

UAA Faculty Senate Agenda

May 6, 2011

2:00 – 5:00 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	E	Foster, Larry		Mannion, Heidi- Gloria Tomich
	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
E	Crosman, Robert		Hirschmann, Erik		McCoy, Robert (Fall)
	Davies, Hilary		Hoanca, Bogdan		Russ, Debra
	Davis, Leanne		Ippolito, Mari		Schreiter, Mark
	Dennison, Elizabeth		Johnson, Gail		Smith, Tara
	Din, Herminia		Modlin, Sue		Spieker, Rena
	Dirks, Angela	E	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. 1-5)

IV. Meeting Summary Approval (pg. 6-11)

V. Reports

A. Chancellor Tom Case

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

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

U of A Highlights <http://edit.uaa.alaska.edu/governance/facultysenate/upload/highlights-04222011.pdf>

B. Provost Michael Driscoll

C. Vice Chancellor Bill Spindle

D. Vice Chancellor Megan Olson’s Report (pg. 12-13)

E. CIO/Associate Vice Provost Rich Whitney (pg. 14)

- F. Union Representatives
 - i. UAFT
 - ii. United Academics

- G. CAFE Update
<http://www.uaa.alaska.edu/cafe/>

- H. UA Vice President Finance and Administration, Joe Trubacz (2:30)
 - i. Web Timesheets (WTE) Update (pg. 15-17)

- I. UA President, Pat Gamble (4:00)

VI. Officer's Reports

- A. President's Report (pg. 18-20)

- B. First Vice President's Report
 (See Ad Hoc Committee for Fisher Report)

- C. Second Vice President's Report (pg. 21)
 - i. Awards and Certificates
 - ii. Faculty Senate Committee Membership (pg. 22)

- D. Past President's Report

VII. Boards and Committees

- A. Graduate Academic Board (pg. 23-25)
 - i. Curriculum

- B. Undergraduate Academic Board (pg. 26-32)
 - i. Curriculum

- C. General Education Review Committee (pg. 33-34)
Motion: Add the following notations on the GER list:
After Geog A111 (equivalent to GEOG A205)*;
After ENVI A211 (equivalent to GEOG A211 and ENVI A202)*

*Equivalent courses are treated as repeats. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA Calculation. Only the most recent course taken is used to fulfill university requirements including the General Education Requirement.

- D. University-wide Faculty Evaluation Committee

- E. Academic Assessment
 - i. Academic Assessment Handbook – *Second Reading* (Track Change pg. 35-56)
 Clean version: <http://edit.uaa.alaska.edu/governance/facultysenate/index.cfm>

- F. Academic Computing, Distance Learning and Instructional Technology (pg. 57-58)
 - i. Blackboard 9 Upgrade (pg. 59-60)
 - ii. E-Learning & Technology Faculty Handbook (pg. 61-93)

- G. Budget, Planning, and Facilities Advisory Committee- BPFA (pg.94)
 - i. UAA Cabinet Strategic Guidance (pg 95-103)
- H. Nominations and Elections Committee
- I. Diversity Committee (pg. 104-107)
- J. Faculty Grants and Leaves Committee
- K. Institutional and Unit Leadership Review Committee (pg. 108-109)
- L. Library Advisory Committee (pg. 110-112)
- M. Professional Development Committee- in abeyance
- N. Student Academic Success Committee (pg. 113-115)
See recommendations on pages 113 & 114
- O. Ad Hoc Committee for Fisher Report
 - i. Response of the University of Anchorage Faculty to Fisher Report (pg. 116-165)
- P. Ad Hoc Committee for Academic Integrity (pg. 166-167)
- Q. Ad Hoc Committee for Community Campus (pg. 168)
Constitution & Bylaws (pg. 169-173)

By approving these documents, the UAA Faculty Senate endorses the legitimacy of extended sites' faculty forums and the need for communication among faculty, campus directors, administrators, and UAA Faculty Senators. The Constitution and By-Laws are umbrella documents for each extended site's faculty, and are not in competition with the UAA Faculty Senate Constitution and By-Laws.

- R. Ad Hoc Committee for Research
- S. Ad Hoc Committee for Student Evaluations (pg. 174-175)
From last Faculty Senate meeting:

MOTION: Each semester, all Blackboard courses which are not already available will be made available on the day before the default open date for IDEA Course Evaluations.

MOTION: A series of reminder e-mails will be sent to all students enrolled in one or more courses starting on the day before the default open date for IDEA Course Evaluations reminding students evaluations are available and encouraging them to complete evaluations.

Justifications:

- Only 40% of faculty are making IDEA evaluations available to students sending an inconsistent message to students about the importance of completing course evaluations. (The remaining faculty are not making courses available on Blackboard.)
- Over 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.

- UNAC was approached by UAA with the suggestion that faculty be sanctioned for low IDEA response rates. UNAC strongly opposes this approach to attempting to increase IDEA response rates.
- Research studies indicate that multiple prompts increase survey response rates.

MOTION: UAA retain use of the long form of IDEA Course Evaluations.

Justifications:

- The long form provided useful information during the recent accreditation process and is more informative as to faculty teaching effectiveness.
- The long form averages slightly higher response rates nationwide.

VIII. Old Business

IX. New Business

- A. Welcome New Senators and Adjourn the 2010-2011 Senators
- B. 2011-2012 Membership List (pg. 176)

2011-2012 Officers:

Bhattacharyya, Nalinaksha – President	Davies, Hilary- Chair, UAB
Boeckmann, Robert - 1 st Vice President	Modlin, Susan - Chair, GAB
Fitzgerald, Dave - 2nd Vice President	Petratis, John - Past President

2011-2012 Senators:

Abaza, Osama	Gehrett, Christine	Nagy, Lou
Boege-Tobin, Deborah	Green, Amy	Orley, Soren
Burke, Tracey	Harder, Alberta	Pence, Sandra
Campbell, Elizabeth	Ippolito, Mari	Pfeiffer, Karl
Carter, Trina	James, Elizabeth	Predeger, Betty
Cates, Keith	Johnston, Gail	Rawlins, Katherine
Davies, Hilary	Kabirian, Alireza	Russ, Debra
Dennison, Elizabeth	Kappes, Bruno	Schreiter, Mark
Din, Herminia	Kim, Sun-il	Siemers, Cheryl
Dirks, Angela	Kopacz, Eva	Skore, Tom
Edwards, Wayne	Landed, Paul	Smith, Tara
Embler, Pam	LaRue, Sharon	Stone, Jennifer
Fallon, Sue	Magen, Randy	Thiru, Sam
Foster, Larry	Miranda, Francisco	Vandever, Jan
Fox, Deborah	Mock, Kenrick	Vugmeyster, Liliya
Garcia, Gabe	Modlin, Susan	
Garton, Susan	Morris, Kerri	

C. Ad-Hoc Committee for Academic Integrity

Recommendation: The Ad-Hoc Committee for Academic Integrity has asked the Faculty Senate E-board to reauthorize our existence for the coming academic year so that we can do the following:

1. Prepare an executive summary of the findings of our recent survey on academic dishonesty at UAA. We want to share this via a link in Green and Gold before the Faculty Senate retreat, and provide it as

background for focus groups of students, faculty and administrators to be convened in September

2. Create of a slide presentation to report survey results to the Faculty Senate retreat in August. This work will include a thematic analysis of faculty and student comments submitted as part of the online surveys.

D. Ad Hoc Committee for Community Campus

Recommendation: By approving these documents, the UAA Faculty Senate endorses the legitimacy of extended sites' faculty forums and the need for communication among faculty, campus directors, administrators, and UAA Faculty Senators. The Constitution and By-Laws are umbrella documents for each extended site's faculty, and are not in competition with the UAA Faculty Senate Constitution and By-Laws.

E. Ad Hoc Committee for Student Evaluations

Recommendation: The ad hoc Faculty Senate Committee on IDEA Course Evaluations continue during the 2011-2012 academic year.

Recommendation: The ad hoc Faculty Senate Committee on IDEA Course Evaluations plan faculty and student forums for the Fall Semester, 2011, to discuss faculty and student concerns and suggestions relevant to the use of IDEA Course Evaluations at UAA.

X. Informational Items & Adjournment

UAA Faculty Senate Summary

April 1, 2011

2:30 – 4:30 p.m. **Library 307**

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	E	Babb, Genie- Past President

2010-2011 Senators:

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

III. Agenda Approval (pg. 1-4)

Due to the large agenda and President Gamble attend, the May Faculty Senate meeting will begin at 2:00 and end at 5:00.

Topics on today's agenda will be limited to 15 minutes.

Approved

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

Jan Vandever was present at March meeting

Approved

V. Reports

A. Chancellor Fran Ulmer

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

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

U of A Highlights

B. Incoming Chancellor Tom Case

Completed all visits to community campus

Attended Strategic Planning meeting in Fairbanks on raising philanthropic support for the university.

Preparing for Regents meeting next week: Sport Arena
Ground breaking for Life Science Building in Fairbanks.

C. Provost Michael Driscoll

Most have heard the news about Dean Liszka and Genie Babb leaving UAA.

Regents are meeting at Mat-Su college

Will have motion in front of board

Think about programs that will attract national reputation

Working to advocate for proposed budget

D. Vice Chancellor Bill Spindle

Unable to attend

E. Vice Chancellor Megan Olson's Report (pg. 10-12)

Report attached

F. CIO/Associate Vice Provost Rich Whitney

Unable to attend

G. Union Representatives

i. UAFT

ii. United Academics

H. CAFE Update

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

VI. Officer's Reports

A. President's Report (pg. 13-15)

Coordination meeting regarding PHYS courses was cancelled
E-lab task force

B. First Vice President's Report (pg. 16-55)

i. Ad Hoc Committee for Fisher Report

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

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

Asking for motion to accept for first reading, from here it will be revised and then resubmitted in May for second reading.

C. Second Vice President's Report

Faculty Senate election will be redone

All nominations will be kept

Ballots distributed for Faculty Senate Distinguished Service Award

Service to the university by a

MOTION (Kerri Morris): Special award to Fran Ulmer for her service to the University.

Faculty Senate Executive Board will take care of the details.

2nd: Tara Smith

Approved

VII. Boards and Committees

A. Undergraduate Academic Board (pg. 56-61)

i. Curriculum

Motion to separate PHYS labs from the rest of the UAB report

For 27

Against 11

Approved

ii. Motions- see attached UAB motions

Joint UAB/GAB Items:

- Purge List (pg. 62) **ART A361 needs to be removed from the purge list**
- GER Purge List (pg. 63)

Approved all motions attached, the curriculum, and the two purge lists (minus ART A361).

Jim Panteleone gave review of PHYS lab courses. Lengthy discussion occurred.

2nd: Larry Foster

For 32

Against 10

Approved

B. Graduate Academic Board (pg. 64)

i. Curriculum

Approved

C. General Education Review Committee

D. University-wide Faculty Evaluation Committee

E. Academic Computing, Distance Learning and Instructional Technology (pg. 65)

E-Learning Faculty Focus Group Report

<http://www.uaa.alaska.edu/governance/facultysenate/upload/ACDLITC-DE-Focus-Group-Report-2011FINAL.pdf>

F. Budget, Planning, and Facilities Advisory Committee- BPPA (pg. 66)

Strategic Guidance and FY12/FY13 Operating Budget Development Process Memorandum

<http://www.uaa.alaska.edu/governance/facultysenate/upload/BPPA-March-Memo.pdf>

G. Nominations and Elections Committee

H. Diversity Committee

I. Faculty Grants and Leaves Committee

J. Institutional and Unit Leadership Review Committee (pg. 67-68)

MOTION:

Resolved, upon the recommendation of the Faculty Senate's Institutional & Unit Leadership Review Committee and the ad hoc Community Campuses Committee, that

the periodic survey of faculty addressing the leadership of their respective units be expanded to include the faculty at UAA's three community campuses.

RATIONALE:

1. Faculty at all three community campuses have requested this action.
2. If approved, the Institutional & Unit Leadership Review Committee and the ad hoc Community Campuses Committee will jointly draft the necessary Faculty Senate Constitution and By Laws changes.
3. Given the use of survey results by the Office of Academic Affairs, these Committees will consult with the Provost on how best to implement the survey process at the community campuses.
4. This motion is required because the necessary Constitution and By Laws changes cannot be implemented in a manner timely enough to permit the Committees to begin working on the expanded survey process.

2nd: Kerri Morris

Unanimously approved

K. Library Advisory Committee (pg. 69)

L. Professional Development Committee- in abeyance

M. Student Academic Success Committee (pg. 70)

N. Ad Hoc Committee for Academic Integrity

O. Ad Hoc Committee for Community Campus (pg. 71)

First Reading: Constitution & Bylaws (pg. 72-76)

Extensive discussion occurred regarding community campus governance and constitution and bylaws.

P. Ad Hoc Committee for Research

Q. Ad Hoc Committee for Student Evaluations

Revised MOTIONS are below.

MOTION: The *Faculty Handbook* and the *Adjunct Faculty Handbook* will include the following modifications (*Faculty Handbook* pages 16-17; *Adjunct Handbook* page I-3).

2nd: Leanne Davis

Against 1

Approved

Faculty Handbook

Student Evaluations of Faculty

Student evaluations of faculty are conducted each semester using the online tool IDEA (Individual Development and Educational Assessment). **For all courses for which they are instructors, the sole responsibilities of faculty as to IDEA course evaluation distribution/collection are 1) to complete the "Course Objectives" section of the FIF (Faculty**

Information Forms) and 2) make IDEA evaluations available to students by activating their courses on Blackboard in a timely manner. See <http://www.uaa.alaska.edu/facultyservices/ideafaculty-student-evaluations.cfm> for additional information on IDEA course evaluations.

