

UAA Faculty Senate Agenda

February 4, 2011

2:30 – 4:30 p.m. **Library 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		Mock, Kenrick
	Boege-Tobin, Deborah		Gordon, Kate		Morris, Kerri (Parliamentarian)
	Carter, Trina		Harder, Alberta		Nagy, Lou
	Cates, Keith		Hinterberger, Tim		Pence, Sandra
	Crosman, Robert		Hirschmann, Erik		Robert McCoy (Fall)
	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. 1-4)

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

V. Reports

A. Chancellor Fran Ulmer (pg. 10-14)

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's Report (pg. 15-18)

E. CIO/Associate Vice Provost Rich Whitney

F. Union Representatives

i. UAFT

ii. United Academics

G. CAFE Update

<http://www.uaa.alaska.edu/cafe/>

VI. Officer's Reports

A. President's Report (pg. 19-20)

i. Promotion and tenure guidelines

<http://edit.uaa.alaska.edu/academicaffairs/promotion-and-tenure-task-force/charge.cfm>

B. First Vice President's Report (pg. 21-22)

i. Fisher Report-Ad hoc committee?

<http://www.alaska.edu/files/pres/FisherReportMemo.pdf>

<http://www.alaska.edu/files/pres/FinalFisherReport.pdf/>

ii. MacTaggart Report

<http://www.alaska.edu/files/opa/2008-02-12MACTAGGART-STUDY-FINAL.PDF>

C. Second Vice President's Report

i. Day of Service (pg. 23-26)

a. 11:00 a.m.-1:30 p.m. *Bean-a-fit Soup Lunch* South Cafeteria in Student Union

b. *Have a Heart: UAA Collection boxes* collected at lunch

c. *Sock and glove drive* at Seawolves double-header basketball game 5:15 p.m. and 7:30 p.m.

ii. Addition to the UAA Governance website (pg. 27)

iii. Faculty Senate Service Awards Committee

iv. Academic Assessment Committee- Cheryl Siemers to replace Tom Dalrymple.

VII. Boards and Committees

A. Undergraduate Academic Board (pg. 28-31)

i. Curriculum

ii. Motions

The Undergraduate Academic Board unanimously supports proposal #2 for Priority Registration; which is to register in order of class standing (proposed by the UAA student newspaper); Priority 1: Senior standing; Priority 2: Junior standing; Priority 3: Sophomore standing; Priority 4: Freshman standing.

The Undergraduate Academic Board unanimously approved details in the priority registration handout. Priority Registration flier (pg. 33)

Anthropology will be allowed to use 51/49 faculty as presenters, as David Yesner was full time faculty when the courses were initiated. This is clearly a "transitional issue."

Motions pertaining to the Curriculum Handbook

Page 39-Reinstatement of a course

When an inactive course is being reinstated with the same course prefix and number, place the word Reinstatement in box 4. In box 8, Type of Action, select change.

Rationale: Enables faculty and Enrollment Services to track course changes.

Page 51-PAR Instructions

After coordination is complete, in Box 6a; type in the department, schools, or colleges coordinated with; type the initiator's name; write in the initiator's initials and the date.
Rationale: There is no "done" box in Box 6a.

B. Graduate Academic Board (pg. 32)

i. Curriculum

ii. Motions

The Graduate Academic Board unanimously recommended that any registration proposal that goes forward should include graduate students in their prioritization.

The Graduate Academic Board unanimously approved the detailed handout on priority registration. (pg. 33)

C. General Education Review Committee

D. University-wide Faculty Evaluation Committee

E. Academic Computing, Distance Learning and Instructional Technology (pg. 34)

ACDLITC discussed the proposed curriculum changes to the Physics lab courses that include new language on delivery methods. After a dialogue where diverse points of view were expressed, the committee unanimously agreed to propose a motion to the Faculty Senate to have the courses under consideration voted on separately.

F. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 35)

G. Nominations and Elections Committee

H. Diversity Committee (pg. 36-42)

I. Faculty Grants and Leaves Committee

J. Institutional and Unit Leadership Review Committee (pg. 43)

K. Library Advisory Committee (pg. 44-45)

L. Professional Development Committee- in abeyance

M. Student Academic Success Committee (pg. 46)

N. Academic Assessment Committee

O. Ad Hoc Committee for Academic Integrity (pg. 47)

P. Ad Hoc Committee for Community Campus (pg. 48)

Q. Ad Hoc Committee for Research

R. Ad Hoc Committee for Student Evaluations (pg. 49-52)

VIII. Old Business

A. First Reading- Academic Assessment Committee Assessment Handbook (pg. 53-73)

IX. New Business

A. Announcement of new Chancellor (pg. 74-75)

X. Informational Items & Adjournment

A. UAA Day of Service- February 10th

- i. 11:00 a.m.-1:30 p.m. *Bean-a-fit Soup Lunch* South Cafeteria in Student Union
- ii. *Have a Heart: UAA Collection boxes* collected at lunch
- iii. *Sock and glove drive* at Seawolves double-header basketball game 5:15 p.m. and 7:30 p.m.

UAA Faculty Senate Summary
December 3, 2010
2:30 – 4:30 p.m. Rasmuson Hall 211

I. Call to Order

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

2010-2011 Officers:

P	Petratis, 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

2010-2011 Senators:

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

III. Agenda Approval (pg. 1-3)

Approved

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

Approved

V. Recognize PT Chang for Faculty of the Year Award

VI. Reports

A. Chancellor Fran Ulmer (pg. 9-10)

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

Topics included:

Distance Education Audit

Looking at ways to identify how collaboration is occurring

Budget

GO Bond- 2 items are on the Board of Regents agenda

C. Vice Chancellor Bill Spindle
Unable to attend

D. Vice Chancellor Megan Olson's Report (pg. 11-12)
Written report attached

E. CIO/Associate Vice Provost Rich Whitney
Memo was sent out to Faculty Senate regarding student gmail migration, UA username and unified directory, interim eMedia Services Support, and eLive!

F. Associate Vice Provost Bart Quimby- Academic Petitions Memo (pg. 13)
Information handed out to Faculty Senate

Previously all blanket petitions were kept in 3 ring binders and had no format or approval requirements. They included emails from advisors or faculty members assuring us that requirements published in catalog could be waived. We had more than three of these 3 ring binders that were stuffed full of blanket petitions (many of which contradicted each other) which dated back to the early 70's. Our concerns were:

1. That these petitions were changing approved curriculum and had no approval requirements in place
2. That based on the sheer volume they appeared to be an abused way of circumventing approving curriculum through Boards. For example, The BS in Engineering was advising students to complete coursework that had very little in common with what was published in the catalog. This led to us providing very confusing degree audits to students since we provided information based on catalog and students were told "we'll do a blanket petition to address these" sometimes we didn't get the petitions or would get them very late after degrees were posted.
3. That there was no expiration on these petitions and therefore they just continue to grow in number and become unmanageable.
4. That often times the petitions contradicted each other and at times would be written so that multiple degree requirements could be met with one course.
5. That with the addition of DegreeWorks it made sense that blanket petitions should be written in such a way that they could be scribed into DegreeWorks making them transparent to students.
6. That the type of petitions given to us and again the sheer volume made it near impossible to accurately award degrees, we were very prone to error and were expected to page through more than 1000 pages of blanket petitions every time we awarded a degree, creating large time periods needed to award degrees.

G. Union Representatives
i. UAFT
ii. United Academics

H. CAFE Update- Libby Roderick and Lauren Bruce
Lauren Bruce is retiring; Lynn Koshiyama will be stepping in as interim
National search will occur to fill permanent position
Event information posted at <http://www.uaa.alaska.edu/cafe/>

VII. Officer's Reports

A. President's Report (pg. 14-16)

- B. First Vice President's Report (pg. 17)
- C. Second Vice President's Report
University Assembly Day of Service Committee is looking at Bean-e-fit

VIII. Boards and Committees

A. Undergraduate Academic Board (pg. 18-19)

i. Curriculum

Unanimously approved

ii. Motion

MOTION: "The definition of "faculty initiator" in the Curriculum Handbook will use the definition of faculty from the Faculty Senate Constitution (see below) except in the special cases listed.

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.

Special Cases: There may be special circumstances where a program has no tenure-track or term faculty. In these cases, an adjunct faculty member who has been approved to teach a course or has special expertise in the content area of the program may initiate course and program curriculum changes under the sponsorship of a tenure-track or term faculty member as defined above. It is recommended that the initiating faculty member and the faculty sponsor sign the CAR/PAR.

New programs must be initiated by tenure-track or term faculty as defined above. An adjunct faculty member who has expertise in the area may be consulted by the faculty initiator(s).

For 39

Against 7

Approved

B. Graduate Academic Board (pg. 20)

i. Curriculum

Unanimously approved

ii. Motion

MOTION: We encourage Faculty Senate to consider feedback from the community campuses via the ad hoc committee on community campuses on this motion regarding the definition of "faculty initiator".

Suspend motion

Approved

- C. General Education Review Committee
- D. University-wide Faculty Evaluation Committee
- E. Academic Computing, Distance Learning and Instructional Technology (pg. 21-26)
- F. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 27)
Comment regarding the statement, *faculty are no longer concerned with the physical state of classrooms*. Senators stated that they were still concerned about classrooms.
- G. Nominations and Elections Committee
- H. Diversity Committee (pg. 28-29)
- I. Faculty Grants and Leaves Committee
- J. Institutional and Unit Leadership Review Committee (pg. 30)
- K. Library Advisory Committee (pg. 31)
- L. Professional Development Committee- in abeyance
- M. Student Academic Success Committee (pg. 32)
- N. Academic Assessment Committee- handbook will be reviewed under old business
- O. Ad Hoc Committee for Academic Integrity (pg. 33)
- P. Ad Hoc Committee for Community Campus (pg. 34)
- Q. Ad Hoc Committee for Research
- R. Ad Hoc Committee for Student Evaluations- did not meet this month

IX. Old Business

- A. First Reading- Academic Assessment Committee Assessment Handbook (pg. 35-54)
Motion to accept on first reading without talking about it
Suspend the motion
Unanimously approved the suspension of the previous motion
- B. Letter from President Gamble regarding Chancellor Search (pg. 55-56)
MOTION (Kerri Morris):
Faculty Senate is committed to shared governance that involves faculty, staff, and students. As such, we are, as a rule, uncomfortable with a direct hire of senior administrators.

But, if you opt for a direct hire, the only person Faculty Senate would support is Mike Driscoll because he was hired as Provost after a national search, he has performed well as Provost, he knows UAA perhaps better than any other applicants for the position, and he has served as Acting Chancellor several times as Chancellor Ulmer has worked on the Presidential Oil Spill Commission.

Given our commitment to shared governance, we encourage you to consult with UAA's other governance groups to get their opinions on this matter.

If you do not opt for a direct hire of Mike Driscoll, Faculty Senate requests that the Chancellor's position be filled after national search and that the search committee consist of faculty, staff, students, alumni, and representatives from UAA's community campuses.

2nd Tara Smith

For 44

Against 0

Unanimously approved

X. New Business

X. Informational Items & Adjournment

A. Report on Faculty Promotion and Tenure (pg. 57-58)

Meeting adjourned



Home > Chancellor > Fran Answers Questions

January 2011

Dear friends and colleagues,

Last weekend provided a wide array of UAA activities, and I was able to participate in several. Friday night, Dean Liszka and UAA art faculty held a salon to discuss art appreciation. Saturday, Wells Fargo was packed with enthusiastic fans watching women and men play intense, hard fought basketball games. And also on Saturday night we attended a world class concert at the Fine Arts Building featuring tenor **John Ken Nuzzo** with UAA's **Timothy Smith** on the piano.

John Ken Nuzzo, who has sung with the Metropolitan Opera, is performing in "La Boheme" later this month with the Anchorage Opera. UAA's partnership with the Anchorage Opera is making wonderful opportunities, like this one, available to our students and community.

From athletics to opera, I do hope that you take the time to experience some of the amazing events available at UAA!

We kicked off Civil Rights month with our Martin Luther King Student Appreciation lunch, where we honored 225 students for their efforts at making UAA a better place. They enjoyed a buffet lunch, seated among the faculty and staff who had nominated them. The lunch program began with a tribute to **Annie Route** for launching the appreciation lunch linked to Martin Luther King 17 years ago. Keynote speaker **Lisa Shannon**, gave an inspirational speech about how she decided to make a difference in the lives of women who live in the Congo by founding the Run for Congo Women.

