. The discussion focused on:
 - i. Updating the strategic plan.
 - ii. An initiative to increase Help Desk assistance to instructors experiencing technical problems while teaching with eLive.
 - iii. eMedia transition issues.
2. Discussion on eMedia transition issues:
- a. Attending guests and committee members engaged in a dialogue sharing history, viewpoints, and concerns related to the eMedia vacancies and transition plans.
 - b. A letter has been put forth by concerned faculty members to gather signatures in favor of placing instructional designers within the CAFE organization structure. Sally Bremner shared a sample of emails received from faculty responding to requests for their signatures. These emails illustrated a variety of faculty perspectives.
 - c. Bruno Kappes distributed a past motion from ACDLITC, approved by the Faculty Senate on 2/2/2007, which supported the option of moving instructional technology support to CAFE.
 - d. ACDLITC, while acknowledging the diverse viewpoints represented within the faculty body, focuses on the common areas of agreement:
 - i. Instructional technology support and training is critical to faculty development and effectiveness.
 - ii. Existing vacancies offer great opportunity to advance and expand the impact and effectiveness of instructional technology support.
 - iii. Faculty control and leadership must drive the determination of how best to structure instructional technology support and development.
-



UNIVERSITY of ALASKA ANCHORAGE

Budget, Planning, and Facilities Advisory Committee

Mark Fitch, Chair

Report to Faculty Senate

Committee Members: Mark Fitch, Maria Ippolito, Jodee Kawasaki, Louis Nagy

1) PBAC Facilities

- a) PBAC Facilities worked provided information for the accreditation visit.
- b) The annual safety walk took place in October. Problems were all minor (e.g., bulb burned out).
- c) UA president Gamble is asking for more maintenance money to help each university reduce its backlog of maintenance and renovation needs.
- d) Governor Parnell is expected to include \$37.5 million for UA system maintenance in his capital budget. This provides a little more than \$8 million for UAA. This would be sufficient to complete the backfill of the science building.

2) PBAC

- a) PBAC worked provided information for the accreditation visit.
- b) PBAC is working on revising the criteria used for assessing proposals.

3) Classroom Apportionment

- a) BPFSA is beginning its feasibility study of apportioning classrooms by desired teaching type with the goal of reducing faculty frustration with available facilities.
- b) During October and November an initial list of criteria will be gathered by each member.

**Institutional and Unit Leadership Review Committee (IULRC)
Monthly Report
November 1, 2010**

The Committee met twice during the month of September to organize and assign its tasks, as was reported to the Senate last month. The Committee did not meet in October given its members were busy with their assigned tasks for the month, in particular, discussions with select deans and the Provost related to:

- The Committee's schedule for AY 2010 – 2011 and milestones relevant to the deans.
- How the survey process might be improved.
- Survey accuracy and response rates.
- Inclusion of staff in the survey process.
- Reports by the deans to their colleges following completion of the survey.
- Possible expansion of the survey to community campuses

The Committee will meet next at 9:00 AM in AHS 170 on November 19th.

LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE (FS)
SEPTEMBER 2010

- ATTENDANCE. Nalinaksha Bhattacharyya, Robert Boeckmann, Gina Boisclair (APU Co-chair), Daria Carle, Liz Dennison, Alberta Harder (UAA Co-chair), Elizabeth James, Garry Kaulitz, Sean Licka, Carole Lund, Ann McCoy, Steve Rollins
GUESTS. Susan Mitchell and Page Brannon
- FROM THE DEAN'S LIBRARY REPORT. Archives & Special Collections and AMIPA will have an open house October 6th. Another group study room has been made available on the second floor near the Alaskana collection. There were over 6,000 bookings for group study rooms in FY2010. The Sage ejournal collection is now available. There is now access to more than 500 Sage ejournals in the social sciences, humanities, engineering, health, and biomedical sciences. There has been an increase in the number of library instruction sessions. The accreditation meeting with Dean Rollins and LAC is October 5th at 11:30 am in the administration building.
- NEW FACULTY / LIAISON RECEPTION. Page Brannon announced that the new faculty / liaison reception has been moved to November 12th from 3:00 pm to 5:00 pm in CL 307. LAC members are invited to attend.
- LIBQUAL UPDATE. Susan Mitchell provided a LibQual results status report to the committee. Areas that still need improvement include marketing of the library's resources and services, usability of library website, and safety issues. The LibQual survey will be administered again next year.
- SENATE UPDATE. Alberta will attend the Senate executive board meeting on October 12th. A Senate Academic Integrity Committee has been formed.
- 2010-2011 LAC GOALS. The group broke into subcommittees to discuss goals for the coming year. The LAC goals are listed on the following page.