Evaluations may not be reviewed by the faculty or department until after the end of the semester. At that time, the faculty will receive electronic results which will also be sent to each dean's or extended college director's office and will be placed in the faculty member's evaluation file. Evaluation results are also available in the Consortium Library, the Learning Resource Center, the Student Government Office, and at the extended colleges. **Some departments may use additional evaluation tools. Consult your chair for information on these tools.**

2nd: Deb Russ
Against 2
Approved

Adjunct Handbook

Student Evaluations of Faculty

Student evaluations of faculty are conducted each semester. UAA uses the online IDEA tool for evaluations. **For all courses for which they are instructors, the sole responsibilities of faculty as to IDEA course evaluation distribution/collection are 1) to complete the "Course Objectives" section of the FIF (Faculty Information Forms) and 2) make IDEA evaluations available to students by activating their courses on Blackboard in a timely manner. See <http://www.uaa.alaska.edu/facultyservices/ideafaculty-student-evaluations.cfm> for additional information on IDEA course evaluations.** Evaluations may not be reviewed by the faculty or department until after the end of the semester. You will receive your results in your UAA e-mail account and copies of the results of the evaluations will then be available in each dean's or extended college director's office. Evaluation results are also available in the Consortium Library, the Learning Resource Center, the Student Government Office, and at the extended colleges. **Some departments may use additional evaluation tools. Consult your chair for information on these tools.**

MOTION: The Faculty Senate requests that IDEA be used for only sections of at least 10 students unless requested by the instructor for that section. The Faculty Senate further requests that an alternative tool for student feedback be developed for sections of fewer than 10 students.

2nd: Gail Johnson

Motion on form (short or long):

Discussion on how the information from the long form is being used.

Discussion postponed

MOTION: UAA retain use of the long form of IDEA course evaluations.

The committee requests that consideration of the following motion be delayed until additional work on increasing student response rates has been completed.

MOTION : A series of reminder e-mails will be sent to all students enrolled in one or more courses starting on the day before the default open date for IDEA course evaluations reminding students evaluations are available and encouraging them to complete evaluations.

MOTION: Each semester, all Blackboard courses which are not already available will be made available on the day before the default open date for IDEA Course Evaluations.

Note: the default open date for IDEA course evaluations is the Monday before exam week.

VIII. Old Business

- A. Ad Hoc Committee for Faculty Evaluation Guidelines (pg. 77-78)

Removed Motions 1-3

MOTION #4: Forward to the Provost a summary of comments received by the Ad hoc Committee from the faculty regarding the FEGs during February 2011.

Unanimously approved

MOTION #5: Faculty Senate accepts the current iteration of the FEGs with the provision that the Faculty Senate conduct a thorough review of the FEGs five years after the FEGs have gone into effect and revise as needed.

2nd: David Fitzgerald

For 41

Against 1

Approved

Comment from Provost Driscoll: 3 page memo for Carl Shepro that will need to be changed to align with new United Academic Agreement.

IX. New Business

X. Informational Items & Adjournment

UNIVERSITY ADVANCEMENT FACULTY SENATE REPORT- MAY 2011

Alumni Relations

FY11 Accomplishments

In alumni relations, we built a new online engagement tool, it's called a microsite and it is all about engaging alumni online. As a result of two semesters of the online engagement strategy:

- Total number of *new* Alumni monthly e-news subscribers: 1,100 people
- Total number of *new* Seawolf weekly subscribers: 750 people
- Total number of *new* Electronic *Accolades* subscribers: 1,250 people
- Total number of updated contact information since launch: 3,250 people

Homecoming

The 2011 UAA Homecoming dates are set! Mark your calendars for Friday, September 30 through Saturday, October 8, 2011.

Homecoming is an 'all-University, all-community' celebration - - Get your event, lecture, production or program on the calendar by contacting Timea Webster, Alumni Relations, 786-1941, or email antmw@uaa.alaska.edu. Current Homecoming news and venues will be ongoing at: <http://www.uaa.alaska.edu/homecoming/>

The USUAA student Homecoming dance is Friday, September 30th.

The UAA Green and Gold Alumni Gala is Saturday, October 1, 2011.

The UAA Athletics Kendall Hockey Classic is October 7 -8, 2011.

UAA Alumni Distinction Awards

Do you know of an outstanding UAA alumnus in our community or beyond? What former students, now alumni, are you in contact with? We want to know, and possibly feature them in a coming 'I am UAA' profile. Please contact the Office of Alumni Relations, Julia Martinez, 786-1278, anjm5@uaa.alaska.edu. In addition, check out the nearly 100 profiles already created on successful and interesting alumni who are having impact in our state and beyond at: http://greenandgold.uaa.alaska.edu/index.php?option=com_content&view=section&layout=blog&id=13&Itemid=120

Annual Giving

FY11 Accomplishments

- This fiscal year, we've seen a 20% increase in the number of donors to UAA
- An 18% increase in the numbers of dollars raised through our student-run phonathon program – this year their total was \$152,000 – a record high.
- Over the last three fiscal years, the program has increased dollars raised by 50% and the number of alumni donors by 67%
- This year saw more than \$700,000 raised from student scholarships. 432 awards were made to 300 students – these are students who may not have otherwise been able to attend UAA. Eleven new scholarships were created. In five years, there have been 7,000 separate gifts to scholarships. 2,000 of those gifts to scholarships are made by alumni.

Development

FY11 Accomplishments

Our fundraising totals are up 84% over last year at this time. Some of the gifts that UAA received are:

- \$3M from Dean and Ana Weidner to create a Chair in Business Management
- \$2M from Providence Hospital for a five-year commitment to the Nursing program
- \$100K to the Honors College to mentor undergraduate research students
- \$25K Endowment created by an individual to support Geomatics scholarships
- \$50K Endowment created by an individual for Psychology and Education students
- \$200K contributed by Chugach Alaska Native Corp. for the Alaska Native Business and Public Policy initiative at CBPP

University Relations

FY11 Accomplishments

- Podcasted 313 events
- Established a dedicated social media community through Facebook and Twitter
- Increased our Facebook “friends” from 500 to 3,000 this academic year
- Twitter followers have grown from 0 to 600 for UAANCHORAGE/twitter and from 0 to 200 in uaafreefood/twitter
- Wrote, designed and published 10 college-and sub-based newsletters reaching alumni of and donors

Accolades is out! If you need a hard copy, please contact Advancement at 786-4847.

Gary Adams, graphic designer in our office for more than 25 years, has just retired.

Check out UAA’s Commencement coverage in the ADN. Full-page ads highlighting our alumni and 2011 graduates.

Have you seen our fun “I am UAA” profiles online and in the paper? We are working on a partnership with the UAA bookstore to design and sell “I am UAA” t-shirts. Coming soon!

###

eLive! upgrade status

Work on the v10 upgrade is coming along nicely. FTC continues to request faculty participation in testing of the development version of UAA's new system as well as to keep the academic community up to date on developments. Cutover is now scheduled for May 10 at UAA,. UAF and UAS instances will be cutover on May 15 following their finals.

Blackboard upgrade status

Work on the v9 upgrade has just kicked-off. The project plan calls for considerable testing and communication through Fall 2011 with the actual cutover to take place during the December holidays in advance of Spring 2012 semester. As is the case with the eLive! upgrade project, FTC will serve as communications outlet to academic community, coordinate testing and conduct extensive faculty familiarization/development during fall semester.

Unified Directory migration

All technical preparations have been completed for handling consolidation of UAA user identities to the new UAUsername single identity. IT Services' migration teams have begun working with departments and are actively seeking department chairs/managers/directors to schedule their organizations for the migration process. It is imperative that chairs/managers/directors and their faculty/staff arrange their schedules to get on the migration calendar quickly. Now that spring semester is concluded, IT Services' migration team attention has shifted to administrative departments although academic departments may certainly get on the migration calendar should they wish. It is expected that the migration process will continue well into the Fall 2011 semester with the project wrapping up in late October.

Email changes

There are no specific faculty email changes although all UAA employees participating in the Unified Directory migration will automatically receive upgrades to Microsoft Office 2010 and Exchange 2010. Both of these upgrades are seen as significant benefits to faculty and staff as they will receive latest software and email system with improved performance and mailbox capacity (3GB).



UNIVERSITY
of ALASKA

Many Traditions One Alaska

Web Timesheets (WTE) Update

April 25, 2011

A team of MAU representatives are working on streamlining & automating the timesheet & grant effort certification processes. It's been determined that the biweekly timesheet will continue to be UA's means for grant effort certification for the time being.

Employees will complete the new timesheets in UAOnline, the same application they use to review their paystubs, benefit information, and enter student grades. They will be able to access their timesheet anywhere they have internet access.

A pilot for the non-exempt web timesheet will begin in August, with a selection of non-exempt employees and their timesheet approvers. A mockup of the non-exempt web timesheet is attached.

A pilot for exempt timesheets is anticipated to begin in November. A mockup of the exempt web timesheet is attached.

Faculty and exempt staff will only submit a timesheet if they take leave in the pay period or are working on grants.

We've identified some compliance issues in the current processes that we would like to correct now, prior to the new web timesheet implementation.

The issue: Currently many PPAs, CCCs and/or Fiscal Officers are either filling out the timesheet for the employee or changing the timesheet after the employee and/or approver has signed it.

This causes a compliance issue for grant effort certification, DOL, and employee due process issues.

Best practices for these processes are that the employee fills out the timesheet thoroughly, the approver is responsible for reviewing and approving it, and then it's fed into the payroll system. This is a more streamlined process and would resolve the compliance issues we have in the current process. However, the employee would need to become responsible for their timesheet and completing it accurately, which will be a departure from current practice for many employees.

We'd appreciate your support in resolving these compliance issues and in usage of the new web timesheet as we're implementing it.

Time Sheet for Andrew Scott Johnston - Windows Internet Explorer

https://bweb4test.alaska.edu/bantest/owa/bwpl2wte.P_TimeSheetMockup

File Edit View Favorites Tools Help

Time Sheet for Andrew Scott Johnston

UAOnline TEST

Personal Information Student Services & Accounting Financial Aid Faculty Services **Employee** WebTailor Administration Finance

RETURN TO MENU SITE MAP HELP EXIT

Time Sheet for Andrew Scott Johnston

Information, instructions and links to additional resources go here.

Time Sheet

Title and Number: IS Professional 2 -- 101033-00 **Time Sheet Period:** Jun 06, 2010 to Jun 19, 2010 (R13)
Employee Class: NR -- NonExempt Staff - Regular **Estimated Check Issue Date:** Jul 02, 2010
Department and Number: Statewide Information Serv (Fbks) -- T802 **Submit By Date:** Dec 31, 2010 by 08:00 P.M.

[View Default Labor Distribution](#)

Earnings Code	Total	Fund Name	Fund	Orgn	6 Sun	7 Mon	8 Tue	9 Wed	10 Thu	11 Fri	12 Sat	13 Sun	14 Mon	15 Tue	16 Wed	17 Thu	18 Fri	19 Sat
Regular Pay (D10)		SW General Funds	101010	89017														
Total:																		

Position Selection Restart Comments Save Submit for Approval

Submitted for Approval By:
 Approved By:
 Waiting for Approval From:

[[Leave Balances](#) | [Job History](#)]

RELEASE: 8.3

Figure 3 – A Newly Started Non-Exempt Time Sheet

Time Sheet for Andrew Scott Johnston - Windows Internet Explorer

https://bweb4test.alaska.edu/bantest/owa/bwpk2wte.P_ExemptTimeSheetMockup

UAOnline TEST

Personal Information Student Services & Accounting Financial Aid Faculty Services **Employee** WebTailor Administration Finance

RETURN TO MENU SITE MAP HELP EXIT

Time Sheet for Andrew Scott Johnston

Information, instructions and links to additional resources go here.

Time Sheet

Title and Number: IS Professional 2 -- 101033-00 **Time Sheet Period:** Jun 06, 2010 to Jun 19, 2010 (R13)
Employee Class: EX -- Executive Management **Estimated Check Issue Date:** Jul 02, 2010
Department and Number: Statewide Information Serv (Fbks) -- T802 **Submit By Date:** Dec 31, 2010 by 08:00 P.M.

Reportable Leave Usage

Earnings Code	Total	6 Sun	7 Mon	8 Tue	9 Wed	10 Thu	11 Fri	12 Sat	13 Sun	14 Mon	15 Tue	16 Wed	17 Thu	18 Fri	19 Sat
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Percent of Effort (View Defaults)

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UAF General Funds	<input type="text" value="103010"/>	<input type="text" value="89079"/>	<input type="text" value="50"/>
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Position Selection Restart Comments Save Submit for Approval

Submitted for Approval By:
 Approved By:
 Waiting for Approval From:

[Leave Balances | Job History]

RELEASE: 8.3

Figure 7 – A Newly Started Exempt Timesheet



Faculty Senate President's Report
May, 2011

April Activities & Progress toward 2010-2011 Senate Goals

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

1. Faculty Senate Executive Board met three times. Discussions focused on the results from Senate elections, an administratively-initiated change in policy whereby UAA began accepting C- grades for transfer courses, recommendations from the Technology-Aided Instruction Taskforce, noisy classrooms, and motions from FS committees for the May FS meeting.
2. Met with Provost Driscoll and 1st VP Bhattacharyya on three occasions (4/5, 4/20, 4/27). Discussions focused turnover among Deans, recommendations from the Technology-Aided Instruction Taskforce, the deletion of "(2.00)" from UAA's catalog policy about students needing a grades of C (2.00) or higher to transfer a class into UAA (thereby allowing C- grades to be accepted by UAA), a catalog policy committee, and the PHYS labs that were recently approved by FS.
3. Attended a meeting of the Full Council of Deans and Directors. Discussion focused on legislative funding, electronic timesheets, plans for NWCCU approval of the PhD program in psychology, plans for BOR approval of doctoral programs in Nursing Practice and Educational Leadership, a 'red balloon' project in increase graduation rates, and recommendations from the Tech-Aided Instruction Taskforce.
4. Responded to concerns from UNAC about FS's endorsement of the new Faculty Evaluation Guidelines. My response was that FS recognizes the unions have a legally-binding role in approving the guidelines, and that the unions' roles trump FS endorsement.
5. Represented FS on a search committee to replace Christine Lidren, UAA Governance Coordinator.
6. Attended a meeting of University Assembly, receiving among other things a report on violations of the student code of conduct. This year there was a 33% increase in the number of students found responsible academic dishonesty.
7. Participated in a meeting of the System-wide Governance Council. SGC heard from VP of University Relations Wendy Redman on the status of UA legislative funding. Also covered were updates on the possibility of implementing 'consolidated tuition' whereby tuition is waived after students enroll in X # of credits per semester, and possible changes in collective bargaining agreements that would require employees to be at UA for at least 6 months before they or their dependents qualify for tuition benefits.
8. Wore a stupid hat and carried a big stick at graduation. Drew the line, however, at the white Mickey Mouse gloves for holding the stick. No way, ain't gonna happen. Let's see what Bhatta does next year. Maybe one glove, ala Michael Jackson.