UAA faculty presented a review of recent research to the U.S. Arctic Research Commission Jan. 21. Those presenting included **David Driscoll**, director of the Institute of Circumpolar Health; **Mark Johnson**, professor in Clinical Community Psychology in the Joint UAF/UAA Ph.D. program and director of the Center for Behavioral Health, Research and Services; **Jocelyn Krebs**, associate professor of Biological Sciences and statewide director of INBRE; **Thomas Ravens**, professor and chair of Civil Engineering; **Steve Colt**, associate professor, Geography & Environmental Studies, Economics and the Institute of Social and Economic Research; **Jeffrey Welker**, director, Environmental and Natural Resources Institute and **Lilian Alessa**, professor of Biological Sciences and director of UAA's Resilience and Adaptive Management Group. They provided the Commission an overview of Alaska relevant research underway at UAA which aligns with Commission priority areas.

Seawolf Debaters continue to excel, competing at the 2011 World Championships in Botswana over the winter break. For the first time ever UAA advanced two teams to the elimination phase of the tournament. Of the two UAA teams, **the top Alaska team was the top seeded American team**, breaking 16th out of the 320 teams after the nine preliminary rounds. This was the highest break ever for a UAA team at the World Championships. UAA senior **Akis Gialopsos** was ranked the 27th individual speaker out of the 640 students in the competition, marking him as the top speaker from the U.S. and in the top 4 percent overall.

UAA's newest facility, the Health Sciences Building, will open for use fall 2011. In anticipation of the opening, we have begun a reorganization that will integrate the bulk of UAA's health and health-related programs under one college. For information about this ongoing reorganization and periodic updates, visit www.uaa.alaska.edu/academicaffairs/health-reorganization.cfm.

As you know, I recently completed my work on the Oil Spill Commission and with my fellow commissioners delivered a report to President Obama in January. I am grateful for the strong leadership team at UAA and UA that has made it possible for me to do commission work and to President Gamble and the Regents for their support. [You can follow the work of the Commission on the Oil Spill Commission website.](#)

Did you know

Students

- **The Anchorage campus awarded 555 certificates and degrees at the close of fall 2010 compared to 467 in fall 2009.** This represents a 19 percent increase.
- **To ease online registration overloads**, fall 2011, upperclassmen will be able to register for courses before other students. We expect this to improve students' path towards graduation.
- **Students working in the Center for Civic Engagement & Learning are going to be liaisons in "social issue areas"** such as hunger & homelessness, violence, environment, etc. and link with faculty and community organizations to document existing partnerships and forge new ones.

Faculty and Staff

- **Barbara Bolson, director of Kodiak College**, has been selected as the **winner of the Alaska Association of Career and Technical Education, Leadership Award.** Barbara is being recognized for her leadership and support towards the growth of Career and Technical Education in Kodiak. Congratulations!
- **Christiane Brems, Ph.D. is appointed interim vice provost for research and graduate studies.** Brems has served as the UAA director of clinical training in the joint UAA-UAF Ph.D. Program in Clinical-Community Psychology since 2004, and as the co-director for

the Center of Behavioral Health Research and Services (CBHRS) since 1999.

- **Claudia Lampman** is appointed Graduate School **compliance officer** and **David Yesner** is **associate dean of the Graduate School**.
- **University Police Department (UPD)** worked with the Special Olympics on Dec. 18 on the second annual Polar Plunge, raising \$275,000.00 for athletes in the state with intellectual disabilities. **UPD Chief Rick Shell** was one of the first plungers of the day to show law enforcement's continued support for Special Olympics.

Athletics

- **Seawolves among top six percent of all Division II institutions.** Following the completion of the NCAA Division II Fall Championships season, UAA ranks 15th in the Learfield Sports Director's Cup standings.
- **Both men's and women's basketball are ranked among the top five teams in the NCAA Division II West Region:** men are #4 and women are #5. And the **women are ranked among the top 20 teams in the nation.**

Academic Programs

- **Early Childhood partnership with Providence Hospital.** The Early Childhood program has begun to use the Providence Early Learning Lab at Providence Hospital. Enrollment numbers for the Early Childhood Program have grown by about 25 percent this year.
- **Elementary Education Rural Alaska partnership in Chevak** moves forward. Conversations have begun with Ilisagvik College on how best to allow the new elementary education program to be offered to their graduates in Barrow.

Development

- **Providence Alaska has pledged \$2M to UAA:** \$1.5M to support the operations of the School of Nursing; \$250,000 towards an Alaska WWAMI Biomedical Professorship; and will make an in-kind contribution, valued at \$250,000, of the EPIC electronic medical records system.
- **Providence is naming a first floor classroom in our new Health Sciences Building the "Dr. Tina DeLapp Classroom, made possible with support from Providence Alaska"** in honor of Dr. DeLapp's contributions to nursing education in the Alaska.
- **Icicle Alaska has made a donation of \$200,000** to support seafood fisheries research through ISER, and to provide support for programs at KPC Kodiak College, UAS, Ketchikan and Bristol Bay Campus.
- **In December, The Eyak Corporation donated \$45,000** to the University of Alaska Anchorage.

Research

- **UAA and its affiliated colleges and campuses received more than \$36 million in awards from July through December 2010,** of which more than \$12.5 million were competitively awarded.
- **State of Alaska's Council on Domestic Violence and Sexual Assault recently awarded the, Justice Center \$517,000** to conduct and analyze victimization data surveys.
- **U.S. Small Business Administration awarded \$350,000 to the Small Business Development Center (SBDC)**, which resides in UAA's College of Business and Public Policy. The money will be spread over a two-year period and will be used to set up and staff at SBDC in the Ketchikan Chamber of Commerce office.
- **UAA faculty received UA EPSCoR awards totaling \$104,000** to enhance their research competitiveness and linkages with government agencies and the public.
- **Research partnership on remote airfield lighting:** The Native Village of Napaimute is partnering with UAA's Aviation Technology Division with support from Embry-Riddle Aeronautical University on the installation and testing of a demonstration lighting system designed for remote airfields.

Community Campuses

- **Kenai Peninsula College (KPC)**
As of the first day of classes, KPC began another record breaking semester with credit hours going over 14,000 for the first time. This semester's total student credit hours (SCH) is 14,009, with 13,808 academic SCH. Since spring 2007, KPC's SCH has increased 42 percent and headcount has increased 27 percent.
- **Kodiak College**
Icicle Seafoods donation: Icicle Seafoods Inc. donated \$17,300 for student scholarships.
- **Mat-Su College (MSC)**

Al and Gloria Okeson funded and endowed a \$25,000 scholarship for non-traditional students at the MSC campus. Al Okeson was the longest serving college director (27 years) at the college.

- **Prince William Sound Community College (PWSCC)**

PWSCC 2011 enrollment is up in comparison to the spring 2010 semester. Full-time students have increased by 21 percent, credit hours are up 43 percent, and overall head count is up 42 percent.

As always, thank you for all that you do to make UAA a great university!

Sincerely,

A handwritten signature in blue ink that reads "Fran".

Fran Ulmer

CHANCELLOR'S MESSAGE

Dear Board of Regents,

We celebrated Civil Rights month with our Martin Luther King Student Appreciation Luncheon Jan. 21. This is an 18-year tradition at UAA, an occasion when we thank the many students



Lisa Shannon

in the lives of women who live in the Congo by founding the Run for Congo Women, gave a speech certain to inspire continued service by all those who attended.

UAA faculty presented a review of recent research to the U.S. Arctic Research Commission Jan. 21. Those presenting included **David Driscoll**, director of the Institute of Circumpolar Health; **Mark Johnson**, professor in Clinical Community Psychology in the Joint UAF/UAA Ph.D. program and director of the Center for Behavioral Health, Research and Services; **Jocelyn Krebs**, associate professor of Biological Sciences and statewide director of INBRE; **Thomas Ravens**, professor and chair of Civil Engineering; **Steve Colt**, associate professor, Geography & Environmental Studies, Economics and the Institute of Social and Economic Research; **Jeffrey Welker**, director, Environmental and Natural Resources Institute and **Lilian Alessa**, professor of Biological Sciences and director of UAA's Resilience and Adaptive Management Group. They provided the Commission an overview of Alaska relevant research underway at UAA which aligns with Commission priority areas.

The Anchorage campus awarded 555 certificates and degrees at the close of fall 2010 compared to 467 in fall 2009. This represents a 19 percent increase.

We have developed a method to ease online registration overloads in order to avoid some of the frustration students experienced when the



Fran Ulmer
Chancellor



February 2011

Chancellor's Report



At the Martin Luther King Student Appreciation Luncheon, 225 students were honored for their efforts at making UAA a better place. They enjoyed a buffet lunch, seated among the faculty and staff who had nominated them. The lunch program began with a tribute to Annie Route (pictured holding tribute poster at right) for launching the appreciation lunch linked to Martin Luther King 17 years ago.



computer systems could not handle the volume of online registration last semester: UAA students will follow a course priority registration model based on class standing for fall 2011 classes. Affording UAA's upperclassmen the opportunity to register for courses before other students is expected to improve the student path toward graduation with greater efficiency.

Our Seawolf Debaters continue to excel, competing at the 2011 World



Championships in Botswana over the winter break. For the first time ever UAA advanced two teams to the elimination phase of the tournament. Of the two UAA teams, the top Alaska team was the top seeded American team, breaking 16th out of the 320 teams after the

nine preliminary rounds. This was the highest break ever for a UAA team at the World Championships. UAA senior Akis Gialopsos was ranked the 27th individual speaker out of the 640 students in the competition, marking him as the top speaker from the U.S. and in the top 4 percent overall.

As you know, I recently completed my work on the Oil Spill Commission and with my fellow commissioners delivered a report to President Obama in January. I am grateful for the strong leadership team at UAA and UA that has made it possible for me to do commission work and to President Gamble and the Regents for their support.

Many thanks for all that you do for our students and our communities.

Sincerely,

A handwritten signature in cursive script that reads 'Fran Ulmer'.

Fran Ulmer
Chancellor

STUDENT SUCCESS

Six students received a total of \$28,000 from UA Experimental Program to Stimulate Competitive awards supporting individual research projects.

UAA Student Diversity Awards were given to Mat-Su College's David Johnson and Anchorage campus students John Stenglein, By Tho, Erik Peterson, LeAndra Macaulay, Carey Gray and Mark Essert.

FACULTY & STAFF SUCCESS

Christiane Brems, Ph.D., was appointed interim vice provost for Research and Graduate Studies.

University Police Department (UPD) worked with the Special Olympics on Dec. 18 on the second annual Polar Plunge, raising \$275,000 for athletes in the state with intellectual disabilities. **UPD Chief Rick Shell** was one of the first plungers of the day to show law enforcement's continued support for Special Olympics.

PROGRAM SUCCESS

Seawolves among top 6 percent of all Division II institutions. Following the completion of the NCAA Division II Fall Championships season, UAA ranks 15th in the Learfield Sports Director's Cup standings. **Both men's and women's basketball are ranked among the top five teams in the NCAA Division II West Region; men are #4 and women are #5.**



Doctor of Pharmacy Distance Pathway Program accepting applications. UAA and the Creighton University School of Pharmacy and Health Professions (SPAHP) have formed a new partnership that reserves five seats for the first University of Alaska residents in a special Doctor of Pharmacy Program.

Early Childhood partnership with Providence Hospital. The Early Childhood program has begun to use the Providence Early Learning Lab at Providence Hospital. Enrollment numbers for the program have grown by about 25 percent this year.

Elementary Education Rural Alaska partnership in Chevak moves forward. Conversations have begun with Iliisagvik College on how best to offer the new elementary education program to their graduates in Barrow.

DEVELOPMENT

Providence Alaska pledges \$2M to UAA: \$1.5M to support the operations of the School of Nursing; \$250,000 toward an Alaska WWAMI Biomedical Professorship; in-kind contributions of the EPIC electronic medical records system.

Icicle Alaska has made a donation of \$200,000 to support seafood fisheries research through ISER, and to provide support for programs at KPC, Kodiak College, UAS, Ketchikan and Bristol Bay Campus.

RESEARCH

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COMMUNITY CAMPUSES



Kenai Peninsula College (KPC)

As of the first day of classes, KPC began another record breaking semester with credit hours going over 14,000 for the first time.

This semester's total student credit hours (SCH) is 14,009, with 13,808 academic SCH. Since spring 2007, KPC's SCH has increased 42 percent and headcount has increased 27 percent.

Kodiak College

Icicle Seafoods donation: Icicle Seafoods Inc. donated \$17,300 for student scholarships.



Mat-Su College (MSC)

Al and Gloria Okeson funded and endowed a \$25,000 scholarship for non-traditional students at the MSC campus. Al Okeson was the longest serving college director (27 years) at the college.

Prince William Sound Community College (PWSCC)

PWSCC 2011 enrollment is up in comparison to the spring 2010 semester. Full-time students have increased by 21 percent, credit hours are up 43 percent, and overall head count is up 42 percent.

UNIVERSITY ADVANCEMENT FACULTY SENATE REPORT- FEBRUARY 2011

Administration

Upcoming Events

UAA Staff Development Day

- ***Committee Planning Meeting – February 7***

Monday, February 7 – Noon-1 p.m.