**NEXT MEETING: November 5, 2010 Consortium Library Room 302A, 11:30 am – 12:45 pm.
Meet in subcommittees first.**

LAC Goals and Objectives for 2010-2011, by Subcommittee

Library as Place Subcommittee (LP)

- 1. Continue to manage the Arc Gallery at the Consortium Gallery.**
 - a. Install four exhibitions during the 2010 - 2011 school year.
 - b. Plan the exhibition schedule for fall 2011 - spring 2012.
 - 2. Explore the possibility of security surveillance for the reference desk, the circulation desk, and the Arc Gallery.**
 - 3. Develop a plan for improving upon the landscaping around the library.**
-

Library Resources Subcommittee (LR)

- 1. Increase funding for resources.**
 - a. Continue work with UAA Advancement.
 - b. Focus on alumni and public users for contributions.
 - c. Distribute donation forms.
 - 2. Continue communication.**
 - a. Include other faculty for focus groups, e.g. business, fine arts, education.
 - b. Target students in honors programs / colleges.
 - c. Work with departments and library liaisons.
 - 3. Coordinate resources.**
 - a. Identify specific areas of need, e.g. Business.
 - b. Identify other high priority items.
-

Library Services Subcommittee (LS)

- 1. Assist library with publicizing its resources and services.**
 - a. Provide library news items to Green and Gold, The Northern Light, APU Journal
- 2. Assist library as it continues to improve usability of the library website.**
- 3. Assist APU with adapting Academic Honesty & Integrity tutorial.**

**Student Academic Support and Success Committee
October 15, 2010 Meeting Minutes**

Persons in attendance:

Michael Buckland, Connie Fuess, Shannon Gramse, Alberta Harder, Erik Hirschmann, Trish Jenkins, Tracy Leithauser, Linda Morgan, Kamal Narang, Galina Peck, Ly Tibayan, Erika Veth

Absent: Stephanie Bauer, Karen Parrish

Item 1

Approval of Minutes from September 2010 Meeting

The minutes from the meeting on September 17, 2010 were distributed and approved.

Item 2

New Member Introduction

Ly Tibayan is a new member of the SASS Committee from the School of Nursing.

Item 3

Report on the Faculty Senate Meeting

Alberta Harder reported on the Faculty Senate meeting on October 1st.

Item 4

Update on GUID A150 Revision

Linda Morgan provided an update on the revision of GUID A150 Survival Skills for College Students.

Item 5

Discussion of 2010-2011 Goals for the SASS Committee

Erika Veth led the discussion on the possibility of improving the online class registration process (UAOnline) by including links to course descriptions, prerequisite information, and possibly information specific to each section of courses being offered. Members of the committee viewed the current registration setup during the discussion. Erika and Tracy Leithauser will summarize the main points of the discussion and email the summary to SASS committee members for review and further comment. Linda will invite Shirlee Willis-Haslip, Interim Registrar, to the November SASS meeting.

The meeting was adjourned at 4:00 p.m.

Next Meeting: Friday, November 19, 2010, 2:30-4:00 in ADM 101A



UNIVERSITY *of* ALASKA ANCHORAGE

Academic Assessment Handbook 2010

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

Revised 11-1-10

It's not the destination. It's the journey.

For electronic version of this handbook and the assessment schedule for your program, go to
<http://www.uaa.alaska.edu/governance/fs-academic-assessment-committee.cfm>

Table of Contents

- I INTRODUCTION 1**
 - A. AAC CHARGE..... 2
 - B. OAA SUPPORT..... 2
- II PROGRAM ASSESSMENT CYCLE..... 2**
- III ACADEMIC ASSESSMENT REVIEW PROCESS 5**
 - A. NEW PROGRAM OR MAJOR REVISION 5
 - B. ANNUAL UPDATE..... 6
 - C. THREE-YEAR REVIEW..... 6
 - D. EXEMPTION PROCESS..... 7
- IV. DOCUMENT REQUIREMENTS..... 8**
 - A. PLAN DOCUMENTS 8
 - B. ANNUAL UPDATES DOCUMENTS 8
 - C. THREE-YEAR REVIEW DOCUMENTS..... 9
 - D. THREE-YEAR REVIEW EXEMPTION NOTIFICATION & REQUEST DOCUMENTS 10
- V. TERMS, DEFINITIONS & GUIDANCE 11**
- VI APPENDICES..... 18**
 - A - BOR POLICY – ACADEMIC PROGRAM REVIEW 18
 - B - SAMPLE ANNUAL EXEMPTION MEMOS..... 18
 - C - PROGRAM ASSESSMENT PLAN TEMPLATE 18
 - D- ANNUAL UPDATE NARRATIVE TEMPLATE 18
 - E - ANNUAL UPDATE SPREADSHEET TEMPLATE..... 18

I INTRODUCTION

It's not the destination. It's the journey. Assessment is not an end in itself; it is a process. Rather than narrowly focus on the language of specific outcomes or the details of a certain tool, the Academic Assessment Committee (AAC) looks at the overall process of assessment discussed by each program reviewed. Are the faculty actively engaged in reviewing the intent and effectiveness of their programs? Are they seeking ways to achieve programs of excellence? Outcomes assessment at UAA is best served by fostering a culture that encourages broad, goals and methodologies growing organically out of the normal teaching and assessment practices of each discipline.

In preparing assessment documents, it is important to keep in mind the overall purpose of assessment. By assessing student learning outcomes, we are trying to accomplish the following:

- Define what specific knowledge, abilities, values, and/or attitudes students in our respective programs should be able to demonstrate,
- Track, evaluate and analyze student performance on these outcomes, and
- Discuss, reflect on and take action in maintaining, reinforcing and improving student achievement through active faculty engagement in the teaching process.