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

1. Attended a meeting of the Statewide Academic Council (SAC). Discussion focused on electronic labs, UAS's strategic plan (especially the role of research).
2. Attended a joint meeting of SAC and President's Cabinet. Discussion focused on
 - a. a draft charge for a UA Strategic Plan,
 - b. ways to coordinate policies of the three MAUs for placing students in English and Math classes. Faculty will play the central role in any coordination of policies.
 - c. ways to increase graduation rates

- d. a recommendation from the Fisher Report on 'halo programs,' high profile programs at a university that garner enough national reputation that the reputation of the rest of the university also grows. SAC+PC came to the conclusion that promoting a few 'halo programs' nationwide might not be a good use of limited resources.
3. Attended the BOR meeting at Mat-Su College. UAA new Sports Complex was not discussed. The merits of halo programs were discussed and rejected.
4. Chaired a meeting of Faculty Alliance. Discussion focused on the transfer of C- grades into UA institutions, consolidated tuition, and a taskforce for e-lab issues. Alliance asked me to Chair the e-lab taskforce next year; members will be picked over the summer and a 2-day retreat will be held in August.

At the beginning of AY10-11, the Faculty Senate approved the following goals. Progress toward those goals is listed below.

1. *Goal: Sustain communication between Faculty Senate and other governance groups, administration, various campus entities (such as the Bookstore).*
 - o Status: FS leadership participated in monthly planning meetings of governance leaders, in monthly meetings of University Assembly, twice-monthly meetings with Provost Driscoll, and various campus entities (such as CAFÉ, ITS). In particular, I joined ADCLIT co-chairs (Angela Dirks, Dave Fitzgerald) and University Technology Council co-chair (Kathleen Voge) in several meetings with ITS Director (Rich Whitney).
2. *Goal: Support the accreditation process.*
 - o Status: FS was updated on accreditation multiple times in Fall semester, and FS leadership attended several meetings with NWCCU representatives. NWCCU formally reaffirmed UAA's accreditation in January, 2011.
3. *Goal: Provide Provost Driscoll with feedback on his revisions to the recommendations made by the Faculty Evaluation Taskforce at the end of AY09-10.*
 - o Status: Provost Driscoll revised the Faculty Evaluation Guidelines after receiving FS recommendations, and FS endorsed the revised FEG's in April, 2011.
4. *Goal: Support the work of all FS committees and boards.*
 - o Status: With the exception of two committees (University-wide Faculty Evaluation Committee; and Budget, Planning & Facilities), the FS Executive Board met at least once with the chairs of each board or committee. Although E-Board did not meet with UFEC, E-board did endorse a recommendation from UFEC to shift the composition of its subgroups to facilitate more equal distribution of faculty files to be reviewed. Next year, support for FS committees and boards could be an area for improvement, perhaps having some or all members of E-board meeting with all the members of each board or standing committee. Additionally, E-board could meet with ad hoc committees.
5. *Goal: Form and support three ad hoc committees.*
 - o *Ad Hoc Committee for Academic Integrity*
 - Status: This ad hoc committee was formed and progressed toward its goals and is requesting to continue in AY11-12.
 - o *Ad Hoc Committee for Community Campuses*
 - Status: This ad hoc committee was formed and progressed toward its goals and is requesting to continue in AY11-12. Additionally, this committee hopes to become a standing committee of FS.
 - o *Ad Hoc Committee for Research*
 - Status: This committee was formed, but did not have much interaction with or active support from E-board. This is an area where there can be improvement.
6. *Goal: Be involved in and support the searches to fill the positions of (a) Vice Provost for Research and Graduate Studies, and (b) Chancellor.*
 - o Status: The VPRGS position is still active, and chaired by Past FS President Genie Babb. The Chancellor position was successfully filled but FS was unhappy with the process. FS E-board arranged a forum with President Gamble to talk about the role of shared governance.
7. *Goal: Re-evaluate IDEA and ways to increase response rates.*

- Status: An Ad Hoc Committee on Student Evaluations was formed. Motions were passed in the April meeting concerning changes to the faculty and adjunct faculty handbooks. In May, additional motions will be considered for automating of students' access via Blackboard and eliminating IDEA for small classes.
8. *Goal: Work closely with ITS on issues of importance to faculty, including the development of electronic portfolios for interested programs, the possible phase-out of Blackboard, improvements to IDEA, changes in faculty user-names, and support of campus-wide efforts on academic integrity.*
- Status: Portfolio training will take place in May, there are no impending plans to phase-out Blackboard, changes to IDEA are in process, changes to faculty user names will be implemented on a department-by-department basis, and the Ad Hoc Committee on Academic Integrity successfully conducted surveys of faculty and students.
9. *Goal: Examine and clarify the relationship between CAFÉ and the Faculty Senate.*
- Status: This goal has not yet been met. The relationship between CAFÉ and the Professional Development committee is key. In fall semester, PDC recommended that the committee be put in abeyance, anticipating that it would be removed as a standing committee of FS in part because CAFÉ was filling many of the services of PDC. However, over the year enough issues arose (e.g., training faculty to use the new faculty evaluation guidelines, possible option of electronic portfolios for faculty files, IDEA training) that PDC is likely to be reactivated next year.
10. *Goal: Update the Constitution and By-laws to revise UAA's membership on Faculty Alliance.*
- Status: Eligibility for membership on Faculty Alliance has expanded to include any faculty member on the FS Executive Board.
11. *Goal: Foster strong relationships with President Gamble and the Board of Regents.*
- Status: President Gamble (a) entrusted Faculty Alliance with a major revision of the Academic Master Plan, (b) is entrusting faculty to play a major role in drafting a strategic plan, and (c) meets with Faculty Alliance members regularly in joint meetings of the Statewide Academic Council and President's Cabinet. Out-going BOR Chair Cynthia Henry urged her colleagues to "take good care of this place, and trust the faculty." New BOR Chair Fuller Colwell instituted a new practice whereby governance groups – Faculty Alliance, Staff Alliance, and Coalition of Students – now have time built into all BOR agendas for governance reports, rather than requiring that governance groups sign up for 'public testimony' with the rest of the public.

Second Vice President's Report

May 2011

Elections this spring were successful. Quorums were met and participation increased in the second round of nominations and voting. All available positions were filled except for three Bipartite-Vocational seats on the University-Wide Faculty Evaluation Committee. Many races were close, and I hope those who lost will run again in the future. Thanks to all of you for voting and running for office and for encouraging your colleagues to do so.

The initial balloting was aborted because address lists for community campus faculty generated from Banner were incorrect. The Executive Board sent a letter to Rich Whitney requesting that the email list issues that caused this cancellation of the first ballot be investigated. Christine Lidren and I have been working with CIO/VP Rich Whitney, who is investigating the causes and scope of the problem and how to assure it will not recur.

Committee rosters have been completed and forwarded to this year's chairs. If committee chairs wish to close their membership at any time, please contact our new Second VP Dave Fitzgerald.

I also wish to thank Larry Foster, Katherine Rollins, and Hilary Davies for their able assistance in finding candidates for our ballot. I also would like to thank the members of the Distinguished Service Award Committee, Bodgan Hoanca, Rena Spieker, Angela Dirks, and Debbie Boege-Tobin for volunteering and recommending our nominees.

Faculty Senate Executive Board		
Nalinaksha Bhattacharyya, President	Robert Boeckmann, 1st Vice President	Dave Fitzgerald, 2nd Vice President
Hilary Davies, UAB Chair	Susan Modlin, GAB Chair	John Petraitis, Past President

Undergraduate Academic Board		Graduate Academic Board	
FSAL Francisco Miranda	COE Hilary Seitz	CAS Patt Sandberg	CHSW Mary Dallas Allen
FSAL Susan Fallon	CHSW Leanne Davis	FSAL Susan Modlin (CHAIR)	COE Hsing-Wen Hu
FSAL Wayne Edwards	CTC Cheryl Smith	FSAL Randy Magen	CTC Peter Olsson
FSAL Deborah Fox ?	LIB Kevin Keating	FSAL Deb Russ	LIB Arlene Schmuland
CAS Mari Ippolito	SOE Utpal Dutta	FSAL/CAS Vacant	
CAS Hilary Davies (CHAIR)	Kenai Marion Yapuncich	SOE Joey Yang	
CAS David Edgecombe	Kodiak Kathryn Hollis Buchanan	CBPP Bogdan Hoanca	
CAS Paola Banchemo	Mat-Su Joan O'Leary	CBPP Minnie Yen	
CBPP David Fitzgerald	USUAA Vacant		
ADV Vacant			

General Education Review Committee		Academic Assessment Committee	
Suzanne Forster	UAB- CAS/Humanities	Tara Smith (CHAIR)	FS
Kyle Hampton	UAB- CBPP	Kenrick Mock	FS
Utpal Dutta	UAB- SOE	Osama Abaza	FS
Kevin Keating	UAB- LIB	Sue Fallon	FS
Deborah Fox	UAB- Mat-Su/Written Communication	Brian Bennett	CTC
Len Smiley	CAS/Quantitative Skills	Bill Myers	CAS
Shawnalee Whitney	CAS/Oral Communication	Alireza Kabirian	CBPP
Walter Olivares	CAS/Fine Arts	Kathi Trawver	CHSW
Sue Fallon (CHAIR)	Natural & Physical Sciences	Keith Cates	COE/FS
Robert Capuozzo	UAB- CHSW	Deborah Mole	LIB
Sandra Pence	COE	Jennifer McFeran Brock	SOE
Hilary Davies (ex officio)	CTC	Kim Bloomstrom	Mat-Su
Bart Quimby (ex officio)	UAB Chair	Cheryl Siemers	KPC/FS
	UAB- OAA	Jesse Mickelson	Kodiak
		Bart Quimby (ex officio)	UAB- OAA

Academic Computing, Distance Learning, & Instructional Technology Committee	Consortium Library Advisory Committee	Diversity Committee	Student Academic Support and Success Committee
CBPP Dave Fitzgerald	FS Alberta Harder	CAS Natasa Masanovic (CO-CHAIR)	FS Alberta Harder
FS Angela Dirks (CO-CHAIR)	APU Regina Boisclair	CAS Patricia Fagan (CO-CHAIR)	FS Karl Pfeiffer
FS Bruno Kappes	FS Leanne Davis	FS Gabe Garcia	FS Pam Embler
FS Hilary Davies	FS Elizabeth Campbell	CHSW Rena Spieker	Advis/Test Linda Morgan
FS Debbie Boege-Tobin	FS Gabe Garcia	FS Susan Garton	FS Alireza Kabirian
FS Amy Green	FS Elizabeth Dennison	FS Paul Landen	CAS Kamal Narang
FS Gail Johnston	APU Carole Lund	FS Herminia Din	CTC Karen Parrish
FS Christine Gehrett	CAS Steve Godfrey	CAS Hiroko Harada	CHSW Filipinas Tibayan
SOE Matt Cullin	CAS Mark Carper	CAS Gabrielle Barnett	CHSW Elizabeth Barnett
CAS Lilya Vugmeyer	CAS Sean Licka	CBPP Kevin Dow	CAS Olena Murdoch
CBPP Jack Pauli	FS Elizabeth James	CAS Sean Licka	CTC Thomas Harman
CBPP Alpina Desai	CAS Garry Kaulitz	CAS Sudarsan Rangarajan	CAS Elizabeth Arnold
KOD Suzanne Buie	LIB Steve Rollins	CHSW Mary Weiss	
CAS Olena Murdoch	LIB Daria Carle	CBPP Yong Cao	
CBPP Muhammad Ali	APU Ann McCoy	CAS Michihiro Ama	
CHSW Mary Dallas Allen	CTC Peter Olsson	Mat-Su PT Chang	
CAS Joy Mapaye	LIB Susan Mitchell	FS Sun-Il Kim	
CAS Ann Jache	SOE Peter Olsson	CAS Yelena Yagodina	
	CAS Rieken Venema	KPC Beth Graber	

Faculty Representatives to the UAA Assembly	Institutional and Unit Leadership Review Committee	Budget, Planning, & Facilities Advisory Committee
Community Campus	Erik Hirschmann	FS Soren Orley
Faculty At-Large	Debbie Narang	FS Mari Ippolito
FS President	Nalinaksha Bhattacharyya	FS Sam Thiru
FS 1st Vice President	Robert Boeckmann	SOE Orson Smith
2nd Vice President	Dave Fitzgerald	CBPP Ken Boze
		CTC Sandra Carroll-Cobb
		CAS Tim Hinterberger

Faculty Grants & Leaves	
CAS Kirk Scott	2011-2014
CAS Doug Causey	2009-2012
CAS Kamal Narang	2010-2013
CBPP Yoshito Kanamori	2011-2012
CHSW Kathy Stephenson	2009-2012
COE Andrew Turner	2010-2013
CTC Angela Dirks	2011-2014
CTC Amy Green	2010-2013
LIB Megan Friedel	2011-2014
SOE Seong Kim	2011-2012

University – wide Faculty Evaluation Committee	
Bipartite Academic	
CAS Robert McCoy	2009-2012
CTC Tara Smith	2010-2013
Mat-Su P T Chang	2009-2012
CTC Cheryl Smith	2010-2013
Mat-Su Erik Hirschmann	2010-2013
Bipartite Vocational	
Vacant	2011-2014
vacant	2011-2014
CTC Ellen McKay	2009-2012
CTC Anne Bridges	2009-2012
Vacant	2011-2014
Tripartite Academic	
CAS Daria O. Carle	2010-2013
SOE Nicolae Lobontiu	2010-2013
LIB Juli Braund-Allen	2010-2013
CHSW Randy Magen	2011-2014
CHSW Rhonda Johnson	2011-2014

Nominations & Elections
2nd VP Dave Fitzgerald (CHAIR)
CAS Larry Foster (2011-2013)
CAS Katherine Rawlins (2010-12)

Professional Development Committee
FS Kerri Morris
FS Betty Predeger
CAS John Petraitis
CTC Donald Ketner

Service Awards Committee
assigned January 2012

From: Judith Moore, Chair, Graduate Academic Board
To: UAA Faculty Senate
Date: May 2, 2011
RE: GAB Goals and Outcomes for 2010-11

Goals

1. Continue and encourage updating of older curriculum.
2. Support search for Dean of Graduate School.
3. Review policies and procedures for impact on academics.
4. Continue to cooperate with the UAB in ongoing revisions of the Curriculum Handbook.
5. Continue to support the development of Nursing and College of Education doctoral proposals.