Diplomacy Building, 5th floor, room 502

Come and participate on the Development Day Committee. This is a great opportunity for everyone throughout UAA to assist in making Staff Development Day happen.

- ***Volunteers***

We are looking for people to chair a subcommittee as well as volunteer on Development Day itself. If you are a supervisor, encourage your employees to participate. If you are in Kenai, Kodiak, Mat-Su, Homer or Seward and want to participate, contact Betty Hernandez – anbah4@uaa.alaska.edu or 786-1733.

- ***Workshops***

We would appreciate it if you suggest workshops that you would like to see presented. This can be as little as suggesting topics all the way to suggesting actual workshops that you have seen or have heard of. The more ideas the better! Please send your suggestions to Steve Hinds – ansph1@uaa.alaska.edu or 786-1425.

- ***Photos***

We are looking for photos taken from department activities/events to showcase them at the start of the opening ceremony. Please send them to Betty Hernandez – anbah4@uaa.alaska.edu.

Advisory Board Breakfast

Thursday, February 10 7 am in the Student Union

Lincoln Day Dinner, hosted by the 49th State Fellows

Saturday, February 12, 6:30 pm in Cuddy Hall

Public Lecture with Michael Markovits: Global Leadership

Tuesday, February 15, 7:30 pm in Arts 150

Alumni Relations

The UAA Alumni Association is excited to offer its members a special evening with visiting speaker Michael Markovits, formerly VP of Business and Technical Leadership at IBM globally responsible for identifying and developing the leadership pipeline and placement of business and technical leaders. A light meal and small group discussion with Mr. Markovits will be the venue on evening of February 16th prior to his public lecture.

The UAA Alumni Association is pleased to announce \$34,000 in scholarships will be awarded from the UAA Alumni Scholarship Fund. The opportunity to award three times as many scholarships than prior years is possible due to the success of last year's Green and Gold Gala. Proceeds of the 2010 Green and Gold Gala support the UAA Alumni Scholarship program. Students apply via the Financial Aid office and the deadline this year to apply is February 15th. The Association looks forward to growing their ability to award UAA students scholarships in support of their goal of higher education.

Are you a writer, journalist or blogger? We want to hear from you! The UAA Bookstore and University Advancement wants to know of your success, publications and career achievements as a writer. Please contact Timea Webster at antmw@uaa.alaska.edu or (907) 786-1941 as soon as possible. Your career success is important and we want to share your news on campus and beyond.

Annual Giving

The Phonathon program hosted its biannual 'Thank a Thon' on January 26. The program invites University leadership, the Alumni Association and Deans and Directors to make personal phone calls, thanking our UAA donors. Hundreds of calls were made and messages of thanks were conveyed to the growing number of UAA friends and alumni who give back to UAA. The lively calling takes place in the Student Call Center, located in the Administration building, under the direction of Assistant Manager of Annual Giving, Amanda Watt. Thanking our UAA donors is important, and this mechanism to show care and appreciation has huge long-term rewards.

The Spring calling semester has begun. UAA students will be calling UAA alumni in Alaska and all over the country to engage, update and share the importance and value of making a charitable gift to UAA,.

Have you connected? Go to <http://connect.uaa.alaska.edu> today.

UAA Annual Giving's micro-site has been up and running since September and the site has been a smash hit with our growing online community! Over 1,000 people have connected with UAA by updating their contact information, sharing great memories of their time at UAA, answering our polling questions, participating in events on campus and reconnecting with their university.

If you have any comments or questions, please don't hesitate to contact Alissa Nagel at anaen@uaa.alaska.edu or 907-786-1010.

The Annual Giving Phonation has raised over \$96,000 and over 1200 donors. If anyone is interested in coming by and saying hi to the students we are happy to have you. Please call Julia Martinez, Senior Dir of Alumni Relations and Annual Giving, 786-1278.

Development

Notable recent major gifts:

- The Alaska Cardiovascular Research Foundation has pledged \$100,000 to the University Honors College to support the Faculty Leadership in Expanding Undergraduate Research (FLEUR) in

health and wellness program. This contribution will fund a pilot program designed to incentivize faculty mentorship of undergraduate research and the integration of undergraduate research into health programs classes. FLEUR will significantly expand the number of students benefiting from the active learning and discovery found in the experience of doing original research at UAA.

University Relations

- Three new college and program-based newsletters will be going to print in February and March, including WWAMI, CBPP and CAS.
- Jessica Hamlin, Sr. Public Relations Specialist, has returned from maternity leave.
- University Advancement, the University Honors College and Enrollment Services is working together to produce a video highlighting the Honors College, its successful students and the opportunities available to current and potential students.
- This month we'll be launching the extension of the "I AM UAA" campaign featuring successful UAA students.

#



Julia Martinez and Kristi Davis



Provost Michael Driscoll

Thankathon!!



Vice Chancellor Megan Olson



**Heather Karwowski, Kathleen McCoy,
and Dean Rob Lang**

January 26, 2011



Tlisa Northcutt and Julia Martinez



**Timea Webster, Beth Rose, and Dean
Karen Schmitt**

Faculty Senate President's Report
February, 2011

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

- Sent President Gamble the December 2010 motion from UAA's Faculty Senate about filling the upcoming Chancellor's vacancy.
- Recommended to President Gamble two faculty – one from CTC and one from a community campus -- for an advisory group that will guide him in finding Chancellor Ulmer's replacement. Pres. Gamble was looking for a faculty from CTC and a faculty from one the community-campuses. E-Board recommended Anne Bridges & Jan Vandever.
- Attended a meeting of the Chancellor's Search Advisory Committee, a committee consisting of representatives from the Anchorage community, and from UAA staff, faculty, administrators, and alumni. President Gamble solicited recommendations on the traits we want in a Chancellor. Among the traits mentioned at were familiarity with Alaska, UA, and UAA, and having academic credentials..
- Chaired multiple meetings of the Faculty Senate Executive Board. E-Board will ask Faculty Senate to approve an ad hoc committee to draft a response to the UA review from the Fisher Group. E-Board also made two important recommendations to the OAA. The first was to recommend that priority registration for Fall 2011 be based on class standing (e.g., Seniors 1st, Juniors 2nd) instead of alphabetical order. Second, E-Board recommended that the structure of the University-wide Faculty Evaluation Committee (UFEC) be altered; rather than having one committee review all of the tripartite academic files (49 this year), E-Board recommended (a) creating two smaller committees that would split these files, and (b) adding another member – Randy Magen -- to UFEC, thereby providing enough tripartite faculty for the two smaller committees.
- Met multiple times with Provost Driscoll to discuss items of importance to faculty, including promotion and tenure guidelines, composition of the UFEC, distance delivery of lab courses, and the Academic Master Plan.
- Along with 1st VP Bhattacharyya and Past President Babb, represented UAA faculty in a daylong meeting of Faculty Alliance to revise the Academic Master Plan.
- Had a monthly meeting with ITS Director Whitney, University Technology Council co-chair Kathleen Voge, and ACDLITC co-chairs Angela Dirks and Dave Fitzgerald. Discussion focused on faculty concerns with technology.
- Met with Provost Driscoll and the Taskforce for Technology-Assisted Instruction to discuss the Taskforce's proposal to maintain the group into Spring 11, and to advance support of faculty in technology-assisted instruction.
- Attended the monthly meeting of the Full Council of Deans and Directors. Of particular interest to faculty was (a) the recommendation from NWCCU for better GER assessment at UAA, (b) KPC's use of Blackboard for training/orientation of adjuncts, and (c) the next draft of UAA's redesigned promotion/tenure guidelines. The latest draft of P/T guidelines will be available in February for comment.

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

- Attended two meetings of the Statewide Academic Council. At one meeting SAC recommended that Faculty Alliance form a taskforce of faculty from across UA to address pedagogical issues with the distance delivery (DD) of lab courses, especially science labs. That task force has not yet been formed but will include faculty from multiple campuses and differing perspectives. The charge has not yet been written but the taskforce is likely to address questions like: (a) Is there empirical evidence – for or against – the comparative efficacy of DD and in-person labs in meeting learning objectives? (b) What is the state-of-the-art in DD labs? (c) Have professional organizations (e.g., Am. Assoc. of Colleges & Universities, ABET) taken positions on DD labs?
- Presented to President Gamble in early December a draft of Faculty Alliance's major revision of the Academic Master Plan (AMP). It was favorably reviewed.
- Attended the December meeting of the Board of Regents, giving an update on the progress being made on the AMP. Noteworthy was a comment made by outgoing Chair Cynthia Henry: she advised her fellow Regents at the close of the meeting to *"take good care of this place, and trust the faculty."* One faculty member was overheard saying *"Hallelujah, brother."*
- Distributed in early January a draft of the AMP across the UA community, soliciting comments. Relatively few comments were received. Of those, most were from UAA, many were favorable about the format and tone, and critical comments focused on *"PhD degrees may be awarded only by UAF."*
- Organized on Faculty Alliance retreat to re-draft the AMP based on comments received. Pres. Gamble was sent the most recent draft on 1/21/11, and we recommended that he pay close attention to "only" in the language about PhD degrees. Within hours of receiving the current draft, Pres. Gamble called to compliment Faculty Alliance on a fine job.
- Began coordinating Faculty Alliance for a 1-hour presentation of the AMP at the February BOR meeting. Faculty Alliance Chair-Elect, Dan Monteith of UAS, will lead that presentation.
- Faculty Alliance anticipates submitting to President Gamble a response to the Fisher report.



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

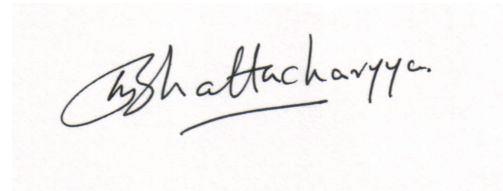
January 31, 2010

Report of First Vice-President to Senate Report for January 2011

1. Attended University Assembly on January 13, 2011 Major issues of discussion were Chancellor Search and the upcoming Day of Service on February 10, 2011.
2. Attended Library Advisory Committee Meeting on January 14, 2011. Major issue was Fund raising. It was decided to talk to people from advancement to get ideas.
3. Attended Faculty Alliance Meeting on January 17, 2011. This meeting gave final touches to the Academic Master Plan.
4. Attended Business Council Meeting through Audio Link on January 25, 2011. Highlights are as below:
 - Fisher report was front page news in Fairbanks press.
 - Board of Regents might combine Finance Committee and Facilities and Land Management Committee.
 - In future any expansion of mission would require estimation of additional facilities requirement from the Academic side.
 - Agreement has been reached with the Adjuncts union. They are getting a raise of 1.5%, 1.7% and 1.7%.
 - Draft on supercomputing will go to Chancellors first. I suggested that it might a good idea to get the input of academics first before finalizing such draft.
 - They are going to conduct an active shooter safety exercise in Fairbanks. I suggested that such an exercise should be conducted in Anchorage too. I also suggested that we need to lobby for a more realistic alcohol policy at the state level. I narrated a recent incident in University of Rochester where after a party with alcohol, two teens fought and one pulled a knife. One of the teens died.

5. Read the Fisher report. I think we need to have a unified position on the Fisher Report. So I propose the following motion to set up an ad-hoc Senate Committee to examine the Fisher Report and come up with draft recommendations for adoption by the Faculty Senate.

Motion: *It is proposed that the Senate set up an ad-hoc committee to consider the Fisher Report and come up with draft recommendations for adoption by the Faculty Senate.*



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

UAA Day of Service: A call to give back to your community February 10, 2011

On the day our President of the United States was sworn in, Chancellor Ulmer issued a challenge in a letter to the UAA campus community:

“The President’s call to action, to become involved, is one that I join in making on this important day. President Obama said, ‘What is required of us now is a new era of responsibility – a recognition, on the part of every American, that we have duties to ourselves, our nation, and the world, duties that we do not grudgingly accept but rather seize gladly...This is the price and the promise of citizenship.’”

We must take up the challenge; to help make our community, city, state, nation, and the world a better place. Please consider what you can do to serve – not just for a day or a month but for the whole year! I hope the UAA community will join me in making 2009 a year of service.”

In response to the Chancellor’s challenge, the UAA Assembly has organized its third annual UAA Day of Service. This year it will take place on Thursday, Feb. 10. Please take a look at the details about this year’s Day of Service.

Who:	UAA employees and student volunteers
What:	UAA Day of Service
When:	Thursday, Feb. 10, 2010 11:00 a.m. to 1:30 p.m
Where:	South Cafeteria of the Student Union Evening: Wells Fargo Sports Complex (athletic event)
Why:	Serve your community, make a difference in someone’s life

Bean-a-Fit

UAA will host a lunch to benefit Bean’s Café. Come by the South Cafeteria in UAA’s Student Union on Feb. 10 between the hours of 11 a.m. and 1:30 p.m. to have a hearty soup and cornbread meal and the proceeds will go to Bean’s Café. \$12 will buy you a bottomless bowl of soup, and the money will go to support this important nonprofit whose mission is to feed and shelter Anchorage’s homeless.