Program-level discussion of assessment documents should occur before a review by AAC. All assessment plans, annual updates, and three-year reviews should be approved by the program faculty prior to submission to the Office of Academic Affairs (OAA).

AAC is an advisory and review body. The AAC's primary purposes are to serve as a cross-campus forum for the exchange of ideas, information and advice on methods and practices of academic assessment; and to promote 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.

This Academic Assessment Handbook is maintained by the AAC to describe the University of Alaska Anchorage's process for reviewing all academic program assessments. These guidelines should be read in conjunction with 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 processes to be followed for the review of new programs, major revisions to existing programs, and ongoing program assessment.
- Faculty and staff are properly informed about the goals of and criteria for appropriate academic assessment.
- Faculty and staff are properly informed how to access support for improving their academic assessment plans and reports.

A. AAC Charge

The committee shall:

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

B. OAA Support

The OAA provides administrative support for the AAC. All documents are to be submitted to the OAA for distribution.

II. PROGRAM ASSESSMENT CYCLE

The sequence of the 3-year review cycle is shown in Table 1. An overview of the program assessment cycle is shown in Figure 1. The process consists of a yearly assessment cycle embedded within a three-year review cycle. The assessment plan is a living document that describes the program's student learning outcomes along with instruments that will be used to measure the outcomes. The plan drives assessment activities to be conducted yearly that measure some or all of the program outcomes. All outcomes must be measured within the three-year review cycle. Data collected from the assessment instruments should be discussed and analyzed among department faculty and recommendations made to improve the program and/or the assessment plan for the following year. The AAC will conduct a review every three years; however, programs are expected to complete an assessment review cycle every year.

Sequence for Assessment 3-Year Review Cycle

The table below describes how the cycle for a program beginning with an annual update this fall. (No programs will actually be on this rotation). Please see the Academic Assessment website for your program's assessment sequence and due dates.

Fall Semester, Due Date	Document Due	Academic Year(s) in Document
2010, October 1	Annual Update	AY10 (Fall 09 – Summer 10)
2011, October 1	Annual Update	AY11 (Fall 10 – Summer 11)
2012, October 15	3-year Review (<i>includes Annual Updates for 3 academic years</i>)	AY10-12 (Fall 09 – Summer 12)
2013, October 1	Annual Update	AY13 (Fall 12- Summer 13)
2014, October 1	Annual Update	AY14 (Fall 13- Summer 14)
2015, October 15	3-year Review (<i>includes Annual Updates for 3 academic years</i>)	AY13-15 (Fall 13 – Summer 15)
Cycle repeats	Cycle repeats	Cycle repeats