Outcomes

1. GAB contacted Deans And Directors early in the fall alerting them of outdated curriculum and have continued to review and delete courses as appropriate.
2. We have worked with the former and current interim Deans to maintain continuity in the Graduate School until a permanent Dean can be appointed.
3. We have continued to discuss and address policy issues relating particularly to graduate programs and to coordinate with UAB in cases, e.g. stacked courses, where our jurisdictions overlap.
4. We have continued to coordinate with UAB in ongoing revisions of the Curriculum Handbook.
5. We have reviewed and passed complete curriculum for the Doctor of Education in Engaged Leadership (prefixes EDEN 600-698), pending approval by OAA and the Regents.

Program/Course Action Request

A. CAS

- Chg ANTH A631 Field Methods in Archeology (1-8 cr) (0+3-24) (stacked with ANTH A431)
- Chg ANTH A645 Advanced Evolution of Humans and Disease (3 cr) (3+0) (stacked with ANTH A445)
- Chg ANTH A657 Nutritional Anthropology (3 cr) (3+0) (stacked with ANTH A457)
- Chg ANTH A675 Cultural Resource Management (3 cr) (3+0)
- Chg ANTH A680 Advanced Analytical Techniques in Archeology (3 cr) (3+0) (stacked with ANTH A480)
- Chg ANTH A681 Advanced Museum Studies in Anthropology (stacked with ANTH A481)
- Del ANTH A692 Graduate Seminar in Anthropology (3 cr) (3+0)
- Chg ANTH A695 Anthropology Practicum (3 cr) (3+0)
- Chg ANTH A699 Thesis Research (1-6 cr) (0+3-18)

B. CBPP

- Chg Master of Business Administration
- Add BA A611 Business Intelligence and Analytics (3 cr) (3+0)
- Chg BA A632 Organizational Behavior and Foundations of Behavioral Science (3 cr) (3+0)

C. COE

- Add EDEN A600 Engaged Leadership Residency (3 cr) (3+0)
- Add EDEN A610 Leadership and Self-Identity (3 cr) (3+0)
- Add EDEN A611 Engaged Leadership: Ethics and Stewardship (3 cr) (3+0)
- Add EDEN A613 Leading Change and Innovation (3 cr) (3+0)
- Add EDEN A615 Law, Policy, and Advocacy (3 cr) (3+0)
- Add EDEN A616 Building Responsive Organizational Capacity (3 cr) (3+0)
- Add EDEN A617 Engaging Communities (3 cr) (3+0)
- Add EDEN A690 Current Topics in Engaged Leadership (1-3 cr) (1-3+0)
- Add EDEN A695 Internship in Engaged Leadership (1-3 cr) (0+3-9)
- Add EDEN A698 Research and Creative Scholarship (1-12 cr) (12+0)
- Chg Counselor Education, Master of Education

Chg		Master of Arts Teaching
Chg	EDSY A644	Community of Learners in Content Area Classrooms (3 cr) (3+0)
Chg	EDSE A637	Inclusive Teaching and Learning in Content Area Classrooms (2 cr) (2+0)
Chg		Master of Education in Teaching and Learning
Add	EDCN A637	Treatments of Emotional and Mental Disorders for Helping Professionals (3 cr) (3+0)
D.	SOE	
Del	CE A668	Snow Engineering (3 cr) (3+0)
Add	ME A659	Fracture Mechanics (3 cr) (3+0) (stacked with ME A459)

Date: May 1, 2011
To: UAA Faculty Senate
From: M. Hilary Davies
Chair, Undergraduate Academic Board
Subj: UAB Report on Goals and Outcomes for 2010-2011

GOAL 1: Update the Curriculum Handbook, as needed

- Revised the PAR so that the drop-down boxes in Box 3 indicate the type of undergraduate or graduate Program under consideration
- Revised instructions for Box 6a (Coordination with Affected Units) on the PAR
- Revised instructions for Box 13a (Impacted Courses or programs) on the CAR
- Revised instruction for Box 16a (Prerequisites) on the CAR
- Revised instructions for the Purge list
- Revised instructions for the GER Purge list
- Recommended that reference to a purged/deleted course in impacted programs and courses be struck from the catalog and from Banner
- Approved that Appendix F (Guidelines for UAA Distance Education Courses) be removed from the Curriculum Handbook, and linked to the Distance Education Handbook posted on the Governance website. This handbook was written by ACDLIT and approved by the Faculty Senate last year
- Revised instructions for reinstatement of a course
- Revised instructions for changing registration restrictions within the prefix department
- Approved the definition of curriculum faculty initiator to be the same as the definition of faculty as stated in the Faculty Senate Constitution and Bylaws
- Revised all sections of the Curriculum Handbook that refer to 500 level courses so that consistent definitions for 500 level courses are used throughout the Curriculum Handbook
- Revised definition of minor changes to the catalog

GOAL 2: Continue to work with the Office of Academic Affairs and the Office of the Registrar to review policies and procedures for their impacts on academics, to ensure that faculty input and review by UAB and GAB is automatic

- Military Credit: Un-restrict all ACE guide credit use, including military credit
- Reinstate Priority Registration
- Approved new catalog wording for programs that have MATH program requirements
- Approved new catalog wording for programs that have ENGL A111 as a specific major requirement
- Approved new catalog wording for programs that have COMM A111, A235, A237, or A241 as a specific major requirement

GOAL 3: Update the plan for curriculum updates together with the GAB Chair and Associate Vice Provost Bart Quimby

- The plan for curriculum updates was updated. Progress was made updating courses and programs
- UAB reviewed approximately 320 courses during 2010-2011
- UAB reviewed 29 new/revised baccalaureate programs, 19 minors, 12 certificates, and 7 associate degrees during 2010-2011

GOAL 4: Improve communication/coordination with curriculum committee chairs and department chairs

- This process continued in all colleges and schools

GOAL 5: Continue outreach to colleges, departments and individual faculty regarding curriculum updates (i.e. workshops, listserv notifications)

- This coordination continues

GOAL 6: Examine policy change in regard to honors (repeat and aging courses).

- UAA reaffirmed the policy for graduation with Honors at UAA

Program/Course Action Request

A. CAS

Chg	ANTH A210	Introduction to Linguistic Anthropology (3 cr) (3+0)
Chg	ANTH A211	Fundamentals of the Archaeology (3 cr) (3+0)
Chg	ANTH A270	Women in Cross-cultural Perspective (3 cr) (3+0)
Chg	ANTH A312	North American Archaeology (3 cr) (3+0)
Del	ANTH A333	Peoples and cultures of Southeast Asia (3 cr) (3+0)
Chg	ANTH A336	Peoples and Cultures of South America (3 cr) (3+0)
Chg	ANTH A361	Languages and Culture (3 cr) (3+0)
Chg	ANTH A365	Modern Human Biological Diversity (3 cr) (3+0)
Chg	ANTH A400	Anthropology of Religion (3 cr) (3+0)
Chg	ANTH A413	Peopling of the Americas (3 cr) (3+0)
Chg	ANTH A415	Applied Anthropology (3 cr) (3+0) (stacked with ANTH A615)
Chg	ANTH A416	Arctic Archaeology (3 cr) (3+0)
Chg	ANTH A427	Ethnohistory (3 cr) (3+0) (stacked with ANTH A627)
Chg	ANTH A431	Field Methods in Archeology (1-8 cr) (0+3-24) (stacked with ANTH A631)
Chg	ANTH A432	Hunting and Gathering Societies (3 cr) (3+0)
Chg	ANTH A435	Northwest Coast Cultures (3 cr) (3+0)
Chg	ANTH A436	Aleut Adaptations (3 cr) (3+0)
Chg	ANTH A437	Eskimo Adaptations (3 cr) (3 cr)
Chg	ANTH A438	Tlingit and Haida Adaptations (3 cr) (3+0)
Chg	ANTH A439	Athabascan Adaptations (3 cr) (3+0)
Chg	ANTH A445	Evolution of Humans and Disease (3 cr) (3+0) (stacked with ANTH A645)
Chg	ANTH A457	Food and Nutrition: An Anthropological Perspective (3 cr) (3+0) (stacked with ANTH A657)
Chg	ANTH A480	Analytical Techniques in Archeology (3 cr) (3+0) (stacked with ANTH A680)
Chg	ANTH A481	Museum Studies in Anthropology (3 cr) (3+0) (stacked with ANTH A681)
Chg		Minor in Art, ART
Chg		Minor in Art Education, ART

Chg		Bachelor of Arts, Art
Chg		Bachelor of Fine Arts, Art
Chg		Bachelor of Science, Biological Sciences
Chg		Bachelor of Science, Natural Sciences
Add	CHIN A201	Second Year Chinese I (4 cr) (4+0) (GER)
Add	CHIN A202	Second Year Chinese II (4 cr) (4+0) (GER)
Chg		Bachelor of Arts, Languages
Chg	ENGL A444	Topics in Native Literatures (3 cr) (3+0)
Chg	FREN A310	Selected Topics: Literary Trends and Traditions (3 cr) (3+0)
Chg	GER A310	Selected Topics: Literary Trends and Traditions (3 cr) (3+0)
Chg	JPC A413	Communications Law (3 cr) (3+0) (cross listed with JUST A413)
Add	PHIL A321	Philosophy of Religion (3 cr) (3+0)
Add	PHIL A350	Contemporary Social and Political Philosophy (3 cr) (3+0)
Chg		Bachelor of Arts, Philosophy
Chg		Minor, Philosophy
Chg	PS A312	Comparative Northern Politics (3 cr) (3+0)
Chg		Bachelor of Arts, Political Science
Add	SPAN A320	Studies in Contemporary Cultures (4 cr) (4+0)
B.	CBPP	
Chg		Bachelor of Business Administration: Accounting
Chg		Bachelor of Business Administration: Management Information Systems
Chg	CIS A460	Web Development in the .Net Environment (3 cr) (3+0)
Chg		Minor Computer Information Systems
C.	CHSW	
Chg	HS A433	Health Education: Theory and Practice (3 cr) (3+0) (cross listed w/NS A433)
Chg	NS A433	Health Education: Theory and Practice (3 cr) (3+0) (cross listed w/HS A433)
Chg	JUST A352	Substantive Criminal Law (3 cr) (3+0) (cross listed w/PARL A352)
Chg	PARL A352	Substantive Criminal Law (3 cr) (3+0) (cross listed w/JUST A352)
Chg	JUST A355	Rural Justice (3 cr) (3+0)
Chg	JUST A371	Cinematic Images of Justice (3 cr) (3+0)
Chg	JUST A413	Communications Law (3 cr) (3+0) (cross listed with JPC A413)

Chg	PARL A362	Commercial Law Chg (3 cr) (3+0)
D.	COE	
Chg		Post-Baccalaureate Certificate, Early Childhood Pre-K Third Grade (with Teacher Certification)
Chg	EDSE A474	Special Children from Birth through Five
E.	CTC	
Chg	AET A101	Fundamentals of CADD for Building Construction (4 cr) (2+4) (cross listed w/ CM A101)
Chg	CM A101	Fundamentals of CADD for Building Construction (4 cr) (2+4) (cross listed w/ AET A101)
Chg	AET A142	Mechanical and Electrical Technology (4 cr) (3+2) (cross listed w/ CM A142)
Chg	CM A142	Mechanical and Electrical Technology (4 cr) (3+2) (cross listed w/ AET A101)
Chg	AET A213	Civil Technology (4 cr) (2+4) (cross listed w/ CM A213)
Chg	CM A213	Construction Civil Technology (4 cr) (2+4) (cross listed w/ AET A213)
Chg	AET A231	Structural Technology (4 cr) (2+4) (cross listed w/ CM A231)
Chg	CM A231	Structural Technology (4 cr) (2+4) (cross listed w/ AET A231)
Chg	CM A301	Construction Project Management II (3 cr) (3+0)
Chg	CM A440	Financial Management for Construction (3 cr) (3+0)
Chg	CM A495	Advanced Construction Management Internship (3 cr) (1+15)
Chg		Construction Management, Associate of Applied Science
Chg		Construction Management, BS
F.	KOD	
Chg	GUID A150	Creating Success in College (3 cr) (3+0)
G.	KPC	
Chg	OSH A111	Training Needs and Methods (3 cr) (3+0)
Chg	OSH A180	Introduction to Industrial Hygiene (4 cr) (4+0)
Chg	OSH A211	Safety Program Assessment, Development and Implementation (4 cr) (3+2)
Chg	OSH A240	Workplace Monitoring: Instrumentation and Calibration (3 cr) (2+2)
H.	SOE	
Del	CE A470	Civil Engineering Internship (3 cr) (3+0)