Have a Heart: UAA collection boxes

While you’re in the Student Union for lunch, drop off a handmade “heart” box of goodies for teens and adults in need. Adult boxes will be donated to the community through Bean’s Café; teen boxes will be donated to the community through the Covenant House. Old shoe boxes are the perfect size for things like toothbrushes, socks, hairbrushes and other small personal necessities. See the

UAA Assembly web page for lists of needed items. Decorate the box (so it can be opened without unwrapping) with a Valentine's or UAA theme or to represent your group. Prizes will be awarded for the best decoration by an individual, small group, or large group.

Sock and glove drive at the game

In addition to cheering on the Seawolves, you can give back to the community by bringing a new pair of gloves, socks or mittens to the UAAA double-header at the Wells Fargo Sport Complex on Thursday night, Feb. 10. Women's basketball begins at 5:15 p.m, and Men's basketball begins at 7:30 p.m. Donors will receive a coupon good for one hockey ticket for a UAA home game. The event is co-sponsored by the Assembly, the Student-Athlete Advisory Committee and UAA Athletics.

For additional information about this year's UAA Day of Service, please contact Deborah Narang at 786-1312.

THANK YOU!!

Bean's Café Items

UAA Has a Heart Boxes

Bring boxes to the Student Union South Cafeteria between 11:00 a.m. and 1:00 p.m. February 10th.

Decorate with a Valentine's, UAA, or your group's theme (so the box can be opened without unwrapping).

socks

deck of cards

mittens or gloves

nail clippers

hat

hairbrush/comb

toothbrush & paste

women's hygiene

bar of soap

disposable razor

shampoo/conditioner

lotion

Please no mouthwash, hairspray, cologne or money.

Covenant House Items

UAA Has a Heart Boxes

Bring boxes February 10th in the South Cafeteria, 11:00 a.m.-1:00 p.m.

Decorate with a Valentine's, UAA, or your group's theme (so the box can be opened without unwrapping).

Personal Hygiene Products

- Shampoo conditioner
- Body Wash
- Toothbrushes and toothpaste
- Deodorant sticks
- Foot powder
- Chapstick
- Combs and brushes
- Feminine hygiene items
- Hair products, such as gel/hair spray
- Hair ties, scrunchies, clips
- Gift certificates for haircuts

Educational And Recreational Materials


- Backpacks
- Day planners
- Educational books
- Arts and crafts supplies
- Bus passes, tokens and schedules
- Alarm clocks
- Small flashlights
- Hand-held video games
- Gift cards for movies, swimming, bowling, rock gym, bookstores, coffee shops
- Used or new cameras (digital cameras preferred)
- Modeling clay
- Knitting/crocheting supplies

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Governance

[APT Council](#)
[Classified Council](#)
[University Assembly](#)
[Faculty Senate](#)
[FS Academic Assessment Committee](#)
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Governance

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Governance Office

Upcoming Governance Events

[UAA Day of Service Schedule-February 10, 2011](#)

[Bean's Cafe Boxes](#)

[Covenant House Box Items](#)

What Governance Does

The University of Alaska's governance system provides a forum and mechanism whereby faculty, staff, and students may present issues and positions for discussion throughout the university system; whereby they may seek mutual support, may speak with a common voice and may act together on issues affecting the general welfare of the university system community as a whole. The governance system is established by the University of Alaska Board of Regents Policy 03.01.01. Voting members are elected to unified constituent groups by their peers. UAA's Faculty Senate, APT, Classified Council, and Union of Students constituent groups provide voting representation to the University Assembly. Representative groups provide representation to the system wide governance bodies. Alumni Association also exist at the three universities.

UAA Governance (made up of faculty, classified staff, APT [administrative, professional, and technical] staff, and student constituent groups):

- Officially represents the university in community matters which affect the University's general welfare and its educational purposes and effectiveness;
- Serves as an advisory, coordinating and legislative body having as a primary function the making of recommendations regarding policy and regulation;
- Provides consulting services to the UAA Chancellor, Provost and Vice Chancellors, System Governance Council, President, and

Quick Links

[Curriculum Log 2010-2011](#)

[Governance Calendar 2010-2011](#)

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[Distance Education Faculty Handbook](#)

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[Catalog Copy \(Chapter 11\) in Word format](#)

[Catalog Copy \(Chapter 12\) in Word format](#)

[Catalog Production Calendar 2011-2012](#)

[Schedule Production Calendar 2011-2012](#)

[List of Active Academic Courses w/ OAA Approval Dates](#)

[Doctoral Program Approval Process](#)

[Curriculum Log 2009-2010](#)

[Curriculum Log 2008-2009](#)

[Purge List 2010-2011](#)

Information Items

[Governance Organizational Chart](#)

Program/Course Action Request

A.	CAS	
Chg	BIOL A074	Field Natural History (1-3 cr) (0+3-9)
Chg	BIOL A075	Local Flora (1 cr) (0+3)
Chg	BIOL A100	Human Biology (3 cr) (3+0)
Del	BIOL A104	Natural History of Alaska (3 cr) (3+0) (cross listed with GEOL A104)
Del	GEOL A104	Natural History of Alaska (3 cr) (3+0) (cross listed with BIOL A104)
Chg	BIOL A124	Biota of Alaska: Selected Topics (1-4 cr) (1-4+0-12)
Chg	BIOL A126	Birds in Field and Laboratory (3 cr) (1+6)
Chg	BIOL A150	Introduction to Marine Biology (3cr) (3+0)
Chg		AA/AAS and Baccalaureate Biological Sciences/BIOL
Chg	JPC A346	Magazine Content Creation (3 cr) (2+2)
Chg	JPC A442	Multimedia Journalism (3 cr) (2+2)
Chg	PHYS A123L	Basic Physics I Laboratory (1 cr) (0+3)
Chg	PHYS A124L	Basic Physics II Laboratory (1 cr) (0+3)
Chg	PHYS A211L	General Physics I Laboratory (1 cr) (0+3)
Chg	PHYS A212L	General Physics II Laboratory (1 cr) (0+3)
Chg	ENGL A311	Advanced Composition (3 cr) (3+0)
Chg	ENGL A404	Topics in Women's Literature (3 cr) (3+0)
Chg	STAT A307	Probability and Statistics (4 cr) (4+0)
Chg	ART A252	Beginning Graphic Design and Illustration (3 cr) (0+6)
Chg	ART A352	Intermediate Graphic Design (3 cr) (0+6)
Chg	ART A452	Advanced Graphic Design (3 cr) (0+6)
Del	PSY A112	Psychology Short Courses (1 cr) (1+0)
Add	PSY A190	Introductory Topics in Psychology (1 cr) (1+0)
Chg	PSY A260	Statistics for Psychology (3 cr) (3+0)
Chg	PSY A260L	Statistics for Psychology Lab (1 cr) (0+2)
Chg	PSY A261	Research Methods in Psychology (4 cr) (3+3)
Chg	PSY A355	Learning and Cognition (4 cr) (3+3)

Chg	PSY A368	Personality (3 cr) (3+0)
Chg	PSY A370	Behavioral Neuroscience (3 cr) (3+0)
Chg	PSY A375	Social Psychology (3 cr) (3+0)
Chg	PSY A398	Individual Research (3 cr) (1+6)
Chg	PSY A412	Foundations of Modern Psychology (3 cr) (3+0)
Chg	PSY A427	Field Experience in Psychology II (3 cr) (3+0)
Chg	PSY A428	Evolutionary Psychology (3 cr) (3+0)
Chg	PSY A498	Individual Research (3 cr) (1+6)
Chg	PSY A499	Senior Thesis (3 cr) (0+9)
Chg		Bachelor of Arts, Psychology; Bachelor of Science, Psychology
Chg		Minor, Mathematics
Chg		Minor, Statistics
Chg		Bachelor of Arts, Mathematics (2 submissions)
Chg		Bachelor of Science, Mathematics (2 submissions)
Chg		Bachelor of Arts, Computer Science
Chg		Bachelor of Science, Computer Science
B.	CHSW	
Chg		Bachelor of Science, Health Sciences
Chg	NS A422	Nursing Care for the Critically III Adult (3 cr) (2+1)
Chg	NS A423	Transcultural Nursing (3 cr) (3+0)
C.	CTC	
Add	CTE A425	Developing Programs of Study (1 cr) (1+0) (stacked with CTE A625)
Chg	CNT A162	PC Architecture and Building (3 cr) (2+2)
Chg	CNT A170	CCNA 1 Network Fundamentals (4 cr) (3+2.5)
Chg	CNT A180	PC Peripherals, Storage and A+ Certification (4 cr) (3+2)
Chg	CNT A261	CCNA 2 Router Fundamentals and Protocols (4 cr) (3-2.5)
Chg	CNT A270	CCNA 3 Switching and Wireless (4 cr) (3+2.5)
Chg	CNT A271	CCNA 4 WAN Access (4 cr) (3+2.5)
Chg	CNT A276	Individual Technical Project (1-3 cr) (0+3.3-10)
Chg	CNT A280	Server Operating Systems (3 cr) (2-3)
Chg	CNT A282	Industry Workplace Experience (1-3 cr) (0+3.3-10)

Chg	CNT A290	Selected Topics in Information Technology (1-4 cr) (1-4+0-12)
Chg	CNT A390	Selected Topics in Computer and Networking Technology (1-4 cr) (1-4+0-12)
Chg		Associate of Applied Science, Computer and Networking Technology
Chg		Undergraduate Certificate, Computer and Networking Technology
Chg		Occupational Endorsement Certificate in CCNA
Del		Associate of Applied Science, Telecommunications, Electronics and Computer Technology, Telecommunications and Electronics Systems Track
Del		Undergraduate Certificate in Telecommunications and Electronics Systems
Chg	RADT A272	Quality Control in Medical Imaging (2 cr) (2+0)
Chg	EMT A130	Emergency Medical Technician I (6 cr) (4+4)
D.	KPC	
Chg	MT A124	Small Wooden Boatbuilding (3 cr) (3+0)
Chg	ET A243	Programmable Logic Controllers (3 cr) (3+0)
Chg	ET A246	Electronic Industrial Instrumentation (3 cr) (3+0)
Chg	WELD A207	Industrial Welding Qualification (2 cr) (1+2)
Add	OSH A290	Selected Topics in Occupational Safety and Health (3 cr) (3+0)

UAB Motions

The Undergraduate Academic Board unanimously supports proposal #2 for Priority Registration; which is to register in order of class standing (proposed by the UAA student newspaper); Priority 1: Senior standing; Priority 2: Junior standing; Priority 3: Sophomore standing; Priority 4: Freshman standing.

The Undergraduate Academic Board unanimously approved details in the priority registration handout.

Anthropology will be allowed to use 51/49 faculty as presenters, as David Yesner was full time faculty when the courses were initiated. This is clearly a “transitional issue.”

Motions pertaining to the Curriculum Handbook

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Reinstatement of a course

When an inactive course is being reinstated with the same course prefix and number, place the word Reinstated in box 4. In box 8, Type of Action, select [add change](#).

When change is selected, Box 8 must also be completed to indicate which changes are being made

Rationale: Enables faculty and Enrollment Services to track course changes.

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PAR Instructions

After coordination is complete, in Box 6a ~~check the “done” box~~; type in the department, schools, or colleges coordinated with; type the initiator’s name; write in the initiator’s initials and the date.

Rationale: There is no "done" box in Box 6a.

Program/Course Action Request

A. CAS

Add PSY A677 Multidisciplinary Seminar in Children's Mental Health (1 cr) (1+0) (cross listed with EDSE A677 and SWK A677)

Add PSY A691 Children's Mental Health Systems of Care (3 cr) (3+0) (cross listed with EDSE A691 and SWK A691)

Add Children's Mental Health Graduate Certificate

B. CBPP

Add PADM A610 Organizational Theory and Behavior (3 cr) (3+)

Chg PADM A624 Human Resources Administration and Labor Relations (3 cr) (3+0)

Add PADM A659 Public Administration Capstone (3 cr) (3+0)

C. CHSW

Add SWK A641 Child Trauma (3 cr) (3+0)

Add SWK A677 Multidisciplinary Seminar in Children's Mental Health (1 cr) (1+0) (cross listed with EDSE A677 and PSY A677)

Add SWK A691 Children's Mental Health Systems of Care (3 cr) (3+0) (cross listed with EDSE A691 and PSY A691)

Add NS A623 Transcultural Nursing (3 cr) (3+0) (stacked with NS A423)

D. COE

Add EDSE A677 Multidisciplinary Seminar in Children's Mental Health (1 cr) (1+0) (cross listed with PSY A677 and SWK A677)

Add EDSE A691 Children's Mental Health Systems of Care (3 cr) (3+0) (cross listed with PSY A691 and SWK A691)

E. CTC

Add CTE A625 Developing Programs of Study (1 cr) (1+0) (stacked with CTE A425)

F. SOE

Add PM A651 Advanced Construction Project Management (3 cr) (3+0)

Motion:

The Graduate Academic Board unanimously recommended that any registration proposal that goes forward should include graduate students in their prioritization.