Table 1. Sequence for Assessment 3-Year Review

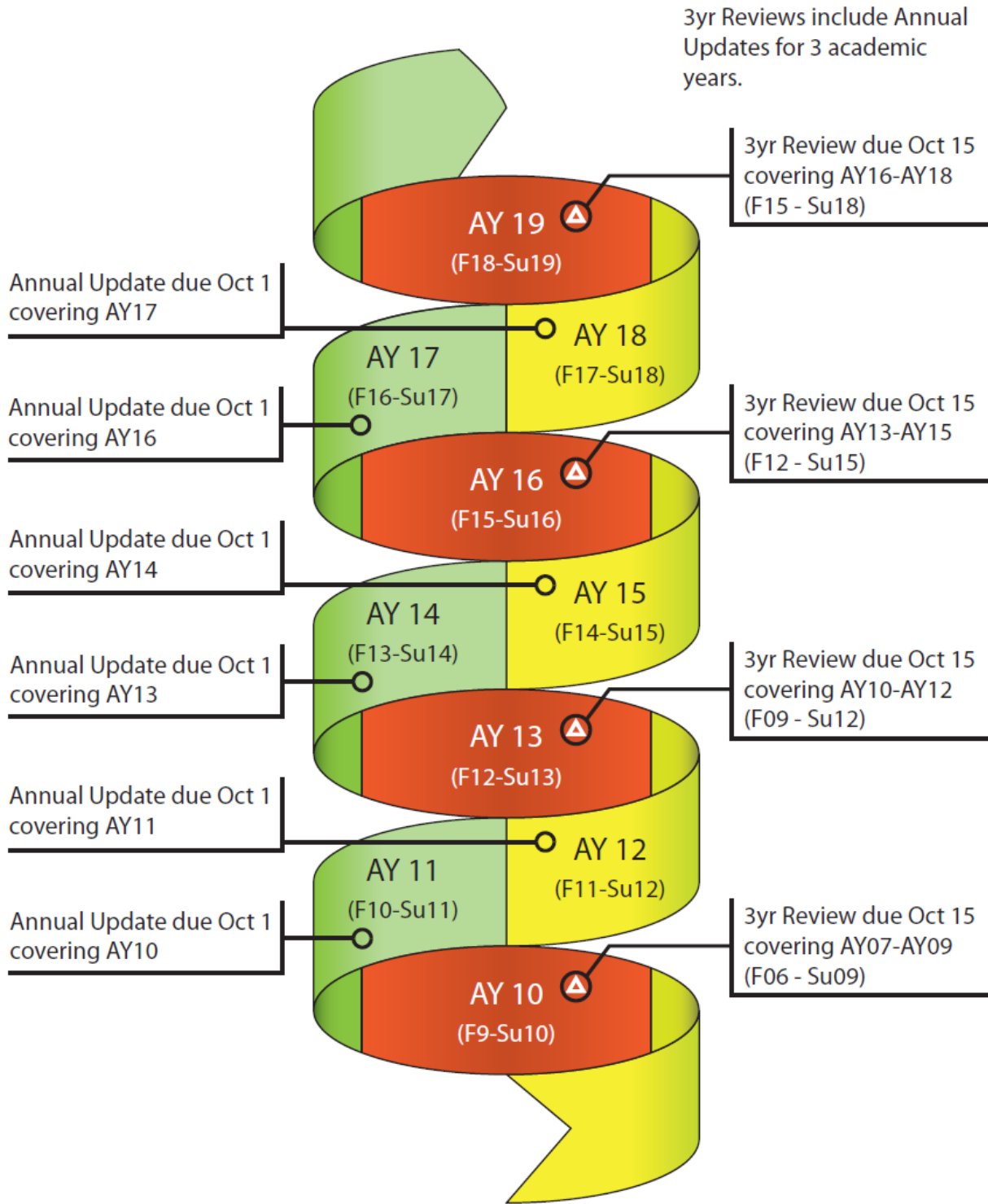


Figure 1. 3-year Review Cycle

III. ACADEMIC ASSESSMENT REVIEW PROCESS

All academic programs approved by the Faculty Senate are required to document their assessment activities. The AAC recognizes that academic programs can be at differing points in their evolution, which affect their assessment (i.e. new programs, ongoing programs, suspended or discontinued programs). Academic assessment is also impacted by the number of students in a program and how many graduates are produced in a given reporting period.

The reporting of assessment activity can vary greatly. Table 2 summarizes the variation in situation and reporting requirements. All documents should be submitted to the OAA.

Situation	Program Assessment Documents Required	Submission Date to OAA
New Program	Plan	As required by curriculum review process
Major Revision of Existing Program	Plan	As required by curriculum review process
Existing Program (yearly)	Annual Update	October 1
Existing Program (every third year)	3-year cumulative review	October 15
Existing Program with AAC approved outside accreditation*	Annual Update	October 1
Existing Program (0 to 10 graduates in 3-year review period)	Memo (see Appendix B)	October 1
Suspended Program	Memo	October 1

**If outside accreditation meets AAC requirements, see Section III. D. for requirements.*

Table 2. Assessment Reporting Requirements

A. New Program or Major Revision

Proposals for new programs or major revisions to existing programs must include an assessment plan. The curriculum review process requires the submission of draft assessment plans to AAC for review. Faculty planning new programs or major revisions to existing programs should review both the UAA Curriculum Handbook and their college-level curriculum review guidelines for further information about when this review must be complete.

Faculty should submit their plans to OAA in accordance with curriculum review deadlines. AAC will put review of new programs or major revisions of existing programs first on their agenda. Faculty initiators or a qualified faculty representative for the program proposal must be present at the AAC meeting for the review. Proposals without such representation will be tabled. Programs will receive a written summary of the committee's feedback within four weeks after the review is complete, and copies will be sent to the school or college and OAA. Program assessment plans requiring longer discussion and/or consideration will be invited to additional AAC meetings until the review is complete.

B. Annual Update

All active (not suspended) programs must submit an annual update (see section IV B) on their data collection and any changes to their assessment plans to OAA by October 1. These updates are not reviewed by AAC unless the department requests a special review. If a department requests a special review, then the same guidelines and timeline for submission of new program assessment plans apply.

C. Three-Year Review

Every three years on a staggered basis AAC will conduct a full review of the student learning outcomes assessment process for every program offered by UAA and its extended campuses. The AAC shall not be an acceptance/rejection body when reviewing programs' academic assessment plans and 3-year reviews, but rather serve as an advisory body, offering suggestions for improvement and commendations for achievement.

1. When a program comes up for review, that program will send at least **one faculty** representative to the AAC to discuss the program's academic assessment process, findings and actions.
2. Review meetings will be held between late October and late April of each academic year. The schedule for every program's three-year rotation cycle will be available online. Additionally, by April 1st of each year, the AAC will make available the list of programs to be scheduled for a 3-year review in the following academic year. Programs will be notified by OAA.
3. College/Divisional Reviews: To facilitate increased faculty dialogue and sharing of assessment practices and results, divisions or colleges that wish to have a combined assessment review by the AAC may do so. In this way, departmental assessment coordinators could share best assessment practices with like-minded disciplines and discuss common concerns with their respective assessment processes.
4. Site Visits: To present a fuller picture of program assessment within a group of programs, divisions or colleges that wish to have a site visit by the AAC may do so; however, the appointment must occur within the regular meeting time of the committee. Site visits may not be possible for extended campuses.