Chg		Bachelor of Science Civil Engineering
Del	ES A111	Engineering Science (3 cr) (3+0)
Del	ES A201	Computer Techniques (3 cr) (3+0)
Chg		Bachelor of Science in Engineering (Computer Systems Engineering, Electrical Engineering, Mechanical Engineering)
Chg		Computer Systems Engineering Minor
Chg		Electrical Engineering Minor
Chg		Mechanical Engineering Minor
Add	CSE A102	Introduction to Computer Systems (1 cr) (1+0)
Chg	CSE A335	Operating Systems Engineering (3 cr) (3+0)
Chg	CSE A465	Network Security (3 cr) (3+0)
Add	CSE A480	Engineering Software/ Hardware Systems (3 cr) (3+0)
Chg	ENGR A495	Engineering Internship (1 cr) (0+3)
Chg	EE A203	Fundamentals of Electrical Engineering I (4 cr) (3+3)
Add	EE A306	Dynamics of Systems (3 cr) (3+0) (cross listed with ME A306)
Add	ME A306	Dynamics of Systems (3 cr) (3+0) (cross listed with EE A306)
Add	EE A353L	Circuit Theory Lab (1 cr) (0+3)
Chg	EE A407	Power Distribution (3 cr) (3+0)
Del	EE A408	Mechanical Vibrations (3 cr) (3+0) (cross listed with ME A408)
Chg	ME A408	Mechanical Vibrations (3 cr) (3+0) (cross listed with EE A408)
Chg	EE A441	Integrated Circuit Design (3 cr) (3+0)
Chg	EE A462	Communication Systems (3 cr) (3+0)
Chg	EE A465	Telecommunications (3 cr) (3+0)
Chg	EE A471	Automatic Control (3 cr) (3+0) (cross listed with ME A471)
Chg	ME A471	Automatic Control (3 cr) (3+0) (cross listed with EE A471)
Add	ME A280	Solid Modeling for Engineers (3 cr) (2+2)
Chg	ME A334	Materials Science (3 cr) (2+3)
Chg	ME A414	Thermal System Design (3 cr) (2+2)
Chg	ME A441	Heat & Mass Transfer (3 cr) (2+2)
Chg	ME A450	Manufacturing Design (3 cr) (2+2)
Chg	ME A453	Renewable Energy Systems Engineering (3 cr) (3+0)

Chg	ME A455	HVAC Systems Optimization (3 cr) (2+2)
Add	ME A459	Fracture Mechanics (3 cr) (3+0) (stacked with ME A659)
Chg	GEO A158	Geomatics Computer Fundamentals (1 cr) (0+2)
Add	GEO A181	Construction Surveying (1 cr) (0+3)
Chg	GEO A256	Municipal and Civil Geomatics (3 cr) (2+3)
Chg	GEO A266	Advanced Surveying (3 cr) (2+3)
Chg	GEO A301	Professional Development I (1 cr) (0+2)
Add	GEO A302	Professional Development II (1 cr) (0+2)
Add	GEO A303	Professional Development III (1 cr) (0+2)
Add	GEO A354	City and Regional Planning (3 cr) (3+0)
Chg	GEO A460	Geomatics Design Project (3 cr) (1+6) (GER)
Chg	GEO A466	Geopositioning (3 cr) (3+0)
Chg	GIS A268	Elements of Geographic Information Systems (GIS) (4 cr) (2+3)
Chg	GIS A366	Spatial Information Analysis and Modeling (3 cr) (2+2)
Chg	GIS A371	GIS Applications I (3 cr) (1+4)
Chg	GIS A375	GIS and Public Health (3 cr) (2+2)
Chg	GIS A433	Coastal Mapping (3 cr) (2+2)
Chg	GIS A458	Design and Management of Spatial Information (3 cr) (2+2)
Chg	GIS A468	Integration of Geomatics Technologies (3 cr) (2+2)
Del	GIS A470	GIS for Facility Management (3 cr) (2+2)
Chg	GIS A471	GIS Applications II (4 cr) (1+6)
Chg		General School of Engineering Introduction Section
Chg		Associate of Applied Science, Geomatics
Chg		Bachelor of Science, Geomatics
Chg		Undergraduate Certificate
Chg		GIS Minor

Revisions not received for the following courses:

Chg	AET A101	Fundamentals of CADD for Building Construction
Chg	AET A213	Civil Technology
Chg	CM A495	Advanced Construction Management Internship

Report to the Faculty Senate
General Education Review Committee

GERC Chair: Sue Fallon

Committee Members: Suzanne Forster UAB/CAS Humanities, Sue Fallon UAB/CHSW Social Sciences, Utpal Dutta UAB/SOE, Kevin Keating UAB/Library, Deborah Fox UAB/Mat-Su Written Communication, Len Smiley CAS Quantitative Skills, Shawnalee Whitney CAS Oral Communication, Walter Olivares CAS Fine Arts, Beverly Barker CAS Natural and Physical Sciences, Robert Capuozzo COE, Sandra Pence CTC, Kyle Hampton CBPP Social Sciences, Hilary Davies UAB Ex officio/UAB Chair, Bart Quimby UAB Ex officio/OAA

GERC Goals 2010-2011

1. Continue to work with initiators and departments to effectively communicate the expectations of the GERC regarding course actions.

The Chair corresponded with initiators and departments to provide information about and assist with the GER curricular review process.

2. Continue the dialogue with UAB, OAA, and the AAC regarding the recommendations proposed in the Integrative Capstone Pilot Project memo submitted in September 2010.

A proposal was written by OAA to send a team to the AAC&U Summer Institute on General Education and Assessment. Due to the unusually large number of applicants, the proposal was not accepted. Priority was given to institutions involved in the AAC&U LEAP initiative.

The GER assessment discussion will continue in the next academic year.

3. Review the UAA Catalog text pertaining to Goals, Outcomes, and the Purpose of General Education at UAA and recommend revisions to UAB.

A GER Outcomes Map was developed as the first stage in assessing the correspondence between current GER Outcomes and the Tier I and Tier II GER courses. The GER Outcomes Map will be used in future discussions of revisions.

4. Review and propose revision of the GERC bylaws.

This item was not addressing pending the development of a GER assessment process. Currently there is significant “mission drift” and the GERC is addressing curricular and assessment issues as time permits. Curricular review is the current charge of the committee.

5. Continue to coordinate with the Office of the Registrar to ensure that course actions and policies are implementable.

This is an ongoing work in progress. Please refer to the GERC motion in today’s agenda for an example.

GERC Motion for a Minor Catalog Change

Add the following notations on the GER list:

After Geog A111 (equivalent to GEOG A205)*; after ENVI A211 (equivalent to GEOG A211 and ENVI A202)*

*Equivalent courses are treated as repeats. Only the credits and chronologically last grade earned are applied toward graduation requirements, prerequisite fulfillment and cumulative UAA GPA Calculation. Only the most recent course taken is used to fulfill university requirements including the General Education Requirement.



Academic Assessment ~~Policies &~~ Procedures Handbook

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

Revised ~~3-314-22~~-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 purpose of academic assessment is improvement of learning. 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 constitutes the faculty arm of the shared governance of academic assessment for UAA. The AAC does not act as an acceptance/rejection body when reviewing 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 reviews the assessment activities and results of each program every three years; however, programs ~~are expected to~~ complete an academic assessment review cycle every year. Assessment coordinators for each program will answer an annual Assessment Survey based on the assessment activities completed each year.

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Sequence for Assessment 3-Year Review Cycle

The table below describes how the cycle runs for a program that had an annual Assessment Survey 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, June 15	Annual Assessment Survey	AY10 (Fall 09 – Summer 10)
2011, June 15	Annual Assessment Survey	AY11 (Fall 10 – Summer 11)
2012, November 1	3-year Review <i>(includes assessment data and analysis for 3 academic years)</i>	AY10 (Fall 09 – Summer 10) AY11 (Fall 10 – Summer 11) AY12 (Fall 11 – Summer 12)
2013, June 15	Annual Assessment Survey	AY13 (Fall 12- Summer 13)
2014, June 15	Annual Assessment Survey	AY14 (Fall 13- Summer 14)
2015, November 1	3-year Review <i>(includes assessment data and analysis 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

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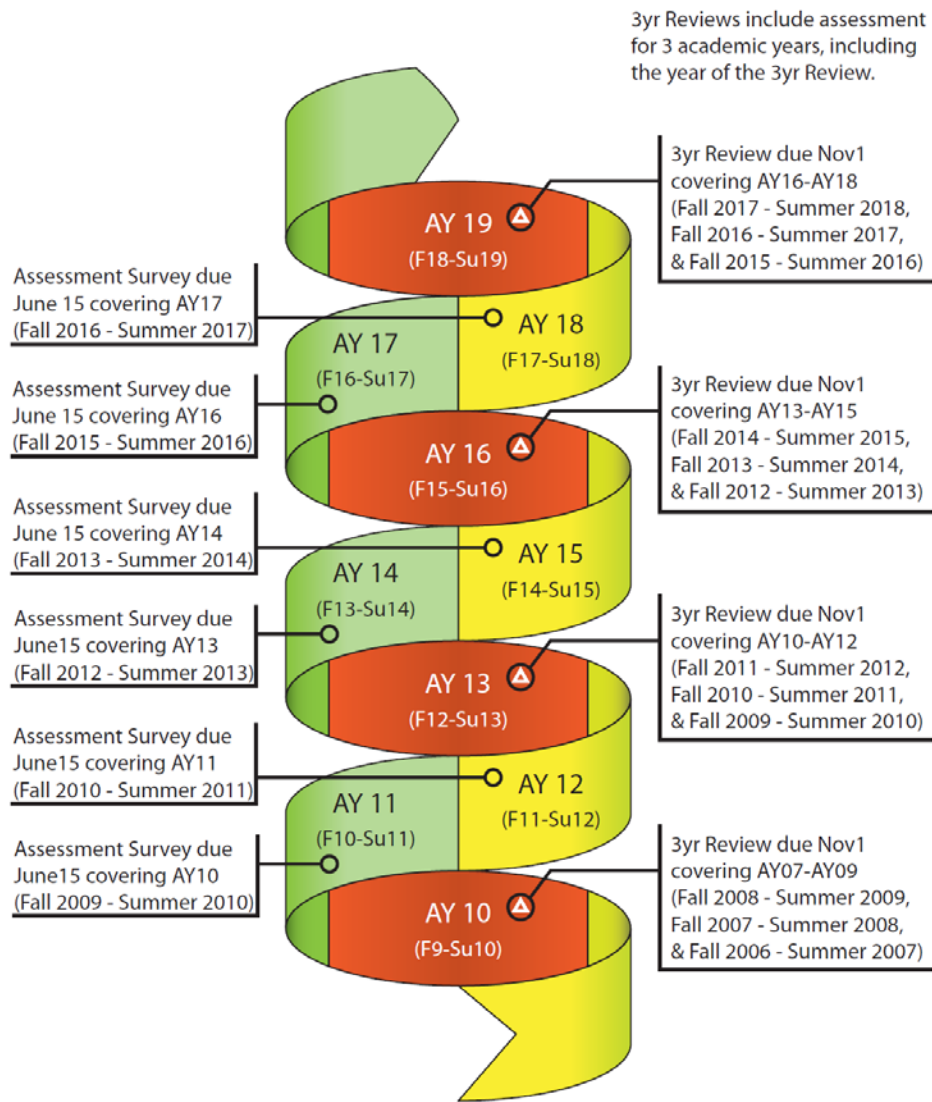
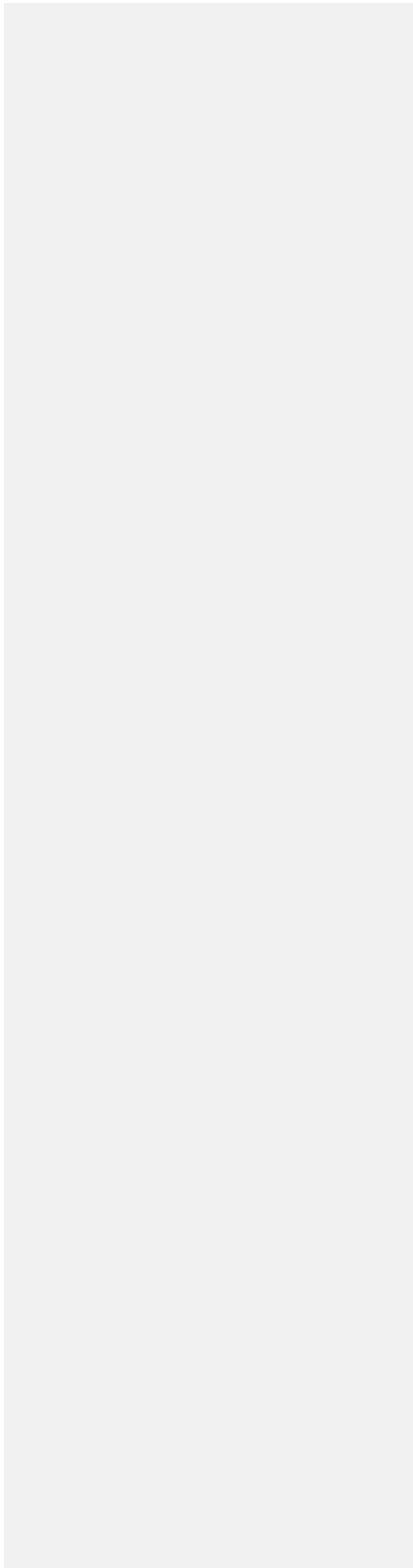


Figure 1. 3-year Review Cycle



III. ACADEMIC ASSESSMENT REVIEW PROCESS

All NWCCU and the BOR require 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, and significant unforeseen events that limit a program's ability to carry out their academic assessment plans.