The Graduate Academic Board unanimously approved the detailed handout on priority registration.

PRIORITY



REGISTRATION

Fall 2011

OPENING DATES FOR REGISTRATION	CLASS STANDING	CREDITS EARNED
Friday, April 1	Grad Students	
Monday, April 4	Seniors	90+ Credits
Tuesday, April 5	Juniors	60-89 Credits
Wednesday, April 6	Sophomores	30-59 Credits
Thursday, April 7	Freshmen	0-29 Credits
Monday, April 11	Pending-Degree Seeking Students	
Monday, April 18	Open Registration	

For more information visit uaa.alaska.edu/onestop or call 786-1480.

UAA is an EEO/AA employer and educational institution.

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

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

Meeting Date: Friday, January 28, 2011 in Rasmuson Hall 204

Committee Members Present:

Angela Dirks, co-chair	Dave Fitzgerald, co-chair	Amy Green
Christine Gehrett	Gail Johnston	Bruno Kappes
Matt Cullin	Ed McLain	Ira Rosnel
Liliya Vugmeyster		

1. Committee welcomed new members Matt Cullin and Liliya Vugmeyster. New members agreed to update the Distance Education Faculty Handbook to add coding information related to distance courses.
2. Updates:
 - a. eLearning Work Group - Amy Green reviewed last meeting's agenda and discussed main topics. Gail Johnston volunteered to join eLearning work group to rotate attendance with Amy.
 - b. Legislative Audit Group – Bruno Kappes updated the committee on the coding initiative and shared a handout that summarizes coding schema.
 - c. ePortfolio Group – Bruno Kappes updated ACDLITC on progress to date.
 - d. University Technology Council (UTC) – Co-chairs Dave Fitzgerald and Angela Dirks discussed the agenda from the last UTC meeting.
 - e. Technology Aided Instruction Task Force – Co-chairs shared progress to date.
3. Discussion on proposed changes to Physics Labs: ACDLITC discussed the proposed curriculum changes to the Physics lab courses that include new language on delivery methods. After a dialogue where diverse points of view were expressed, the committee unanimously agreed to propose a motion to the Faculty Senate to have the courses under consideration voted on separately.



UNIVERSITY of ALASKA ANCHORAGE

Budget, Planning, and Facilities Advisory Committee

Mark Fitch, Chair

Report to Faculty Senate

Committee Members Attending: no face-to-face meeting in January

1) PBAC Facilities

- a) Space churn update
 - i) The criteria for moving a department (whole or partial) are: relevance to students, space needs, adjacency benefits
 - ii) Diplomacy changes are nearly done. The remaining space will be used by the Climate Change Office (UAF)
 - iii) Engineering has multiple, temporary spaces (ULB, ETBs) and will regain WWAMI space by the fall. The proposed new building is greatly needed as indicated by an annoyingly large number of reports.
 - iv) The old science building will have part of the second floor renovated this summer with money from last year's budget. The governor's proposed budget for next year should cover the remaining renovation.
 - v) Renaming the old science building is under consideration.
 - vi) Money to complete the backfill of BMH (ISB backfill) is still lacking.
 - vii) Backfill for the new Health Science Building has not been completed.

2) PBAC

- a) There was no January meeting of PBAC.
- b) The December PBAC meeting included a discussion of the governor's budget for FY12 (current political year) and the proposed budget for FY13 from UAA administration.
- c) No updates are available yet on the strategic resource allocation process.



UNIVERSITY of ALASKA ANCHORAGE

FACULTY SENATE DIVERSITY COMMITTEE

3211 Providence Drive, Anchorage Alaska 99508

Drs. Natasa Masanovic and Patricia Fagan, Co-Chairs

FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR NOVEMBER 19, 2010

x	Michihiro Ama	x	Gabe Garcia, Health Sciences	E	Natasa Masanovic, Languages, 1 st Co-Chair
x	Yong Cao, Business	x	Songho Ha, History	x	Susan Modlin, Nursing
E	Ping-Tung Chang, Math (Matsu)	x	Hiroko Harada, Languages	x	Sudarsan Rangarajan, Languages
E	Robert Crosman, English	x	Helena Jermalovic, Nursing	x	Rena Spieker, College of Health and Social Welfare
x	Herminia Din, Art Education	x	Sun-il Kim, Computer System Engineering	x	Mary Weiss, Nursing (Bethel)
x	Patricia Fagan, Languages, 2 nd Co-Chair and Secretary	E	Paul Landen, Psychology (Kenai)		
E	Nancy Furlow, Director of Alaska Native Studies	x	Sean Licka, Art History		
<p style="text-align: center;">Consultants and Representatives</p> <p>E: Marva Watson, Director, Campus Diversity & Compliance Office</p>					

* x=Present *E=Excused *---=Not Present

- I. Introduction of new Faculty Senate Diversity Committee Members, Helena Jermalovic, Assistant Professor, School of Nursing. SPECIAL UPDATE: P.T. Chang, an active FSDC Committee member of many years, won the national 2010 CASE Professor of the Year Award, and was honored in Washington D.C. on November 19, 2010.
- II. Review of Agenda for November 19, 2010. Approved with no changes suggested.
- III. Lecture by Guest Speaker, Professor Emerita, Judy Petersen, R.N., M.S.N., Mentor, UAA School of Nursing: Ms. Judy Petersen has served in the capacity of mentor in the School of Nursing for the past eight years with the following primary purposes: 1.) New Faculty Orientation, 2.) Faculty Success in Promotion and Tenure, and 3.) Faculty Employment Longevity.
Professor Petersen has very successfully spearheaded an innovative program at UAA and achieved her goals for the School of Nursing through these techniques: institutional

socialization and expectation overview, senior-junior faculty pairing, file preparation support, post-evaluation feedback, class supervision, conflict resolution, and outreach. Professor Petersen begins each academic year working closely with new faculty members during a four-hour orientation meeting, introducing the School of Nursing recently-arrived professors to the UAA climate and its specific institutional expectations. This “socialization” component is comprised of informational discussions on institutional background/history, the reality of teaching at UAA and the classroom experience, as well as a thorough overview of professional service options at the university, including realistic corresponding time investment. Professor Petersen mentioned that in order to best prepare new faculty to handle the challenges that await them, it is essential to always clearly distinguish between the ideal professional environment presented in graduate school and interviews and the real environment in which faculty members are currently employed. “Survival skills” for dealing with difficult individuals and situations in the workplace are a must.

Following this initial, customized orientation meeting, each new faculty member meets with Professor Petersen and/or a senior faculty member once per week throughout the first semester, and a minimum of once per month during the second semester. Senior faculty mentors are formally trained and armed with an advising packet, and sign a written agreement to faithfully fulfill their duties in genuinely supporting junior colleagues. Since the time commitment is substantial, mentoring counts as a significant part of an individual’s UAA workload service component. It is understood that confidentiality needs to be strictly maintained, and that the mentor must always serve as an “advocate-safe” person. Outside of general support, the most important responsibility of the mentor is to assist the new faculty member in finding answers to any questions (s)he may have. Mentees provide written and anonymous feedback at the end of the academic year regarding the efficacy of the faculty support network.

As Director of the UAA School of Nursing Mentoring Program, Professor Petersen serves as a facilitator and mediator among faculty members, chairs, and administrators whenever necessary. Her status as a faculty emerita of Nursing greatly aids in her position as a respected and trusted liaison by all parties involved. In addition, Professor Petersen is available for classroom evaluation and annual file preparation/“mock” evaluation up through the completion of the tenure process. Although the time commitment definitely exceeds the three-credit course release she receives, the contributions resulting from the program cultivating faculty mentor-mentee relationships are invaluable.

IV. Review of FSDC Meeting Minutes from October 15, 2010. Approved with no changes suggested.

V. Preparation for Senior-Junior Faculty Mentorship Association Open House:

- ✓ Date, Time, and Place: Friday, March 18, 2011, 3:00-4:30 p.m., ADMIN 141
- ✓ Proposed Activities: Introduction to FSDC—Mission, Goals, and Members; Rapid-Fire Meet and Greet; UAA Workload Overview, Standard Practice, and Contract Legalities; Portfolio Sharing—Tripartite and Bipartite; Sabbaticals and Leaves; Senior-Junior Faculty Pairing; and International Faculty Association Initiation
- ✓ Funding Procurement: **(To Be Determined)**

✓ Volunteers:

- Information Sharing: Office of Academic Affairs, Human Resources, Office of Campus Diversity and Compliance, Diversity Action Council, and CAFÉ (Patricia and Natasa)
- Invitation to Representatives of UNAC and UAFT: Workload and Contract Essentials (Patricia and Natasa)
- Invitation Letter to Guest Faculty Members (Patricia and Natasa)
- Intercampus Mailing, E-Mailing, and Personal Calls to Guest Faculty Members (TBD)
- Advertising: Faculty List Serve, Green and Gold, Flyers (Patricia, Natasa, and TBD)
- Procurement of Event Funding and Articles: Snacks, Refreshments, Table Linens, Napkins, and Utensils (TBD)
- Portfolio Sharing (Sudarsan, Songho, and Helena)
- Leave and Sabbatical Experience Sharing (TBD)
- Senior Faculty Mentor Volunteers (TBD)
- International Faculty Association Initiation Leader (TBD)

VI. Next meeting scheduled for January 21, 2010.

Joint Meeting—**Faculty Senate Diversity Committee** and **Diversity Action Council** to be determined at the beginning of Spring Semester 2011.

VII. Meeting adjourned at 4:30 p.m.

Respectfully submitted by Patricia Fagan



UNIVERSITY of ALASKA ANCHORAGE

FACULTY SENATE DIVERSITY COMMITTEE

3211 Providence Drive, Anchorage Alaska 99508

Drs. Natasa Masanovic and Patricia Fagan, Co-Chairs

FACULTY SENATE DIVERSITY COMMITTEE REPORT FOR JANUARY 21, 2011

x	Michihiro Ama	x	Gabe Garcia, Health Sciences	x	Natasa Masanovic, Languages, 1 st Co-Chair
x	Yong Cao, Business	x	Songho Ha, History	E	Susan Modlin, Nursing
E	Ping-Tung Chang, Math (Matsu)	x	Hiroko Harada, Languages	x	Sudarsan Rangarajan, Languages
E	Robert Crosman, English	E	Helena Jermalovic, Nursing	x	Rena Spieker, College of Health and Social Welfare
x	Herminia Din, Art Education	x	Sun-il Kim, Computer System Engineering	x	Mary Weiss, Nursing (Bethel)
x	Patricia Fagan, Languages, 2 nd Co-Chair and Secretary	x	Paul Landen, Psychology (Kenai)		
x	Nancy Furlow, Director of Alaska Native Studies	x	Sean Licka, Art History		
<p style="text-align: center;">Consultants and Representatives</p> <p>x: Marva Watson, Director, Campus Diversity & Compliance Office</p>					

* x=Present *E=Excused *---=Not Present

- I. Review of Agenda for January 21, 2011. Approved with change of order: interchange of item numbers III and IV.
- II. Preparation for Joint FSDC/DAC Meeting with Chancellor Fran Ulmer:
Friday, February 11, 2011, 9:00-10:30 a.m.

PURPOSE

Advise and recommend to the Chancellor a course of action on campus-wide diversity issues:

✓ **Diversify General Education Requirement courses:**

The Co-Chairs of the UAA Diversity Action Council, Bruce Schultz and Marva Watson, requested that the FSDC—as a group of informed faculty members—take charge of this initiative by formally proposing guidelines for GER diversification. The proposals that ensued from this discussion are the following:

- Delivery of “top-down” message from the Office of Academic Affairs to the Faculty Senate stating the importance of multicultural perspectives in UAA’s curricula. Request codification of desired pluralistic instructional goals and outcomes (i.e. revision of GER templates in all disciplines).
- Consult relevant student organizations/clubs as well as established student service programs such as AHAUNA regarding the profile of a diversified GER of the 21st Century. What is presently lacking in our curriculum? What do we need to include in our curriculum to best educate our students for an ever-globalizing world?
- Canvas current faculty members of GERs who surpass stated curriculum template goals and outcomes, successfully providing students with additional multicultural, pluralistic, and/or diverse educational experiences in their courses. (e.g. an FSDC member now includes Alaska Native Art, Sustainable Art, and Recyclable Art in ART A160—Art Appreciation—course syllabus.)
 - Gather information from faculty members who have demonstrated success in GER diversification for **General Education Review Committee** and for general departmental/programmatic distribution; subsequent inclusion in updating of GER templates.
 - Offer open, interdisciplinary workshops hosted by faculty members who have successfully diversified GER courses. Encourage workshop attendees to additionally participate in an invaluable campus resource in prejudice reduction: **National Coalition Building Institute Training Program**.
 - Establish in every department a strong mentoring program for all adjunct instructors; standardize syllabi in all adjunct sections for guaranteed inclusion of core goals and outcomes. Access to all curricular documents on UAA website and the syllabus preparation process must be absolutely transparent.
- Offer incentives to faculty members of all disciplines in the creation of new GER courses which reflect a substantial diversity component; reconsider existing electives multicultural in nature to count as fulfillment of certain GERs (e.g. Asian-American Literature).
- Identify all UAA courses which focus on multiculturalism and require that every degree-seeking student complete a minimum of one prior to graduation.
- Act upon the counsel of the recently released Fisher Report, mandating that the study of a non-English language and culture be a part of every degree-seeking student’s curriculum.