5. Programs will receive written feedback and recommendations from the committee within four weeks of completion of the review with copies sent to the school/college and OAA.

D. Exemption Process

All programs that are suspended (not simply suspended admission) are exempt from all reporting and are not counted in UAA's assessment compliance statistics. Departments having programs that are suspended or that do not have graduates may still submit assessment documents for special review and assistance by AAC if they wish. The same guidelines and timeline for submission of new program assessment plans apply to these instances.

There are two other categories of programs that can be exempted from assessment review:

- Programs with few or no graduates
- Programs with approved outside accreditation.

All programs with 0 to 10 graduates over the three-year cycle are exempt from three-year reporting and are not counted in UAA's assessment compliance statistics. Active programs with 0 to 10 graduates must still submit annual updates. These departments may still submit program assessment documents for special review and assistance by AAC if they wish. The same guidelines and timeline for submission of new program assessment plans apply in these circumstances.

Programs that wish to have an outside accreditation review process count instead of the three-year AAC review must apply for this exemption by October 1 of the year BEFORE their program would be up for the three-year review. Programs must document that the outside accreditation meets the requirements listed below:

Criteria for Exemption from the Three-Year Review Based on Outside Accreditation:

- A documented assessment process and revision cycle
- A specific assessment of all the program's student learning outcomes
- An annual data collection
- An analysis and action based on data collection
- A regular (within at least every 7 years) review of assessment data by the accrediting body

AAC reviews applications for three-year cumulative review exemptions and recommends approval or disapproval to the Faculty Senate. Outside accreditation does not exempt programs from annual updates. Approval of outside accreditation as an exemption for three-year review does not exempt a program from Associate of Arts, General Education Requirements (GER), GER capstone, or ILO assessment reporting. In annual updates, programs with outside accreditation must document that they remain accredited. If programs

lose the outside accreditation, they will be required to participate in the three-year review cycle. Programs may reapply for exemption after they regain the outside accreditation.

Programs may apply to the AAC for exemption due to special circumstances that are beyond the program's control.

IV. DOCUMENT REQUIREMENTS

A. Plan Documents

Refer to the assessment plan template in Appendix C and posted on the AAC website (located at <http://www.uaa.alaska.edu/governance/fs-academic-assessment-committee.cfm>). This template document includes instructions for crafting an assessment plan and further information on assessment plan elements can be found in Section V. A. of this handbook.

B. Annual Updates Documents

Annual updates help keep OAA informed of the progress each program is making in their assessment activities. Annual updates may be submitted in one of the two formats listed below and must address the following items:

1. Updated plan or note that current plan is on file. (either the UAA template or that of approved outside accreditation)
2. What was learned as a result of this assessment: levels of student achievement, areas of strengths, areas that need improvement? (data summary and analysis)
3. What actions have or will be taken by the program as a result of this assessment, e.g. changes in course design and delivery, changes in assignments, changes in learning outcomes, changes in assessment measures, and/or changes in program curriculum? (program recommendations)
4. What assessment activities are planned for the academic year following the year being assessed? (process recommendations)

Annual updates for programs with approved outside accreditation may include accreditation assessment plans and reports or simply summarize the program's assessment activities and results. For all programs, items 1 through 4 help the AAC, the OAA, and the Accreditation Team analyze assessment at UAA. This analysis is used to respond to Statewide, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests for information on student achievement of learning outcomes.

Acceptable reporting formats for annual updates:

- Narrative Annual Update: Programs may submit a 2 – 4 page narrative summary of their assessment activities for the last year.
- Spreadsheet Annual Update: Programs may submit their annual report using the spreadsheet reporting format that UAA used for the years 2003-present.

OPTIONAL: Focused Submission – Programs may choose to report on just a portion of their overall assessment process in either format:

- one or two student learning outcomes that they are tracking particularly closely for the year, or
- one core course (a capstone or seminar course) or a sequence of courses that they are reorganizing or introducing new teaching techniques and assignments, or
- a significant new measure being used (a standardized test, a portfolio, a seminar paper, a presentation).

The focused submission must address items 1-4 required of all annual updates; particularly important is to communicate why this focus is important and useful to the department—what was learned and what actions will be taken as a result.

C. Three-Year Review Documents

The three-year review should seek to communicate that departmental and program faculty are deeply committed to student achievement and that they are reviewing and engaged in this process of review together. Are program faculty trying to improve on what students know and how they learn? The three-year review should show this. Programs scheduled for a three-year review should ensure that the following documents are on file with the OAA by October 15.

1. A current, up-to-date assessment plan.
 - Mission statement
 - Outcomes
 - Measures
 - Process
2. All the annual updates submitted since the last review cycle (at least 3 years of annual updates).
 - Data Collection
 - Data Analysis
 - Recommendations
 - Actions on Prior Recommendations

3. A short (2-4 page) summary of the program's assessment activities for the last three years:
 - What has been done? (process)
 - What has been learned, the level and nature of student achievement on learning outcomes? (data analysis)
 - What actions have been taken? (recommendations & actions taken)
 - What program assessment changes are planned for the next three-year cycle? (process recommendations)

The AAC provides feedback on all three-year review materials. For terms, descriptions, and guidance, refer to the tables in Section V. In their discussion of three-year reviews, the AAC will be guided by the elements listed in these tables.