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 Assessment Survey	June 15
Existing Program (every third year)	3-year cumulative review	November 1
Existing Program with AAC approved external accreditation*	Annual Assessment Survey	June 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 (see [The UAA Curriculum Handbook, 2.1.4.F](#)). 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. ~~For the review to occur, 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 Assessment Survey

All active (not suspended) programs must submit an annual Assessment Survey (see section IV B) on their data collection and any changes to their assessment plans to OAA by June 15. Individual surveys are not reviewed by AAC unless the department requests a special review or assistance.

C. Three-Year Review

Every three years on a staggered basis AAC will review the student learning outcomes assessment activities and results 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.

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4. OPTIONAL: Site Visits – To present a ~~fuller~~-more complete 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. Active programs with 0 to 10 graduates must still submit annual Assessment Surveys. 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 Assessment Surveys. 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. Programs with external accreditation must document that they remain accredited annually. 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 -and three-year reviews ~~should~~must 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 Assessment Surveys

Annual Assessment Surveys enable the AAC to report on the status of assessment activities at UAA. Annual assessment work helps programs keep abreast of their graduate's attainment of program outcomes. Annual Assessment Surveys address the following items:

1. Is a current plan is on file (either the UAA template or that of an approved external accreditation)? Will there be any revisions to the current plan this year?
2. Was assessment conducted according to the plan? What challenges were experienced?
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?
4. What assessment activities are planned for the academic year following the year being assessed? Would you like any assistance from the AAC before your three-year review?

In aggregate, Assessment Surveys help the AAC analyze assessment across the institution 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.

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 assessment data and analysis for all graduates since the last review cycle (at least 3 years of academic assessment).
 - 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.

V. 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 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. 3-Year Review Summary

This 2 – 4 page summary should discuss the following elements.. 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 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 academic years under review and can include as much trend data as applicable.
<u>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.</u>	<u>Meaning of data</u>	<u>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.</u>
	<u>Limitations of data</u>	<u>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.</u>

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Summary Element	Characteristic	Description
	<u>Final analysis reviewed by faculty</u>	<u>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.</u>

Continues Below

Summary Element	Characteristic	Description
<p><u>Data Analysis</u> <u>Continued from above</u> <u>Data Analysis:</u> An interpretation of the data collected. This section should tell what the collected data indicates about student abilities relative to program outcomes. This analysis should contain the collected views of the program faculty.</p>	<p><u>Student performance relative to outcomes</u> <u>Meaning of data</u></p>	<p><u>Student attainment of learning outcomes should be evaluated in light of collected data in the analysis submitted for review. What has been learned, the level and nature of student achievement on learning outcomes? What trends, indications, themes can be identified through this 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.</u></p>
<p><u>Recommendations & Actions Taken:</u> <u>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.</u></p>	<p><u>Recommendations implemented</u></p>	<p><u>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.</u></p>
	<p><u>The effects of the recommendations have been determined</u></p>	<p><u>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.</u></p>




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Summary Element	Characteristic	Description
<u>Process Recommendations:</u> <u>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.</u>	<u>Current recommendations</u>	<u>What academic assessment changes are planned for the next three-year cycle?</u>
	<u>Enhance assessment process</u>	<u>Assessment process improvement recommendations should flow from the analysis of data.</u>
	<u>Effects of recommendations can be determined</u>	<u>The program should identify how the recommendation will be evaluated to determine if it was effective at enhancing the attainment of student learning outcomes.</u>
	<u>Limitations of data</u>	<u>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.</u>
	<u>Final analysis reviewed by faculty</u>	<u>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.</u>
	<u>Student performance relative to outcomes</u>	<u>Student attainment of learning outcomes should be evaluated in light of collected data in the analysis submitted for review. What has been learned, the level and nature of student achievement on learning outcomes? What trends, indications, themes can be identified through this data?</u>

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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.

VI. APPENDICES

Appendix	Item	Link / Embedded Document
A	BOR Policy – Academic Program Review	http://www.alaska.edu/bor/policy-regulations/ (see Chapter 10.06)
B	Sample Annual Exemption Memos	 Sample Memos.pdf
C	Academic Assessment Plan Template	 Acad. Assessment Plan Template.doc
D	<u>Annual Academic Assessment Survey</u>	 Annual Assessment Survey.doc

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Friday, April 22, from 9:00 to 11:00 AM

Rasmuson Hall 204

Committee members attending:

Angela Dirks, co-chair	Dave Fitzgerald, co-chair	Amy Green
Matt Cullin	Ira Rosnel	Bruno Kappes

ACDLITC established the following goals for 2010-2011. Below each goal are the committee's actions that furthered these goals during the academic year.

1. Serve as facilitators and advocates on behalf of faculty on institutional-wide conversations related to instructional technology initiatives. Committee members will participate in the eLearning workgroup, ePortfolio group, University Technology Council (UTC), as well as meeting regularly with Information Technology Services (ITS) and Faculty Senate leadership. Additional participation may be required throughout the academic year.

- A. Committee members served on a variety of committees and task forces to advocate and represent faculty:
 - Bruno Kappes represented ACDLITC at the Legislative Audit Workgroup and the E-Portfolio workgroup
 - Amy Green and Gail Johnston represented ACDLITC in the E-Learning workgroup
 - Dave Fitzgerald and Angela Dirks represented ACLIDTC in the University Technology Council and in the Provost's Task Force on Technology Aided Instruction
 - Dave Fitzgerald and Angela Dirks represented faculty during informal monthly meetings with Rich Whitney, John Petraitis and UTC Chair, Kathleen Voge.

- B. Due to the commitment and hard work of ACDLITC members, faculty's voice on instructional technology issues was pursued, acknowledged, and represented at many critical conversations and decisions at UAA.

2. Co-facilitate research on distance education training under the leadership of committee member Amy Green. This research was based on needs expressed by faculty at the 2010 Distance Education Faculty Forum hosted by ACDLITC.

- A. The committee co-hosted focused groups with Professor Amy Green. Committee members who assisted in co-hosting include Angela Dirks, Gail Johnston, and Jack Pauli.
- B. The committee also edited and commented on the draft research report and presented the report and its recommendations to Faculty Senate on April 1.

3. Update Distance Education Faculty Handbook to ensure links and contact information is current. The committee, under the leadership of committee members Liliya Vugmeyster and Matt Cullin:

- A. updated hyperlinks
- B. updated wording related to “distance education” with “e-learning” wherever applicable
- C. added distance-education course coding data developed during spring 2011
- D. revised other pertinent information.

Blackboard 9 Upgrade --Communication Plan Timeline

May 2, 2011

These are the key steps to insure complete and timely communication about the Blackboard 9 upgrade to the UAA community.

1. Identify stakeholders Due Date: 6/30/11

Faculty

- a. All faculty
- b. Key Groups – identify all the committees and groups that must be informed and can help with testing or dissemination of information
 - i. Faculty Senate
 - ii. ACDLITC
 - iii. UTC
 - iv. eLearning Workgroup
- c. Department Contacts – develop a list of contacts in each department and community campus to disseminate information

Students

- a. All students
- b. Key groups
 - i. Student government

Administration

- a. Chancellor and Provost
- b. Deans and Directors

Instructional Designers/Support Personnel

Who needs to know about the upgrade? When? Who can assist with dissemination? Who else needs to be added to these four groups? Are there other stakeholder groups?

2. Send UAA Migration to Blackboard 9 to key groups Due Date: 5/27/11
(Faculty key groups and administration)
3. Identify Instructional Designers and support personnel Due Date: 5/27/11
4. Develop website Due Date: 6/24/11
5. Identify department and campus contacts Due Date: 6/30/11
6. Develop detailed communication plan for each stakeholder group Due Date: 7/29/11

Contact info:

Lee Henrikson | UAA Faculty Technology Center
lee@uaa.alaska.edu
907-786-4451

UAA Migration to Blackboard 9

Summary

May 2, 2010

IT Services plans to upgrade the UAA instance of Blackboard from version 8 to version 9 in early January 2012, for use in spring semester 2012. This upgrade contains significant changes to the user interface. Accordingly, communication, support, and the training of faculty and students are key to the success of the initiative.

Key points:

1. We will take this opportunity to re-architect the systems upon which Blackboard runs – adding more servers to spread the load and improve response time.
2. The upgrade will not require a move to a new system. All courses will be converted *in situ*.
3. The new Blackboard will run on Window 2008 R2 servers.
4. Key contacts will be developed in each campus and department to facilitate communication about the upgrade.

Timeline:

Communicate upgrade plans to all stakeholders	5/2/11-2/1/12
Update Blackboard 8 server with required patches	5/8/11
Add 2 additional servers to Blackboard 8 server	5/8/11
Clone our current server to create a testing server	5/29/11
Upgrade testing server to v.9 and validate	5/29/11-6/8/11
Faculty and students testers use the testing server	6/8/11-10/31/11
Develop Bb 9 training materials and documentation	7/1/11-10/31/11
Workshops for faculty (Fall)	10/31/11-12/22/12
Upgrade Blackboard server	1/2/12-1/7/12
Workshops for faculty (Spring)	1/9/12- 2/1/12
Workshops for students	1/9/12-2/1/12

Key Personnel:

Jim Weller, Web Apps, will oversee the engineering

Lee Henrikson, Faculty Technology Center, will coordinate workshop and documentation development

Contact info:

Lee Henrikson | UAA Faculty Technology Center

lee@uaa.alaska.edu

907-786-4451

University of Alaska Anchorage

E-learning & Technology Faculty Handbook



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Introduction

The purpose of this handbook is to help faculty meet the growing demands of e-learning and technology support. It describes resources available to faculty, and provides guidelines and recommendations. As a resource to faculty, it is advisory in nature, supporting the principle of academic freedom and the right and responsibility of each individual faculty member to select, adapt, and assess teaching methods, strategies, and outcomes.

Because the University community is comprised of faculty members who specialize in many diverse disciplines, there is no single delivery or teaching methodology that is applicable to all. It is up to individual faculty to peruse this Handbook and to select and implement practices that best meet his or her teaching objectives and the needs of specific student groups and communities.

This Handbook is a living document. Faculty members are encouraged to notify the Faculty Senate of inconsistencies, errors, and obsolescence so this Handbook can evolve and adapt to educational needs.

As every civilization has needed teachers who embrace the critical task of conveying and passing human knowledge from one person to another, and from one generation to the next, we hope that this resource guide will assist UAA faculty to continue this rich tradition while meeting the technical and pedagogical demands of the twenty-first century.

Academic Computing, Distance Learning, and Instructional Technology Committee
University of Alaska, Anchorage, Spring 2011

ACDLIT Committee

Dear Colleagues -

The Academic Computing, Distance Learning, and Instructional Technology Committee (ACDLITC) undertook the project of preparing this Handbook during academic year 2008-2009. In spring 2010 and spring 2011, we revised the handbook in order to accommodate the changes, additions, and corrections over the past year.

Recognizing the dynamic and fluid nature of Web publications and Web provided information, we recommend that this Handbook be reviewed and updated annually. Materials and links contained in this guide should be tested for usability and relevance. Websites and their information are expected to change as relevant policy, practice, or the responsible departments, offices, or agencies update information.

If you are not familiar with ACDLIT, we are a committee of the UAA Faculty Senate. As a committee, we are comprised of faculty members like you. Our mission is:

"...to advise the Faculty Senate on matters related to the use and institutional support of technology in the pursuit of academic goals. In the discharge of its duties, the committee may initiate and review policies, represent the faculty to the Chancellor and to the Faculty Alliance and respond to requests from the Boards for Undergraduate Studies or Graduate Studies."

Guidelines for UAA E-learning Courses

The following are guidelines for developing e-learning courses and are not part of the Graduate Academic Board or the Undergraduate Academic Board approval process. The guidelines are based on national standards broadly agreed upon by a range of national education organizations and universities. The purpose of these recommendations (which are designed to apply to all the UAA campuses) is to ensure that the quality of e-learning and distance education courses at the University of Alaska Anchorage is acceptably high in terms of instructional delivery, "classroom" experience, and learning outcomes.

Keep in mind that the following guidelines are *suggested recommendations*. They are not meant to dictate behavior or to limit freedom when it comes to the delivery and instruction of e-learning courses. Instead, they are designed to suggest a course of action for strengthening the quality of learning and the quality of experience associated with e-learning and distance education at UAA.

For the purpose of this guide, ACDLITC supports the following definition of distance delivery education proposed by the Northwest Commission on Colleges and Universities, Standard Two, Educational Program and Its Effectiveness, Policy 2.6 Distance Delivery of Courses, Certificate, and Degree Programs:

"Distance education is defined for the purpose of accreditation review as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence studies, or audio, video, or electronically mediated technologies."

http://www.nwccu.org/Standards%20and%20Policies/Standard%202/NWCCU_Standard_Two.htm

A. Guidelines for Institutional Support Services

It is *recommended* that the institution:

1. provide faculty and students access to reliable and appropriate technologies for carrying out the instructional goals of e-learning courses (this includes a stable, password-protected, platform for e-learning)
2. provide faculty and students appropriate levels of training and/or training materials related to the use of e-learning technologies
3. and/or instructor administer a "pre-course assessment form" that asks students to indicate their preparedness for taking a e-learning course (preparedness in terms of skills, access to required technologies, and learning styles)
4. provide e-learning faculty and students access to a centralized technical support center that will provide timely assistance on technology questions and problems
5. provide a course coding system in published course schedule offerings that will allow instructors and departments to flag specific courses as distance-delivered courses.
6. provide e-learning faculty and students electronic access to library services, materials, and resources
7. ensure that e-learning students have adequate access to the following key administrative and support services: enrollment services, financial aid services, bookstore services, advising and counseling services, and disability support services
8. provide students with timely information on the technical equipment and skills required for success in the different types of e-learning courses offered at UAA. This includes information on how to log in to the university's primary course management system (e.g., Blackboard)
9. provide a centralized organization/department that is responsible for coordinating, implementing, and overseeing the major support services applicable to e-learning students and faculty.