- ✓ Respond to and act upon Dr. Robert Boeckmann's recent analysis/report of student survey regarding campus diversity and inclusivity climate
- ✓ Enhance and endorse Universal Design and Access for all UAA on-line spaces and instructional environments
- ✓ Create a greater diversity awareness movement on campus and in the community: "Diversity matters and is valued at UAA!"

TENTATIVE AGENDUM

- ✓ PowerPoint of UAA Diversity Events and Achievements
- ✓ Welcome
- ✓ "What we've done:"
 - Purpose, highlights, and achievements of FSDC
 - Purpose, highlights, and achievements of DAC
- ✓ "What we've just learned and where we need to lead:"
 - Assessment analysis/report of student survey on campus diversity and inclusivity climate
- ✓ "Steps forward:"
 - Creating a refreshed Inclusivity Movement: "Our Vision for UAA as a Diverse Campus"
 - Identifying, selecting, and training new leaders in academic and campus governance: valued service and equitable compensation
 - Respective administrators, deans, and chairs need to re-evaluate diversity-related Service Activity on Workload Agreements, recognizing first and foremost its importance and contribution to the core mission of the University, but also the weight of its labor-intensity.

III. Preparation for Senior-Junior Faculty Mentorship Association Open House:

- ✓ Date, Time, and Place: Friday, March 18, 2011, 3:00-4:30 p.m., ADMIN 141
- ✓ Proposed Activities:
 - Introduction to FSDC—Mission, Goals, and Members
 - Rapid-Fire Meet and Greet
 - Booths:
 - UAA Workload Overview: Standard Practice and Contract Legalities
 - Portfolio Sharing—Tripartite and Bipartite
 - Sabbaticals and Leaves
 - Senior-Junior Faculty Pairing
 - International Faculty Association Initiation
- ✓ Volunteers:
 - Information Sharing prior to Event: Office of Academic Affairs, Human Resources, Office of Campus Diversity and Compliance, and Diversity Action Council
(Patricia and Natasa)

- Invitation to Representatives of UNAC and UAFT: Workload and Contract Essentials
(Patricia and Natasa)
- Invitation Letter to Guest Faculty Members
(Patricia and Natasa)
- Intercampus Mailing, E-Mailing, and Personal Calls to Guest Faculty Members
(Marva, Nancy, and Michihiro)
- Advertising: Faculty List Serve, Green and Gold, Flyers
(Patricia and Natasa)
- Procurement of Event Funding and Articles: Snacks, Refreshments, Table Linens, and Napkins
 - ✓ Funding for Punch and Cookies: 50 individuals
(Office of Campus Diversity and Compliance—Marva)
 - ✓ Bottled Water, Plates, Napkins
(Sean)
 - ✓ Pads, Pencils, Name Tags, Rosters, and Baklava
(Natasa)
- Portfolio Sharing
(Sudarsan, Songho, Helena, and Hiroko)
- Leave and Sabbatical Experience Sharing
(Herminia, Hiroko, and Songho)
- Senior Faculty Mentor Volunteers
(TBD)
- International Faculty Association Initiation Leader
(Yong, Hiroko, and Sean)

IV. Review of FSDC Meeting Minutes from November 19, 2010. Approved with no changes suggested.

V. Announcements:

- Marva Watson presented the committee with the 2011 UAA Alaska Civil Rights Month Calendar: the months of January and February are packed with panels of educational and cultural activities for all community members.
- Sean Licka presented the committee with an invitation to an exhibition in the UAA Arc Gallery, January 21-March 4: “East West Dichotomies” by Yehp, Yueon Gayh and Brian Paulsen.

VI. Meeting Schedule for Spring Semester 2011

February 18

March 18

April 15

VII. Meeting adjourned at 4:35 p.m.

Respectfully submitted by Patricia Fagan



Institutional and Unit Leadership Review Committee (IULRC)
Monthly Report
January 31, 2011

As noted in the Committee's last report, the Committee was working with the College of Education, the College of Arts and Sciences, and the Library to develop both staff and faculty listservs for submittal to the Office of Academic Affairs. Listservs for CAS and COE are now complete and we expect the listserv for the Library to be ready by February 4th.

During February the Committee will notify the deans of CAS, COE, and the Library to complete their Administrator's Information Form (similar to the FIF that faculty routinely complete for the IDEA survey), finalize the survey milestones with the Office of Academic Affairs, and draft announcements for the upcoming staff and faculty surveys.

Committee member Karla Jones has resigned from the committee and Liliya Vugmeyster has joined the committee; committee manpower is sufficient to complete this year's effort. The Committee's work during January did not require a committee meeting; business was efficiently handled by email and telephone. The Committee will meet next at 11:30 AM on February 25, 2011.

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

- **ATTENDANCE.** Robert Boeckmann, Gina Boisclair, Leanne Davis, Liz Dennison, Gabe Garcia, Steve Godfrey, Alberta Harder, Becky James, Garry Kaulitz, Ann McCoy, and Steve Rollins were present.
Nalinaksha Bhattacharyya, Daria Carle, Sean Licka, Carole Lund, and Kirk Scott sent apologies.
- **NOVEMBER LAC REPORT.** The November 2010 LAC report to the UAA Faculty Senate was approved.
- **FROM THE DEAN'S LIBRARY REPORT.** The new faculty / liaison reception held on November 12th in CL 307 went well and was well attended. Dr. Bantz, the new APU President, was in attendance. It was suggested that perhaps future events might focus on particular disciplines, with the librarians for those particular disciplines available to answer questions.
Dean Rollins is going to ask USUAA to pass a resolution requesting UAA consider establishing an after-hours study facility for about 50 to 70 people.
A library evaluation team is currently looking for a new discovery tool to replace QuickSearch. The plan is to have the new tool in place for the fall 2011 semester.
- **LP SUBCOMMITTEE REPORT.** Steve Godfrey recently acquired landscaping maps for the library. The east and south sides are most in need of improvements.
- **LR SUBCOMMITTEE REPORT.** The Library Resource Subcommittee reported on its discussion about raising funds for library resources through Advancement.
- **LS SUBCOMMITTEE REPORT.** LAC was informed of the resolution passed by the UAA Faculty Senate to make SafeAssign available in Blackboard.

NEXT MEETING: January 14, 2011 Consortium Library Room 302A, 11:30 am – 12:45 pm. Meet in subcommittees first.

LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE (FS)
JANUARY 2011 MEETING

- ATTENDANCE. Nalinaksha Bhattacharyya, Gina Boisclair (APU Co-chair), Daria Carle, Liz Dennison, Gabe Garcia, Steve Godfrey, Alberta Harder (UAA Co-chair), Elizabeth James, Carole Lund, Ann McCoy, Steve Rollins, and Kirk Scott were present. Leanne Davis, Sean Licka, and Susan Mitchell sent apologies.
- DECEMBER LAC REPORT. The December 2010 LAC report to the UAA Faculty Senate was approved.
- FROM THE DEAN'S LIBRARY REPORT. Dean Rollins said that the Library was complimented in the NWCCU Accreditation Report for its assessment efforts. The administration of the LibQUAL survey in 2008 and the follow up by the Library and LAC were noted in the report. There are plans to conduct another LibQUAL survey in fall of 2011. The new discovery tool to replace QuickSearch should be available for testing in about five weeks.
- LP SUBCOMMITTEE REPORT. A new exhibition is opening in the Arc Gallery. Steve Godfrey is working on a letter to Pat Leary about the landscaping around the library.
- LR SUBCOMMITTEE REPORT. The Library Resource Subcommittee continued its discussion on awareness and funding of library resources.
- LS SUBCOMMITTEE REPORT. Susan Mitchell, head of Technical Services in the Library, has joined the LS Subcommittee. Thanks, Susan. Progress has been made in making the Academic Honesty & Integrity tutorial available at APU. SafeAssign is now available in Blackboard. Workshops about using SafeAssign are being offered by the UAA Faculty Technology Center.
- LR SUBCOMMITTEE FOCUS GROUPS REPORT. Carole Lund presented a report on the results of the two graduate student focus groups held in the spring of 2010 at UAA and APU. The LR Subcommittee gathered graduate student feedback on Library resources, services, and facilities.
- INFORMATIONAL ITEM. The advisory board breakfast will be held from 7:00 to 8:00 am on Thursday, February 10th in the Student Union cafeteria. RSVP by February 7th.

**NEXT MEETING: Friday, February 4, 2011 Consortium Library Room 302A,
11:30 am – 12:45 pm. Meet in subcommittees first.**

**Student Academic Support and Success Committee
January 21, 2011 Meeting Minutes**

Members in attendance:

Michael Buckland, Connie Fuess, Shannon Gramse, Alberta Harder, Erik Hirschmann, Linda Morgan, Kamal Narang, Karen Parrish, Galina Peck, Erika Veth

Members excused: Stephanie Bauer, Trish Jenkins, Ly Tibayan

Guest: Angela Dirks, co-chair of ACDLIT Committee

Item 1

Approval of Minutes from November 2010 Meeting

The minutes from the meeting on November 19, 2010, were approved. Tracy Leithauser has resigned as SASS Committee co-chair. She has moved to Juneau where she is working at the UAS library. Many thanks go to Tracy for her outstanding service on the SASS Committee.

Item 2

Discussion of Technology and Distance Education Issues

Angela Dirks, co-chair of the ACDLIT Committee, attended the January SASS Committee meeting. She gave an update on the recent student email migration to Gmail and other technology issues. Students should notify IT about any email problems that have occurred since the migration. Angela noted that a student handbook is available for students taking online classes. Erika will send that link to SASS members. Thanks go to Angela for attending the SASS meeting.

Item 3

Report on the Faculty Senate Meeting

Alberta Harder reported on the Faculty Senate meeting on December 3rd.

Item 4

Discussion of Agenda for Upcoming SASS Meetings

The February meeting will focus on the Soft Skills / New Student Acclimation goal and the revised GUID 150 course. Also, Linda Morgan will contact Shirlee Willis-Haslip, Interim Registrar, to get more information about how course topic or theme descriptions could be provided during the online registration process. SASS will also work on developing a recommendation for facilitating communication between ITS and technology users.

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

Next Meeting: Friday, February 18, 2011, 2:30-4:00 in ADM 102

Ad Hoc Committee on Academic Integrity

Members continue to meet every two weeks. This update covers activities, 11-01-2010 to 28-01-2011

Members: Paola Banchemo (co-chair), Sally Bremner, Dawn Dooley, Sam Fredrick (USUAA), Scott Gavorsky, Bogdan Hoanca, Michael Lamb, Claudia Lampman (survey coordinator), Susan Modlin (co-chair), Jennifer Stone, Michael Votava (campus coordinator), and Doni Williams.

Faculty Survey

- **Completed.** This survey was closed on December 3rd, with 165 completed (23% response).
- **Data received.** This is just in from Don McCabe. Claudia will provide analysis for the next meeting. Members will review the open-ended responses : sources of AI information available to faculty, what actions faculty take when cheating is suspected, reasons faculty ignore suspected cheating, reasons faculty are dissatisfied with handling of reported offenses, safeguards faculty use to reduce cheating - will be reviewed and discussed at our next meeting.

Student Surveys

- **In-class survey.** Claudia randomly sampled the 100, 200 and 300-400 levels. Instructors of the selected classes were contacted to get permission and to schedule in-class administration of survey by committee members early this semester. By January 31st, members will have surveyed 15 classes with just over 400 student responses. The data will be input by work-study students with IRB training. Open-ended questions were not included in this survey.
- **Online survey.** The web version that includes open-ended questions will be emailed out to all UAA students on January 31st.