D. Three-year Review Exemption Notification & Request Documents

1. Programs under complete suspension or who have 0 – 10 graduates in a three-year period are exempt from three-year reviews. A memo stating the status of the program should be submitted to the OAA as per the deadlines listed in Part III Academic Assessment Review Processes. No additional documentation or explanation is required. (See sample notification memo(s) in Appendix B.)
2. Programs submitting their *outside accreditation* for approval of exemption from the three-year review must submit this request no later than October 1 of the year BEFORE their program would be up for three-year review. The application packet must include a cover memo explaining the request, documentation showing the accrediting body meets the requirements listed in Academic Assessment Review Process, and documentation indicating that the program currently is accredited by this body. Programs will be notified no later than December 1 if the request is approved.
3. Programs experiencing *special circumstances* that prevent them from completing a three-year review should submit a memo explaining the situation and appropriate documentation to OAA as soon as possible. The AAC and OAA will work to notify such programs as expediently as possible concerning the approval or denial of their request.

V. TERMS, DEFINITIONS & GUIDANCE

The following tables explain in more detail the purpose of each element within program assessment documents. These are offered as guidance for faculty preparing program assessment plans, annual updates, and 3-year summaries and to facilitate conversation between program faculty and the AAC. More detailed discussions of methodology, issues, and examples can be found on the AAC website: <http://www.uaa.alaska.edu/governance/fs-academic-assessment-committee.cfm>

A. Program Assessment Plan

These are the definitions that the AAC uses to give feedback on program assessment plans. See the Program Assessment Plan template for further instructions.

Plan Element	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.
Student Learning Outcomes: 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 mission statement and may include additional discipline specific outcomes.

Continues below

Plan Element	Characteristic	Description
<p>Student Learning Outcomes</p> <p><i>Continued from above</i></p>	Achievable	Students can be reasonably expected to attain the outcomes.
	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.
<p>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.</p>	Description of measure	The description of each measure should be clear and complete to an outside observer. These descriptions are to be included in the appendix for each measure.
	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. At least one direct measure of each outcome is necessary. Having both direct and indirect data on an outcome gives programs a broader perspective on their students' performance.
	Indirect Measures	“Indirect measures gather perceptions of learning, opinions about learning, or reflections on learning rather than direct demonstrations of the results of learning” ¹ 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.

Continues below

¹ http://www.engin.umich.edu/teaching/assess_and_improve/handbook/indirect.html

Plan Element	Characteristic	Description
<p>Measures <i>Continued from above</i></p>	<p>Connection to outcomes</p>	<p>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 to 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 program outcome.</p>
	<p>Influences on data collection</p>	<p>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. This discussion should be found in the appendix describing each measure.</p>
<p>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.</p>	<p>Faculty involvement in the assessment process</p>	<p>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.</p>
	<p>Timeline</p>	<p>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. The schedule of data collection should be clearly articulated in the plan.</p>
	<p>Currency</p>	<p>The plan is reviewed and/or revised regularly by the program’s faculty.</p>
	<p>Responsible parties</p>	<p>The faculty responsible for coordination and implementation should be identified and supported in their assessment duties.</p>

B. Annual Update

These are the definitions that the AAC uses to give feedback on annual updates when they are submitted as part of the program’s 3-year review. See the spreadsheet or narrative annual update template for further instructions.

Annual Update Element	Characteristic	Description
<p>Summary of Assessment Activities: This should discuss the process, recommendations, and actions taken over the previous academic year and explain how the effects of those recommendations are currently being measured.</p>	<p>Recommendations implemented</p>	<p>Programs need to show they have taken action on the recommendations. Faculty should discuss prior recommendations and what they did to implement them and the results of their actions. This discussion in concert with the latest round of data collection may lead to new recommendations.</p>
	<p>The effects of the recommendations have been determined</p>	<p>Explaining the results of actions taken closes the assessment loop. Programs must demonstrate the results of the recommendations they have implemented. If the results take longer to be observable, this should be explained and a date determined as to when the recommendation can reasonably be evaluated.</p>
<p>Data Summary: Table or narrative should summarize the collected data and show how the data collected for review is tied to the program's outcomes.</p>	<p>Collected according to plan</p>	<p>Data collection should be fully implemented as described in the plan. Problems can be explained if they occur.</p>
	<p>Organized in a fashion which ties to the program outcomes and can be understood by an outside evaluator</p>	<p>The summary of data should be easy for outside reviewers to understand. Data should cover the period for the prior academic year and can include as much trend data as applicable.</p>