B. Guidelines for Student Support Services

It is recommended that UAA students:

1. are made aware of the major technologies used in the course before the start of the course
2. are made aware of the minimum technical equipment and skill requirements of the course before the start of the course
3. are provided with a comprehensive course syllabus by the first day of the start of the course (note: if required textbook information is only available to the student through the course syllabus, then it is recommended that this document be distributed to students in advance of the course start date)
4. are made aware of all required synchronous (i.e., "real time") activities as well as their dates and times with as much advanced notice as possible, preferably two weeks before the event date
5. are granted frequent and free access to technical "help desk" services for the duration of the course
6. have a defined means of voicing concerns about courses to the appropriate departments and deans
7. have reasonable access to enrollment services, financial aid services, bookstore services, advising and counseling services, disability support services, and library services
8. are provided access to training materials related to the course technologies when and where appropriate.

C. Guidelines for Faculty Support Services

It is recommended that UAA faculty:

1. have access to instructional design support services (i.e., a course development team) to ensure the sound planning and development of e-learning courses
2. have access to training workshops and mentoring opportunities that will assist faculty in learning how to teach at a distance and how to adapt courses for distance delivery
3. are provided with incentives to participate in e-learning course development training opportunities and technical training opportunities offered by the institution
4. are provided appropriate and reasonable access to new technologies and technical equipment for use in e-learning instruction
5. are granted convenient and free access to technical "help desk" services
6. have convenient and free access to centralized e-learning course delivery services such as homework collection, materials duplication and distribution, exam proctoring, content digitization, etc.
7. receive assistance in researching and interpreting current copyright law on the use of published and non-published instructional materials
8. receive assistance from library personnel in obtaining and organizing online and printed library resources.
9. receive assistance from the bookstore for information on online texts and eBook options.

D. Guidelines for Course Content & Course Delivery

It is recommended that UAA faculty:

1. has responsibility for the oversight and quality of e-learning courses; this includes responsibility for the selection and design of course content, course activities, and course assessments; the selection and use of appropriate course technologies; the facilitation of course activities and course interactions; the evaluation of course assignments and tests; etc.
2. ensure that the major tasks and learning outcomes of a given e-learning course are comparable to the major tasks and learning outcomes of the course's face-to-face counterpart as outlined in the *Course Content Guide*
3. ensure that all course materials, course requirements, course links, course policies, etc. are revised and up to date by the first day of the start of the course
4. ensure that e-learning students have access to a copy of the course syllabus by the first day of the start of the course (note: if syllabus content is needed before the start of the course, then it is recommended that this document be provided at an earlier time as the instructor sees fit). In addition to standard items such as "course objectives" and "course grading protocols," the syllabus may also contain information particularly relevant to e-learning, such as
 - a. course access information
 - b. course format and pacing
 - c. course technologies
 - d. course equipment requirements
 - e. technical skill requirements
 - f. book purchasing information
 - g. Information Technology (IT) Call Center information
 - h. library access information
 - i. required synchronous activities
 - j. assignment submission instructions, etc.
5. give e-learning students at least two reliable methods of contacting the course instructor throughout the semester (e.g., email, discussion board, telephone, in-person meeting, online chat room, etc.)
6. respond to student questions and inquiries within a timely manner (preferably within two working days)
7. provide useful and corrective feedback on assignments, tests, papers, and activities in a timely manner (preferably within seven working days)
8. build mechanisms into their e-learning courses that foster student-to-student interactions as well as student-to-instructor interactions

9. attempt to address different learning styles in the design and development of course materials and activities
10. assess student learning through multiple means, rather than relying solely on the use of standardized tests
11. provide students with advance notice of required synchronous activities if possible
12. ensure that printed and electronic materials are in accordance with current copyright law
13. carefully assess and review third party courseware (e.g., publishers' course cartridges, telecourse tapes, etc.) before integrating such content into a given course
14. assess education courses through formal means (e.g., peer review, student review, departmental review, etc.) to ensure that appropriate learning outcomes are being met
15. ensure that course content is accessible to students with disabilities when and where appropriate. This may include presenting material in alternative formats, such as printable text files.

E. Guidelines for Student Participation

It is recommended that UAA students:

1. take the initiative to learn about the technical equipment and technical skill requirements for the course in advance of the course start date
2. are advised to complete a university-sponsored "pre-course assessment form" in which they are asked to indicate their preparedness for taking a e-learning course (preparedness in terms of skills, access to required technologies, and learning styles)
3. are advised that an instructor may drop a student from a course if he/she is unable to demonstrate the necessary technical skills for the class
4. adhere to the UAA Student Code of Conduct
5. use their UAA email account for the duration of the e-learning course and are advised to check it frequently (preferably daily)
6. respond to instructor-initiated emails and inquiries within a timely manner (preferably within two working days)
7. demonstrate participation in a given e-learning course within the first three weeks of the class or become immediately eligible for an instructor-initiated drop/withdrawal (note: some instructors may make exceptions to this policy for self-paced courses and other courses with alternative formats)
8. are advised that frequent participation in an e-learning course (e.g., completing assignments, responding to emails, posting messages, accessing course content, taking course exams, etc.) is a requirement for most classes. Therefore, failure to participate in a course for three weeks in a row makes a student eligible for an instructor-initiated drop/withdraw, at the discretion of the instructor
9. take the time to complete and submit the university-sponsored course evaluation form made available to them at the end of the semester

F. Faculty Resources and Services

1. Advising and Support Services

UAA Advising and Testing provides testing and assessment services to new and continuing students to enhance the attainment of their individual, educational, and life goals. The Advising & Testing Center supports many of the testing needs of UAA in addition to serving as a national test site for the community. Students can make appointments for academic and career advising through the center as well.

For more information, call (907) 786-4500

Visit the website: <http://www.uaa.alaska.edu/advising%2Dtesting/>

2. Bookstore

UAA Bookstore: Textbooks and other course materials will NOT be sent automatically to students. Anchorage students can purchase their books and course materials at the UAA Bookstore, located in the UAA Campus Center building. Students living outside of the Anchorage area can order books and course materials with their credit cards by completing an on-line form, or by phone.

For more information, call (907) 786-1151

Visit the website: www.uaa.alaska.edu/bookstore/.

KPC faculty can call (907) 262-0312 or visit this website or information on mbsdirect.net: <http://www.kpc.alaska.edu/resources/bookstores/>

3. Disability Support Services (DSS)

DSS coordinates academic adjustments for students with documented disabilities, including those students who are taking distance delivered courses. Faculty should expect to receive a [faculty notification letter](#) if the student is eligible for adjustments. Accommodation strategies include but are not limited to: [note taking assistance](#), [testing accommodations](#), [alternate format materials](#), [ASL Interpreters or text based communication access techniques](#), and liaison services.

In addition to the coordination of academic adjustments, DSS also offers informational sessions and workshops on a wide range of topics that are advertised on their calendar. DSS strives to support faculty in the implementation of a [Universal Design](#) approach in which potential barriers are minimized at the design stage, thus minimizing the need for retroactive accommodation. DSS staff is available to discuss any questions or concerns.

For more information, call (907) 786-4530

Visit the website: www.uaa.alaska.edu/dss

4. Distance Education Services (DES)

UAA Distance Education offers support services for faculty and students in distance delivered courses. Faculty can receive assistance from Distance Education with the proctoring of exams (at UAA, other UA locations around the state, and locations outside of Alaska). Students receive assistance with orienting to courses in a distance delivered format (i.e. how to register for distance courses, how to get started in their courses, and how to sign-up for a proctored exam).

For more information, call (907) 786-4646, option 3

Visit the website: www.uaa.alaska.edu/distanceeducation/

5. IT Help Desk

Information Technology Services offers assistance to faculty, staff, and students with computer services, telephone services and AV services. Computer services include maintenance of UAA computer labs, desktop services, email and Exchange services, network access, username services, and assistance with software. Telephone services include assistance with long distance calling, telephone hardware, voice mail and the phone directories. AV services include the loan of a variety of audio and visual equipment (i.e. projectors, microphones, audio conveners).

For more information call (907) 786-4646, option 1, or email callcenter@uaa.alaska.edu

Visit the website: <http://technology.uaa.alaska.edu/>

6. Learning Resources Center (LRC)

The Learning Resources Center (LRC), located in the Sally Monserud Building, offers a friendly and relaxed atmosphere for students to read, study, work with supplemental materials, or get extra help for a class. The LRC is open seven days a week; see the website for hours of operation.

Student resources:

- Quiet study area
- Language laboratory with language tutors including English-as-a-second language (ESL)
- Math laboratory with math tutors
- Computers loaded with mathematics software
- Writing center with writing tutors
- Computer assisted writing laboratory
- Open computer laboratory that is open until 2:00 AM
- Course reserve material for check out: print, audio-visual, and computerized material
- Registry of private tutors for hire in a variety of subjects

Instructor Resources:

- SCANTRON, bubble sheet reader/grader
- Tele-course material for instructors
- Place material on reserve for student check out
- Test proctoring for correspondence courses from Center for Distance Education and Independent Learning (CDE) for University of Alaska Fairbanks (proctoring for UAA courses is through DES).

General Resources:

- Laser printing
- Copy machines
- Laminating equipment
- Document binding
- Video and audio duplication
- Project cutting board

For more information, call (907) 786-6829

Visit the website: <http://www.uaa.alaska.edu/ctc/programs/lrc/>

KPC learning center: <http://www.kpc.alaska.edu/KRC/learningcenter/>

7. Library Services

The UAA Consortium Library offers extensive resources to support on-campus and online courses including books, databases (which can be used for off-site searches), excellent interlibrary loan services, and assistance with research. Each division at UAA is assigned a librarian. Health sciences librarians are also available.

For more information, call (907) 786-1871

Visit the website: <http://www.consortiumlibrary.org/> or:

<http://consortiumlibrary.org/distance/>

KPC library link: <http://www.kpc.alaska.edu/resources/libraries/>

8. Faculty Technology Center (FTC) (formerly eMedia)

The Faculty Technology Center provides comprehensive support of faculty in the development and implementation of instructional technologies. These services include one-on-one assistance, group workshops in Blackboard, and other multimedia technologies, learning object development, instructional design, digital equipment loans, etc.

Additionally, the FTC works to bring the newest technologies to UAA faculty in order to support instruction and student learning. Done through local, on-going research, this is also achieved through FTC's membership in the international [New Media Consortium](#), which promotes the use of technology in academia. The New Media Consortium brings [innovative colleges and universities](#) together to explore new ways of teaching and learning with digital media.

The Faculty Technology Center is located in Suite 215 of the Consortium Library.

The Faculty Technology Center Instructional Lab is located in Suite 214 of the Consortium Library and can be used by faculty for:

Students attending a course (scheduled)

Teaching a hybrid course (scheduled)

Workshops (scheduled)

Technology Fellows

Meetings (scheduled)

Video Teleconferences

For more information, call (907) 786-4646, option 4

Visit the website: <http://www.uaa.alaska.edu/facultytechnologycenter/>

KPC Online services: <http://www.kpc.alaska.edu/resources/OnlineServices/>

9. Key Server

Key server software is available at www.alaska.edu/keys/

This site provides access to software licensed to UAA for faculty use. Access to this site and to this tool requires that you be on campus or remote access through a Virtual Private Network (VPN) link.

Software available includes Adobe, Dreamweaver, Photoshop, and many others.

The following steps are used to access the key server.

Go to the site: <http://www.alaska.edu/keys/>. It is the site for concurrent software at the University of Alaska. Concurrent software usage means that a limited number of users can run the software at the same time. For faculty members who are off-campus, webmail username and password may be asked.

Click on Key Checkout 6.1.2 to download.

Click on the desired software to download.

Reconnect to: <http://www.alaska.edu/keys/> before checkout expiration time (indicated during the install) to renew the software license.

This process may require a VPN connection. There are instructions and technical support information on the Key Server Website if further assistance is needed.

10. Syllabus Template

The following items are suggested for inclusion in a course syllabus based on best practices. This is not intended to replace specific college requirements. Please consult with your department chair or dean's office.

It is up to the discretion of the instructor of each course to determine if any or all of these items apply to their specific course. Selected items are explained further in the subsequent pages.

Critical Items	
	Semester and year
	Instructor name
	Two forms of contact info
	Office location and hours (as applicable)
	Course number, section and title
	Course meeting time and location
	Course objectives
	Course description (consistent with current catalog description)
	Prerequisites (as applicable)
	Expected skills (as applicable)
	Texts: required and optional
	Types of assignments
	Grading scale and policy
	Academic dispute resolution procedure
	Information regarding ADA
	Information regarding equipment
	Information regarding technical support and other services
	Overview of course delivery methods
	Guidance on copyright law
Recommended Items	
	Course pacing
	Calendar of topics and assignments
	Attendance policy, including synchronous activities
	Tardiness and leaving early policies

**COURSE NUMBER, SECTION, AND TITLE
COURSE MEETING TIME AND LOCATION
SEMESTER AND YEAR**

Instructor Contact Information

Students need at least two dependable ways to contact you. List your name, your voice mail telephone number, and your email address. Online office hours or other meeting arrangements are recommended. Share your email response standards and/or practices with students.

Course Description

Use the actual catalog description or add to the description as needed to better portray the nature of the course.

Course Objectives or Outcomes

Convey what you expect the student to know and to be able to do by the end of the semester. Use your department's course content guide for guidance.

Teaching and Course Delivery Methods

Explain how you plan to conduct the course, including the use of technology. Examples include lecture, small groups, in-class discussion, online discussion, and labs. Examples of technology use include Blackboard, Elluminate Live, and audio conferences.

Assignments

Tell what your major assignments will be. Examples include tests, research papers, weekly quizzes, and daily homework.

Course Pacing

Examples include self-paced, weekly deadlines, etc.

Required and Optional Texts/Equipment

Students need a complete list of what they should purchase for success in your course. List texts which are required and which are optional. List computer hardware and software requirements, supplies, and any other purchases necessary for success in the class.