Safe Assign

- **SafeAssign was turned on** for the UAA campus in late December. Lee Erikson, instructional designer, is offering classes regularly to assist faculty who wish to use it. With our input, Lee has included information on SafeAssign on the UAA Resources page, and an institutional release statement for SafeAssign so that students will know SafeAssign may be in use by their instructor. Faculty are also encouraged to inform students of their intention to use SafeAssign to monitor academic integrity in their curriculum handouts at start of class.

Next Phase of Assessment - Focus Groups

- Focus groups of students, faculty and administrators will be convened
 - 1) to examine and discuss their perceptions of AI on campus.
 - 2) to discuss the survey data from UAA and the data collected nationally.
 - 3) to discuss the resulting recommendations of the Ad Hoc Committee on AI

Next meeting: February 7th, 9:00 – 10:00 am

Prepared by Sally Bremner, January 29, 2011

Report to the Faculty Senate, February 2011 Ad Hoc Committee on Community Campuses

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

The committee met after the December 3 Faculty Senate meeting to discuss various issues and goals, including:

1. Have more faculty input and oversight on issues pertaining to new facilities constructed at the community campuses, particularly with the passage of the new statewide education bond measure.
2. Get community campus faculty more directly involved in searches/evaluations/appointments of new campus directors and administrators. It was noted that Kodiak College's Instructional Council passed a resolution on November 12 to "adopt the annual systemic evaluation of Kodiak College's director and assistant director by faculty and staff and to charge the Instructional Council chair and/or KC's Faculty Senate representative to propose such change to the UAA Faculty Senate's Ad Hoc Committee on Community Campuses" and "to request Director Barbara Bolson's support and signature on the above motion." Similar resolutions would be considered by the other community campuses' faculty forums during this academic year.

**Faculty Senate Report
ad hoc Committee on Idea Course Evaluations**

Co-Chairs: Mark Fitch
Mari Ippolito

Meeting Date: Friday, January 28, 2011

Committee Members in Attendance:

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

A Review of the History of IDEA Selection

The meeting began with a brief review of the history of the selection of IDEA course evaluations for use at UAA. A copy of selection criteria for course evaluation selection will be distributed to the committee members.

Preliminary Discussion of a Multi-faceted Approach to Low IDEA Response Rates

- Distribution Issues/Faculty Responsibilities

FACTS (from November 17, 2010, UAA DRAFT Student/Faculty Evaluations report, UAFT and UNAC CBA's, *UAA Faculty Handbook*, Kim Perkins):

- only 40% of faculty are making IDEA evaluations available to students; 60% are not making courses available on Blackboard
- 20%+ of faculty are not receiving prompts to complete Faculty Information Forms (FIF's) due to problems such as full or inactive e-mail accounts
- UAFT and UNAC Collective Bargaining Agreements are silent on the issue of faculty responsibilities as to the distribution of course evaluations
- the current *UAA Faculty Handbook* is silent on the issue of faculty responsibilities as to the distribution of course evaluations
- the *UAA Faculty Handbook* is currently being revised

ASSUMPTION:

- faculty inconsistency in making IDEA course evaluations available may be having an impact on student response rates; i.e., if IDEA course evaluations are important, why are they being distributed by less than half of UAA faculty?

ACTIONS PROPOSED:

- revision of pages 16-17 of the UAA Faculty Handbook¹
- all Blackboard course shells which are not turned on will be automatically activated each semester on the date IDEA course evaluations are made available.
- faculty who do not submit FIF “Course Objectives” will be automatically evaluated on all course objectives.²

- Completion (by students) Issues Discussed

1. **Short form vs. long form**

FACTS (from consultation with Tom Miller, Sean Tittle, Rich Whitney of UAA and Shelley Chapman of the IDEA Center):

Advantages to the long form: provided useful information during the recent accreditation process, is more informative as to faculty development, more helpful in maintaining program/university teaching quality, and averages slightly higher response rates nationwide

Advantages to the short form: less expensive (\$0.75 per class)

ASSUMPTION:

- students who activate the link with the intention of completing an IDEA course evaluation will likely complete the evaluation whether it is 46 or 23 items in length

RECOMMENDATION:

retain the use of the IDEA long form at UAA

2. **On-line (vs. in-class) evaluations**

FACTS (derived from 2003 Ku on-line article and 2004 Donmeyer et al. article³ and from November 17, 2010, UAA DRAFT Student/Faculty Evaluations report):

Advantages: lower cost, less opportunity for faculty influence, more time for student to consider evaluations, multiple times for students to complete evaluations, no time limit on student responses; more/longer responses to unstructured questions, more flexibility for institutions (e.g., instructors can add questions pertinent to specific classes),

¹ THE UAFT and UNAC Presidents have been consulted and draft revisions have been sent to Kim Peterson by Mari Ippolito. A motion will be proposed at the March, 2011, meeting to approve *Faculty Handbook* changes indicating that 1) faculty are responsible for completing FIF “Course Objectives” and turning on their Blackboard course shells to make IDEA course evaluations to students in a timely manner.

² This is, unfortunately, likely to significantly diminish the quality and accuracy of the feedback available to students, faculty, academic programs, and administrators on the teaching effectiveness of faculty who fail to complete FIF “Course Objectives” for their courses. However, faculty can resolve this difficulty by completing FIF “Course Objectives” for each course. “Course Objectives” form the previous semester can be duplicated by clicking on the FIF link and clicking a single button. Faculty need not complete the balance of the FIF unless they wish to do so.

³ Contact Mari Ippolito at afmif@uaa.alaska.edu for complete bibliographical information or an electronic copy of article mentioned in this report.

preferred by students, more timely feedback, uses less paper, no effects on ratings detected as a result of systematic study (based on reasonable response rates)

Disadvantage: lower student response rates

RECOMMENDATION:

- retain on-line recommendations and examine options to increase student response rates

3. E-mail reminders to students

FACTS (from 2001 Crawford et al. article, 2004 Dommeyer et al. article,³ November 17, 2010, UAA DRAFT Student/Faculty Evaluations report, and Kim Perkins):

- have been associated with increased response rates in some studies with multiple reminders associated with higher response rates than a single reminder

- UAA has the capability of sending e-mail reminders to students regarding IDEA completion

- faculty can also send reminders regarding IDEA completion to students in their courses through Blackboard

RECOMMENDATION:

- activate UAA's IDEA reminder system to provide multiple periodic reminders to all enrolled students to complete IDEA course evaluations. These reminders could include IDEA open/close dates, information about the value of IDEA completion for students (including improved quality of teaching), and, possibly, incentives for IDEA completion.⁴

4. Incentives

FACT (from 2003 Bosnjak & Tuten and Cobanoglu & Cobanglu articles, 2003 Ku on-line article, and 2004 Dommeyer et al. article³):

- grade-based, cash/certificate, and sweepstakes techniques have been utilized to increase response rates with mixed results

RECOMMENDATION:

- the Committee will pursue additional information on the topic of the effect of incentives on survey response rates. The present inclination is to offer some type of incentive to students to increase IDEA response rates and to academic departments in which 100% of faculty have completed FIF's.⁵

⁴ Activating this system does not prevent individual faculty members from sending reminders or making announcements (through Blackboard or in classes) encouraging IDEA completion.

⁵ A grade-based incentive (.25% increase) was effective but would have to be administered by faculty, creating potential confidentiality issues. Other incentives discussed were sweepstakes for gift certificates for campus businesses such as Starbuck's, Subway, or the UAA Bookstore and larger incentives such as an airline ticket or an iPod. The issue of available incentives will have to be discussed with appropriate administrators before the Committee proceeds further on this matter. If large incentives are utilized, pictures of previous-semester winners would be posted on the cover page of the UAA website before and during the period when IDEA course evaluations are opened for completion. If small incentives are utilized, a list of previous-semester recipients would be posted on the cover page of the UAA website before and during the period when IDEA course evaluations are open for completion. Sweepstakes entries would

- **Additional Recommendations, Etc.**

1. With the help of CAFÉ, designate and train a group of faculty gurus/superusers on the new promotion and tenure teaching evaluation guidelines and developmentally-appropriate practices for faculty use of IDEA (to improve teaching effectiveness, compare different pedagogical techniques, etc.). These individuals will then serve as consultants to faculty with questions, comments, or concerns about these issues.
2. Open IDEA course evaluations earlier in the semester.⁶
3. At some point, will formative (and not just summative) evaluations be available so that faculty can track their improvement in meeting course objectives?
4. Mark Fitch volunteered to take the lead in discussing the issues of faculty and student incentives for IDEA compliance and P&T/IDEA gurus/superusers with Provost Driscoll.
5. Some of the materials on the IDEA Faculty - Student Evaluations page of the UAA website need to be updated or, possibly, removed or added to. Information Technology Services has been contacted with specific requests.
4. USUAA has been contacted to request that a student representative attend future meetings of this Committee.
5. Committee meetings will be on the third Friday of each month from 4:00-5:30 p.m. for the remainder of the Spring, 2011, Semester.
6. Faculty interested in joining the ad hoc Faculty Senate Committee on IDEA Course Evaluations or with comments or suggestions for this Committee should contact Mari Ippolito at afmfi@uaa.alaska.edu

Prepared by Mari Ippolito

be tied to the number of course evaluations completed by each student; students would be eligible for more prizes via completing course evaluations earlier (i.e., within the first three days after opened). Faculty departments with 100% FIF completion might receive more professional development funds.

⁶ Dommeyer et al. (2004) found that faculty ratings on evaluations remain relatively stable from mid-terms until the end of the semester. At present, faculty can do this for their own courses by altering the IDEA open/close dates.



Academic Assessment Policies & Procedures

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

Revised 1-21-11

Peer Leadership in Program Improvement

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>

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I INTRODUCTION

The Academic Assessment Committee (AAC) of the Faculty Senate was created to provide peer leadership, support, and review of academic assessment to ensure that it can produce its intended benefit to students: improvement of learning. Faculty are best suited to plan, implement, and act upon the academic assessment of student learning outcomes. Moreover, academic assessment is a mandate of Northwest Commission on Colleges & Universities (NWCCU) and the University of Alaska Board of Regents Policy (BOR).

Peer Leadership

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

The Academic Assessment Policy & Procedure document is maintained by the AAC to describe the University of Alaska Anchorage's process for reviewing all academic program assessments. This policy and procedures document governs the conduct of the AAC as well as communicating the rationale thereof. 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 academic 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.

Peer Support

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

Review of Academic Assessment

In its review and feedback, rather than solely focus on the language of specific outcomes or the details of a certain tool, the 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 teaching and assessment practices of each discipline.

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

A. AAC Charge

The AAC governs academic assessment at UAA. The AAC does not act as an acceptance/rejection body when reviewing programs’ academic assessment plans and three-year reviews, but rather serves as an advisory body, offering suggestions for improvement and commendations for achievement.

The committee is charged by the Faculty Senate to:

- Develop and maintain UAA Academic Assessment Policies & Procedures;
- Implement the current UAA Academic Assessment Policies & Procedures with the primary focus of program improvement;
- Recommend academic assessment-related actions to the appropriate bodies;
- Direct the collection and analysis of academic assessment documents;
- Field and respond to requests for information on UAA academic assessment results and achievement of student learning outcomes;
- Review requests to modify assessment policies and procedures;
- Refer curricular and academic issues to the appropriate Faculty Senate Boards; and
- Undertake such additional tasks or responsibilities relating to academic assessment as assigned by the Faculty Senate.

B. OAA Support

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

II. ACADEMIC ASSESSMENT CYCLE

The assessment reporting process runs on a 3-year cycle. The sequence of the 3-year review cycle is outlined in Table 1. A graphical illustration of the repeating 3-year cycle of academic assessment cycle is shown in Figure 1. The process consists of a yearly assessment

cycle embedded within a three-year review cycle. The academic 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 of each program every three years; however, programs are expected to complete an assessment review cycle every year by turning in an annual update.

Sequence for Assessment 3-Year Review Cycle

The table below describes how the cycle runs for a program that had an annual update due in the fall of 2009. Please see the Academic Assessment website for your program's assessment sequence and due dates.