Continues below

Annual Update Element	Characteristic	Description
<p>Data Analysis: An interpretation of the data collected. This section should tell what the collected data indicates about student abilities relative to program outcomes. This analysis should contain the collected views of the program faculty.</p>	<p>Meaning of data</p>	<p>Analysis should be driven by the data. It should explain what the results mean. Disparity in scores for measures of the same outcome, changes in trend data, and other interesting phenomena should be discussed. The interpretation of data is the basis for formulating recommendations.</p>
	<p>Limitations of data</p>	<p>Programs should describe limitations of the results based on the experience of collecting the data. This discussion should lead to improvements for the assessment process.</p>
	<p>Final analysis reviewed by faculty</p>	<p>Faculty discussion of results and analysis is fundamental to the assessment process. Evidence of faculty involvement in the final analysis must be included in the report.</p>
	<p>Student performance relative to outcomes</p>	<p>Student attainment of learning outcomes should be evaluated in light of collected data in the analysis submitted for review.</p>
<p>Recommendations: Recommendations show what changes the faculty would like to make based on the analysis of data in order to help students better meet the program outcomes.</p>	<p>Enhance student attainment of outcomes</p>	<p>Program improvement recommendations should be directly linked to the data collected and the analysis thereof. They should clearly connect to the program’s student attainment of learning outcomes.</p>
	<p>Enhance assessment process</p>	<p>Assessment process improvement recommendations should flow from the analysis of data.</p>
	<p>Current recommendations</p>	<p>Faculty discussion of recommendations is fundamental to the assessment process. Evidence of faculty involvement in the crafting the recommendations must be included in the report.</p>
	<p>Effects of recommendations can be determined</p>	<p>The program should identify how the recommendation will be evaluated to determine if it was effective at enhancing the attainment of student learning outcomes.</p>

C. 3-Year Review Summary





This 2 – 4 page summary should discuss the following elements, but does not need to repeat every item from the three annual updates it summarizes. This summary should examine the past 3 academic years as a whole. These are the definitions that the AAC uses to give feedback on 3-year review summaries. See Chapter IV Document Requirements, item C for more information.

Summary Element	Characteristic	Description
<p>Process: This section should discuss the assessment activities of the program over the past three academic years.</p>	Implementation	This element should describe the assessment work of the program faculty. What has been done?
	Issues or concerns	This element should explain how the process worked or did not work. What challenges influenced the process of assessment?
<p>Data Analysis: An interpretation of the data collected. This section should tell what the collected data indicates about student abilities relative to program outcomes. This analysis should contain the collected views of the program faculty.</p>	Student performance relative to outcomes	What has been learned, the level and nature of student achievement on learning outcomes? What trends, indications, themes can be identified through this data?
	Limitations of data	Programs should describe limitations of the results based on the experience of collecting the data. This discussion should lead to improvements for the assessment process.

Continues Below

Summary Element	Characteristic	Description
<p>Recommendations & Actions Taken: Recommendations show what program improvements the faculty would like to make based on the analysis of data in order to help students better meet the program’s student learning outcomes. This should discuss actions taken over the previous academic years and explain how the effects of those recommendations are currently being measured.</p>	<p>Recommendations implemented</p>	<p>Programs need to show they have taken action on the recommendations. Faculty should discuss prior recommendations and what they did to implement them and the results of their actions. This discussion in concert with the latest round of data collection may lead to new recommendations.</p>
	<p>The effects of the recommendations have been determined</p>	<p>Explaining the results of actions taken closes the assessment loop. Programs must demonstrate the results of the recommendations they have implemented. If the results take longer to be observable, this should be explained and a date determined as to when the recommendation can reasonably be evaluated.</p>
<p>Process Recommendations: Recommendations show what changes the faculty would like to make based on the analysis of data in order to help better assess student achievement of the program’s student learning outcomes.</p>	<p>Current recommendations</p>	<p>What program assessment changes are planned for the next three-year cycle?</p>
	<p>Enhance assessment process</p>	<p>Assessment process improvement recommendations should flow from the analysis of data.</p>
	<p>Effects of recommendations can be determined</p>	<p>The program should identify how the recommendation will be evaluated to determine if it was effective at enhancing the attainment of student learning outcomes.</p>

VI. APPENDICES

Appendix	Item	Link / Embedded Document
A	BOR Policy – Academic Program Review	http://www.alaska.edu/bor/policy-regulations/ (see Chapter 10.06)
B	Sample Annual Exemption Memos	 Sample Memos.pdf
C	Program Assessment Plan Template	 Program Assessment Plan Template.doc
D	Annual Update Narrative Template	 Annual Update Narr. Template.doc
E	Annual Update Spreadsheet Template	 Annual Update Sprdsh Template.xls

Report to the Faculty Senate, November 2010
Ad Hoc Committee on Community Campuses
Chair: Erik Hirschmann

Committee Members: Genie Babb, Past Senate President, Senator Deborah Boege-Tobin, Kenai, Senator Larry Foster, CAS Math/Natural Sciences, Senator Erik Hirschmann, Mat-Su, Senator Paul Landen, Kenai, Senator Mark Schreiter, Kodiak, Senator Jan Vandever, Mat-Su

The committee met after the October Faculty Senate meeting and discussed a charge and various ideas/goals for the committee. Members have also corresponded with each other via email on these topics.

Charge: To facilitate communication among faculty at each extended campus, to facilitate communication between the extended campuses and UAA, and to act as a liaison between UAA Faculty Senate and extended campus faculty members through campus forums.