Fall Semester, Due Date	Documentation Due	Academic Year(s) Documented
2010, October 15	Annual Update	AY10 (Fall 09 – Summer 10)
2011, October 15	Annual Update	AY11 (Fall 10 – Summer 11)
2012, November 1	3-year Review (<i>includes Annual Updates for 3 academic years</i>)	AY10 (Fall 09 – Summer 10) AY11 (Fall 10 – Summer 11) AY12 (Fall 11 – Summer 12)
2013, October 15	Annual Update	AY13 (Fall 12- Summer 13)
2014, October 15	Annual Update	AY14 (Fall 13- Summer 14)
2015, November 1	3-year Review (<i>includes Annual Updates for 3 academic years</i>)	AY13 (Fall 12 – Summer 13) AY14 (Fall 13 – Summer 14) AY15 (Fall 14 – Summer 15)
Cycle repeats	Cycle repeats	Cycle repeats

Table 1. Sequence for Assessment 3-Year Review

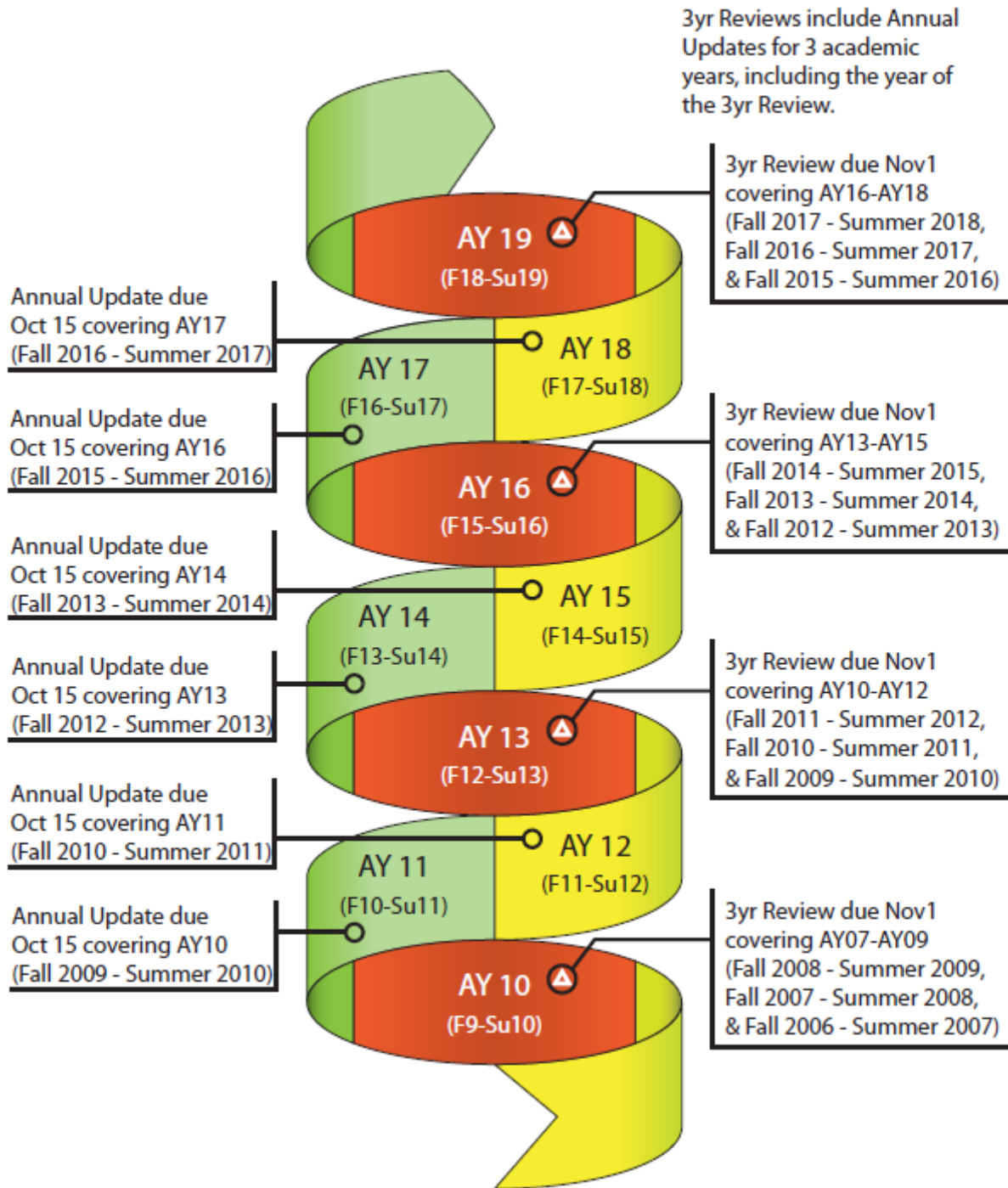


Figure 1. 3-year Review Cycle

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 for distribution to the AAC.

Status	Academic 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 15
Existing Program (every third year)	3-year cumulative review	November 1
Existing Program with AAC approved external accreditation*	Annual Update	October 15
Existing Program (0 to 10 graduates in 3-year review period)	Memo (see Appendix B)	October 15
Suspended Program	Memo	October 15

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

Table 2. Assessment Reporting Requirements

A. New Program or Major Revision of an Existing Program

Proposals for new programs or major revisions to existing programs must include an assessment plan. 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 a review of their academic assessment plan by the AAC must be complete. The AAC welcomes academic assessment plans at any point in the curriculum review process but strongly encourages submitting draft plans as

early as possible. The AAC can be helpful in the early stages of formulation as well as in finalization of academic assessment plans.

Faculty should submit their plans to OAA in accordance with curriculum review deadlines. AAC will place 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 face-to-face review within four weeks, and copies will be sent to the school or college and OAA. Academic 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 15. 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 academic 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 process for three-year review is as follows:

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 early November 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 three-year review in the following academic year. Additionally, programs will be notified by OAA.
3. **OPTIONAL: 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. For example, College of Business and Public Policy may wish to have all their programs reviewed at the same time.
4. **OPTIONAL: Site Visits** – To present a fuller picture of academic 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. For example, the committee could come to CBPP to see them present their assessment activities together. 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 academic assessment plans apply to these instances.

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

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

All programs with a total of 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 academic assessment documents for special review and assistance by AAC if they wish. The same guidelines and timeline for submission of new academic assessment plans apply in these circumstances.

Programs that wish to have an external accreditation review process count instead of the three-year AAC review must apply for this exemption by October 15 of the year before their program would be up for the three-year review. Programs must document that the external accreditation is recognized by the Council on Higher Education or the US Department of Education and that it further meets the requirements listed below:

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

- A documented assessment process and revision cycle
- Assessment of all the program's student learning outcomes
- Annual data collection
- Analysis and action based on data collection
- Regular (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. External accreditation does not exempt programs from annual updates. Approval of external accreditation as an exemption for three-

year review does not exempt a program from Associate of Arts, General Education Requirements (GER), or GER capstone assessment reporting. In annual updates, programs with external accreditation must document that they remain accredited. If programs lose or discontinue the external accreditation, they will be required to participate in the three-year review cycle. Programs may reapply for exemption after they regain the external accreditation.

In addition, programs may apply to the AAC for exemption due to special circumstances that are beyond the program's control.

IV. DOCUMENT REQUIREMENTS

In preparing assessment documents, it is important to keep in mind the overall purpose of assessment. By assessing student learning outcomes, faculty should aspire to the following:

- Define the specific knowledge, abilities, values, and/or attitudes students in their 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 OAA for distribution to the AAC.

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 programs keep abreast of their graduate's attainment of program outcomes, allow programs to complete their three-year assessment reports incrementally, and enable the AAC to report on the status of assessment activities at UAA. Annual updates may be submitted in one of the 3 formats listed below and must address the following items:

1. An updated plan or note that current plan is on file (either the UAA template or that of an approved external 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 external accreditation may include accreditation assessment plans and reports or simply summarize the program's assessment activities and results. For all programs, items one through four help the AAC analyze institution-wide assessment at UAA and respond to requests from OAA and the Accreditation Team. This analysis is used to respond to Statewide, BOR, legislative, and NWCCU requests for information on student achievement of learning outcomes.

Acceptable reporting formats for annual updates:

- Narrative Annual Update: Programs may submit a two to four 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.
- Narrative & Spreadsheet Annual Update: Programs may submit their annual report using a combination of a narrative and spreadsheet reporting format.

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 November 1.

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 academic 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 which have a total of 0 to 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 *external accreditation* for approval of exemption from the three-year review must submit this request no later than October 15 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 will work to notify such programs as expediently as possible concerning the approval or denial of their request.

TERMS, DEFINITIONS & GUIDANCE

The following tables explain in more detail the purpose of each element within academic assessment documents. These are offered as guidance for faculty preparing academic 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. Academic Assessment Plan

These are the definitions that the AAC uses to give feedback on academic assessment plans. See the Academic 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 of the program as articulated in the mission statement.

Continues below

Plan Element	Characteristic	Description
Student Learning Outcomes <i>Continued from above</i>	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.
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.	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
Measures <i>Continued from above</i>	Connection to outcomes	The measure should clearly show student performance relative to one or more outcomes. The data collected needs to be such that its interpretation is clear regarding 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.
	Influences on data collection	The program should indicate the factors that influence the data and the interpretation of the results. This is where the program considers the reliability of the tool and the data collected. This discussion should be found in the appendix describing each measure.
Process: The process describes the person(s)/ group(s) responsible for applying the measures, collecting and collating data, determining the meaning of the assessment results and making recommendations for action.	Faculty involvement in the assessment process	Plan identifies the role of faculty in all aspects of the assessment process. Faculty must be involved in the development of assessment plans, the implementation of the measures, the analysis of data, the formulation of recommendations, and the actions taken on those recommendations, as well as any revisions to the assessment plan.
	Timeline	The timeline should produce information for the faculty of the program to make timely decisions. Timelines need to accommodate the assessment cycle, faculty workloads, and appropriate timing of measures. The schedule of data collection should be clearly articulated in the plan.
	Currency	The plan is reviewed and/or revised regularly by the program's faculty.
	Responsible parties	The faculty responsible for coordination and implementation should be identified and supported in their assessment duties.

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
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.	Recommendations implemented	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.
	The effects of the recommendations have been determined	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.
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.	Collected according to plan	Data collection should be fully implemented as described in the plan. Problems can be explained if they occur.
	Organized in a fashion which ties to the program outcomes and can be understood by an outside evaluator	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.

Continues below

Annual Update Element	Characteristic	Description
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.	Meaning of data	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.
	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.
	Final analysis reviewed by faculty	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.
	Student performance relative to outcomes	Student attainment of learning outcomes should be evaluated in light of collected data in the analysis submitted for review.
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.	Enhance student attainment of outcomes	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.
	Enhance assessment process	Assessment process improvement recommendations should flow from the analysis of data.
	Current recommendations	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.
	Effects of recommendations can be determined	The program should identify how the recommendation will be evaluated to determine if it was effective at enhancing the attainment of student learning outcomes.

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
Process: This section should discuss the assessment activities of the program over the past three academic years.	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?
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.	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
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.	Recommendations implemented	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.
	The effects of the recommendations have been determined	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.
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.	Current recommendations	What academic assessment changes are planned for the next three-year cycle?
	Enhance assessment process	Assessment process improvement recommendations should flow from the analysis of data.
	Effects of recommendations can be determined	The program should identify how the recommendation will be evaluated to determine if it was effective at enhancing the attainment of student learning outcomes.

V. 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	Academic Assessment Plan Template	 Acad. Assessment Plan Template.doc
D	Annual Update Narrative Template	 Annual Update Narr. Template.doc
E	Annual Update Spreadsheet Template	 Annual Update Sprdsht Template.xls

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Dear Members of the UAA Community:

After receiving valuable input from a diverse group of UAA stakeholders, business and community leaders, the Board of Regents, members of the Chancellor's Advisory Board, students, faculty, staff and many others, I'm pleased to announce the appointment of Tom Case as the next chancellor of UAA.

Tom served as dean of the College of Business and Public Policy for five years, from 2002 to 2006, and currently is serving as president and chief operating officer for Alaska Aerospace Corp. He'll step down from that position to return to UAA. Tom and our current chancellor, Fran Ulmer, will work together in the coming weeks to ensure a smooth transition.

With the difficult economic times ahead, I simply cannot, in good conscience, conduct a costly and lengthy national search when so many people--including faculty, staff, UAA boosters, community members, elected officials and others--advised me of the high caliber and excellent talent we have right here in Alaska.

Tom is well-known at UAA, the Anchorage community and throughout the entire state. During his time as dean of the College of Business and Public Policy, Tom was regarded as an excellent leader, a strategic thinker, a team builder and hard worker. His inclusive, consensus-building style will serve UAA, and the university system as a whole, well into the future. Tom's deep affection for students, faculty and staff at UAA, coupled with his leadership and academic credentials, make him an excellent choice to move UAA forward as a university of first choice.

Finally, let me praise outgoing Chancellor Ulmer. Fran has given us considerable service as the leader of the state's largest university. Fran has led UAA in a manner that distinguishes her as one of the finest chancellors in the history of the UA System. Fran announced her decision to retire a year ago, leaving plenty of time for a smooth transition between former President Hamilton and myself. As always, Fran is gracious in offering her assistance to Tom Case in his new assignment, and her concern and commitment to UAA and to the UA system will ensure her continued involvement in our lives in other capacities in the future.

Thank you, Chancellor Ulmer.

Sincerely,

A handwritten signature in black ink, reading "TK Gamble". The signature is written in a cursive, flowing style. The "TK" is written in a stylized, almost blocky manner, while "Gamble" is written in a more traditional cursive script.

Pat Gamble
UA President