Committee Ideas/Goals:

1. Discuss how to establish faculty forums at the extended campuses. These forums would operate within the governance framework and authority of Faculty Senate, so as not to create conflicting or competing governance structures. Periodically provide information concerning the progress of this effort to the Provost.
2. Forums can provide a means to communicate Faculty Senate actions to extended campus faculty, and bring concerns to Faculty Senate from forums as well as from individual faculty members.
3. Change the name of “Community Campuses” to “Extended Campuses”, “Branch Campuses” or similar term. “Community Campuses” sounds too much like “community colleges”, and Kenai, Mat-Su, and Kodiak are not community colleges but rather University of Alaska Anchorage campuses.
4. The committee will tentatively meet after each Faculty Senate meeting.
5. Committee minutes/information will be passed along to Prince William Sound Community College, but level of participation will be left up to them.

Ad Hoc Research Committee
October 8, 2010

Attending: Stephanie Bauer, Nalinaksha Bhattacharyya, Kenrick Mock, Kerri Morris,
and Kathi Trawver

Motion: That an Ad Hoc Committee on Research should meet to explore whether the
Faculty Senate needs a standing committee focused on campus-wide faculty research.

Discussion focused on the roles that a standing Research Committee should have. The
following were suggested

- ◆ Advocacy
 - Policies (e.g. new faculty and service roles)
 - Sustainable workloads
- ◆ Development
 - New Faculty
 - Writing Groups
- ◆ Resource Management
 - Journals and Databases
 - Budget
- ◆ Showcase for Accomplishments
 - Colloquium for faculty audiences
- ◆ Clearinghouse
 - Current Research
 - CAFE database

Faculty Senate Report ad hoc Committee on Idea Course Evaluations

Co-Chairs: Mark Fitch
Mari Ippolito

Meeting Date: Friday, October 29, 2010

Committee Members in Attendance:

✓	Mark Fitch	✓	Kim Perkins
✓	Mari Ippolito	Excused	Filipinas Tibayan
✓	Stephanie Olson	✓	Jacque Woody
✓	Alan Peabody		

This was the first meeting of this ad hoc Faculty Senate Committee:

- Mark Fitch convened the first meeting at the request of Faculty Senate President John Petraitis.
- Mark Fitch and Mari Ippolito were elected co-chairs of the committee. A USUAA representative will also be added to this committee.
- Tom Miller, Vice Provost of Academic Affairs, reported to the committee on the positive role of the IDEA course evaluations in the accreditation process. While low response rates for many course sections have meant IDEA results have lacked representativeness on a course-by-course basis, sufficient data has been amassed overall to be informative. Preliminary indications are that UAA faculty are successful in 1) students report that they are learning in their classes and 2) faculty are using effective teaching methods. Tom has provided Mark with an excerpt from the accreditation report detailing the role of IDEA course evaluations in the accreditation process and Mark will distribute this material to the Committee members.
- Tom Miller pointed out to this Committee that UAA is in an excellent bargaining position to shape the IDEA reports and services we receive to meet UAA's needs. He asked the Committee to consider what types of IDEA data/reports would be useful. For example, should there be specific questions on GER courses? Gary Rice was a member of the accreditation team that discussed the IDEA results with the Northwest Council. Mari will solicit his ideas on the kinds of IDEA results that might be useful to faculty.
- While the foregoing information is encouraging, the problem of low response rates for individual courses still looms large. The members present were polled regarding their concerns. Not surprisingly, a recurring theme was that unrepresentative results have made it difficult for faculty to decide how and if to revise course materials toward enhancing student learning. Kim Perkins mentioned that there is a tool available in IDEA that we have not used that

would send e-mail reminders to students to complete their evaluations and that this might be useful in increasing response rates.

- An additional concern was the time lapse between faculty completing courses and receiving IDEA evaluations; this is, in large part, due to the Faculty Senate mandate that only faculty see the open-ended comments. So, the two reports have to be distributed separately. Mark mentioned that an effort is ongoing to arrange for faculty to access results electronically immediately after evaluations are completed; however, it is unclear when this programming will be available.
- While it is a source of frustration for faculty that students have failed to complete evaluations, Kim Perkins reported that a number of faculty have also failed to meet their obligations with respect to IDEA. Specifically, 40% of faculty never activate Blackboard; therefore, students in their classes do not have the option of completing IDEA evaluations. E-mails requesting instructors to complete the Faculty Information Form (FIF) regularly bounce and many faculty members never complete the forms.
- It is clear that many faculty and, perhaps, students have moved from being frustrated (but motivated) to apathetic about issues relevant to IDEA course evaluations. Any solutions this committee proposes 1) must provide solutions that are workable for most or all faculty (e.g., those who don't have access to computer labs for filling out evaluations) , 2) that raising response rates is critical to the success of IDEA evaluations at UAA, and 3) that solutions proposed by this Committee must look into issues such as shortening the evaluations, returning evaluation completion to the classroom, and/or providing some type of incentive to students for completing IDEA evaluations that would not violate the confidentiality of student responses. Previous solutions have worked at times or for some faculty but these solutions have failed to address the aforementioned issues that appear to be at the heart of repeated failures to achieve representative course evaluations.

Prepared by Mari Ippolito and Mark Fitch