Prerequisites and/or Instructor's Permission

Students are expected to have the course prerequisite(s) listed in the catalog or the instructor's permission before they enroll. It is recommended that you list these prerequisites and advise students that unmet prerequisites are grounds for faculty-initiated withdrawal at the discretion of the instructor.

Expected Technical Skills

Students may need to have computer or technical skills to succeed in your class. State any necessary technical skills that students should already have.

Include website address where students can review expected technical skills. Consult the UAA Distance Education Website for current Web address. Visit the website: www.uaa.alaska.edu/distanceeducation/

Class Participation

Teachers vary widely in their expectations and grading of student participation. If participation is part of your grading system, it is recommended that you make this explicit. Students may find this area of grading the most subjective and, therefore, debatable.

Define participation in class. Examples are daily in-class comments, helpfulness, small group work, board work, and online discussion participation. Be specific as to how a student is graded. If a student can incur penalties, specifically state how and what the penalties will be.

Discussion board postings - If you use the Discussion Board feature for class participation grade provide students with clear standards of expected quantity and quality of postings.

Attendance, Tardiness, and Leaving Early

If attendance issues are part of your students' grades, maintain a detailed record throughout the semester. If students can incur penalties, state how these might occur and what the penalty might be. See suggestions below:

Attendance--State clearly how many classes students are allowed to miss before they receive penalties, or are dropped from the class. As a guideline, it is suggested maximum of three absences for a three-credit semester length course meeting once per week.

Synchronous activities - If you use synchronous activities as a course requirement it is recommended that you provide attendance and participation standards at the beginning of the course.

Tardiness--State clearly your tardy policies if you have them. For example, if students are considered absent when they are tardy, make sure that it is in your syllabus. Define tardiness.

Leaving early-If you give penalties to students who leave early, state your policy. Define leaving early.

Class Atmosphere and Safety

Students want to feel safe in order to express opinions and not to have other students either take over the class or be rude to you or them. Specific policies may save you time and grief.

State your minimum expectations of student manners, and how you will deal with problems. Refer to, "Student Code of Conduct" in the Fact Finder Student Handbook or the catalog for further information on class atmosphere and safety.

Academic Success and Support Services

Students may not know about the academic support services that directly apply to your course. They appreciate knowing these services at the beginning of the semester, and adding this assures that you do not have to repeat the information often.

To satisfy the Americans with Disabilities Act, include a sentence that says, "If you need disability-related accommodations, please notify Student Support Services."

List other support services, such as open or department labs, tutors, counselors (Include telephone numbers and location for Learning Resource Center, Library and technical support

Major Assignment Submissions and Tests

Students need to know in the syllabus what all the major assignments and tests will be during the entire semester.

State each major test, paper, or project and briefly state the scope of each.

Explain procedures for assignment submission.

Plagiarism and Cheating

To protect yourself and your students, it is recommended that you define plagiarism as it applies to your course and advise students to consult the Academic Honesty policy in the UAA Student Handbook.

Academic Dispute Resolution Procedures

Refer students to the UAA Student Handbook for detailed information on this policy.

Grading Policies

Students need a clear understanding of your grading from the beginning of the semester. If you do not clearly explain grading criteria in writing anywhere else, you need to have it in the syllabus.

State types of assignments and tests.

Explain criteria for major assignments and grading scale. If your department has these criteria, include them here.

Include a grading scale. If you grade on a curve, also explain how you do this.

State carefully your policies on late papers, missed test dates, and other types of missed work and deadlines. If you do not accept late work, say so.

It is recommended that you refer students to the UAA Catalog for policy on incomplete grades. Suggest that students keep all their graded work until after they receive their final grades.

Calendar of Topics and Assignments

Students need to know your daily topics and assignments. No doubt, this takes a lot of time for you to create the calendar; however, students depend on such organization. As well, you have a map for the semester before it starts. It is suggested that you take the time before the semester starts to create an explicit calendar that lists, by class day, the topic, and assignments due.

State clearly that this calendar is tentative and subject to change during the semester. It is suggested that you, give all assignment or date changes in writing to students.

List by class day the date, topic, and assignment due.

List the course's finals week test day and time for the class and any dates that are the last dates for late work.

ADA Policy

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities.

11. Email Information

The following information outlines setting up and managing student email accounts.

How do you get an Email account?

UAA Email accounts are created automatically for students registered for at least one credit. Allow two business days after registration for account availability. To lookup your Email account, use the USERNAME LOOKUP form on the left of the technology webpage:

<http://www.uaa.alaska.edu/informationtechnologyservices/identity.cfm>

What is your email address?

<username>@uaa.alaska.edu

Your default email address is your username with @uaa.alaska.edu appended to it. IT Services customers have the option of choosing up to three email aliases which are usernames of your choice, like john.doe@uaa.alaska.edu. To create an alias, go to Directory Update at: <http://me.uaa.alaska.edu>

What is your password?

Your default UAA password is lower case UAA followed by your first, middle and last name initials in upper case, then the last four digits of your UAID# (also called student or employee id number). If this does not work, please contact the Call Center for further assistance.

How do you change your password?

ITS recommends you change your password to a secure one of your own choosing. Login to your account at: <http://me.uaa.alaska.edu> to change your password.

Did you forget your password?

If you cannot remember your password or need to reset it, go to the following link: <http://idm.uaa.alaska.edu/idm/user/login.jsp> Be sure to click the **Forgot Your Password button** on the bottom of the login page. If you have questions or need assistance, contact the IT Call Center at 786-4646, option 1. (*Outside of Anchorage call 1-877-633-3888*) or email callcenter@uaa.alaska.edu

How do you use your e-mail?

If you are a student at UAA, the easiest and most convenient way to access your email is through Webmail. You can use Webmail from any computer connected to

the Internet that has a Web browser. (Note: the AOL Web browser will not work with UAA email!) You can logon to your UAA email at: <http://webmail.uaa.alaska.edu> . If you are UAA staff or faculty and you are using Exchange services with your UAA email, you can access your Exchange mailbox at: <http://webaccess.uaa.alaska.edu>

When does your account expire?

Student accounts expire one semester after the last day of attendance. Staff, faculty, and other employee accounts expire one month after last day of employment or upon the supervisor's request.

What does, "over quota" mean?

Email storage space is limited. If you receive an over quota message, it means that you have exceeded your available space on the email server. You will need to login to Webmail and delete some messages (you must also empty trash from the 'folders' view) or download them to your personal computer.

Quota limits are as follows:

Students have 10MB

Staff and Faculty have 2GB

Mailing Lists at UAA - Where can you find information?

A mailing list is method of distributing e-mails to a large number of people through a single e-mail address, rather than dealing with a collection of e-mail addresses in your e-mail program. A mailing list is managed on a server with commands that range from adding and removing addresses to setting posting privileges. You must be staff, faculty, or a sponsored student worker to request a mailing list. [Mailing List FAQ](#)

Spam Filtering

All incoming mail to UAA is filtered for spam (junk mail). Learn more at the [AntiSpam-IronportFAQ](#)

What is the server's address?

If you are setting up an e-mail program, you will need to enter **mail.uaa.alaska.edu** for the incoming mail server name, and **smtp.uaa.alaska.edu** for the outgoing mail server name

For Exchange information and setup information please see the Exchange articles at:

<http://www.uaa.alaska.edu/informationtechnologyservices/email.cfm>

For KPC: Contact IT Services: 907-262-0351

Can you change the way your name appears on outgoing e-mails?

Yes, all this and more can be conveniently managed from: <https://me.uaa.alaska.edu/>

Can you send attachments? What is the size limit on attachments?

Yes. Attachments must be under 10MB. If you have a large attachment and want to distribute it, consider posting it on the Web, and then mail everyone the URL. This will get the information out faster. Note that the recipients email system will also have size limits and rules that affect attachments.

If you have an address book in your desktop e-mail program, can you import it into Webmail?

There is currently no way to import your personal address book into your Webmail account.

Can you forward your e-mail somewhere else?

Yes, contact IT Services for further information.

12. Identifying Class Modalities and Coding

The following table can be used as a guide to identify class modalities that are reflected in the coding system shown in the last column. More information can be found at the following website:

http://www.curric.uaa.alaska.edu/scheduling/admin%20manual_final.pdf

Guide to What to Put on the Proofs		
NEW COLUMN	OPTIONS	WHAT YOU TYPE
Course Category LB=location based	0=0% LB	0
	1= 1-20% LB (up to 9 hours)	1
	2=21-50% LB (9.5 to 22.5 hours)	2
	3=51% LB (more than 22.5 hours)	3
Pacing	Instructor	I
	Self	S
Meeting Times	Yes	Y
	No	N
Delivery Methods	Audio Conferencing	AUDIO
	Face-to-face	F2F
	Independent Learning /	INDL
	Independent or Directed Study	ISDS

	Multimedia	MULTIMEDIA
	Online / Web delivered (Blackboard)	ONLINE
	Special Technology	SPEC TECH
	Live Television / UATV	TV
	Video Conferencing	VIDEO
	Web Meeting (eLive)	WEB MTG (if you only type in WEB, we will assume this is what you mean)
Schedule Notes	Type notes that you want to display to students. Be sure to read it over and make sure it is clear and correct.	

Policies, Procedures, and Regulations

1. Academic Integrity

Academic integrity is a basic principle, which requires that students take credit only for ideas and efforts that are their own. Cheating, plagiarism, and other forms of academic dishonesty are defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Substantial portions of academic work that a student has submitted for a course may not be resubmitted for credit in another course without the knowledge and advance permission of the instructor. Academic dishonesty is further defined in the Student Code of Conduct. In addition to any adverse academic action that may result from engaging in academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through the student judicial review procedures outlined in this section. Academic actions are reviewable under the Academic Dispute Resolution Procedure contained in this section of this handbook.

Visit the website:

<http://www.uaa.alaska.edu/deanofstudents/StudentJudicialServices/academicintegrity.cfm>

For additional information, visit the Consortium Library website:

<http://consortiumlibrary.org/find/ahi>.

The student code of conduct addresses issues of academic integrity. Cheating, plagiarism, or other forms of academic dishonesty include the following:

- a. using material sources not authorized by the faculty member during an examination or assignment
- b. utilizing devices that are not authorized by the faculty member during an examination or assignment
- c. assisting another student or receiving assistance from another student during an examination or assignment in a manner not authorized by the faculty member
- d. presenting as their own the ideas or works of another person without proper acknowledgment of sources
- e. knowingly permitting his or her works to be submitted by another person without the faculty member's permission
- f. acting as a substitute or utilizing a substitute in any examination or assignment
- g. fabricating data in support of laboratory or fieldwork

- h. possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of examination or in an assignment in advance of its administration
- i. altering grade records of their own or another student's work
- j. offering a monetary payment or other remuneration in exchange for a grade.

Visit the Dean of Students website:

<http://www.uaa.alaska.edu/deanofstudents/StudentJudicialServices/academicintegrity.cfm>

2. Academic Rights of Students

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

3. Academic Dispute Resolution Procedure

Challenges to academic decisions or actions of the faculty or academic administration will be reviewed according to a procedure that implements the UA Board of Regents Policy 09.03.02 and University Regulation on Resolution of Disputes Regarding Academic Decisions or Actions. Appropriate issues for this procedure include such things as alleged arbitrary and capricious dismissal from or denial of admission to an academic program based upon academic considerations, alleged grading error, or arbitrary and capricious grading for a final grade assignment. Grades assigned prior to the final grade received in a course are not subject to review under this procedure. Only the course instructor or an academic decision review committee may authorize a change in the assignment of a final grade.

4. Acceptable Use Policy

The various software and other electronic technologies provided by UAA for the use of the University community are governed by a number of technology policies. These are:

- Acceptable Use Policy
- Blackboard Use Policy
- Campus Network Connectivity Policy
- University Web Content and Administration Policy

Visit the website: <http://www.uaa.alaska.edu/policy/tech/accuse.cfm>

5. Copyright and Intellectual Property Rights Policy

The University of Alaska Anchorage provides network and computing infrastructure to promote the basic missions of the University in learning, research, and service, by facilitating communication, collaboration, and access to information resources. Users of this infrastructure must be mindful of and respect ownership of intellectual property and copyrighted information to which this infrastructure can provide access.

Copyright and intellectual property rights may attach to files of any media type, including software, texts, databases, images, video, music, and other audio files. Abuse of computing or network technologies to copy or distribute materials in violation of copyright, license, or intellectual property rights undermines the free exchange of ideas and access to information resources central to the University's mission and is expressly forbidden by University Policy and Regulation.

The University of Alaska Anchorage aggressively investigates specific claims of such abuse, including abuses using personally owned computers connected to the University's network. Verified abuses may lead to immediate suspension of access to University networks and/or computing resources, subject violators to possible University disciplinary action, and expose them to fines, other civil penalties, and criminal prosecution by copyright owners.

The issue of "who owns what" is not as clear in teaching with technology as it is in the traditional classroom. Therefore, faculty members need to ensure they know and understand the key issues associated with ownership of produced intellectual materials.

The basics of intellectual property rights include:

The author owns work except when work-for-hire rules apply.

The author's employer owns works when:

it is produced within employee's scope of employment

an agreement is signed with the author before the work begins

It is better to ask questions about intellectual property ownership before a work is created.

The Board of Regents' policy states:

Copyright ownership of all materials that are developed with the use of university facilities will reside with the university, except as follows:

- a. The university will not assert ownership of copyrightable materials produced by faculty members as a part of their normal teaching and scholarly activities at the university and which do not result from a project specifically funded in whole or in part by the university, or by a sponsor of the university.
- b. Copyright ownership of all materials which are developed in the course of, or pursuant to sponsored research or other agreement(s), will be determined in accordance with the terms of those agreement(s) or, in the absence of such terms, the copyright will be the property of the university.
- c. Copyrighted materials not within the provisions of categories "a" and "b" above will be the property of the university, except for theses; however, the author(s) of theses must, as a condition of a degree award, grant royalty-free permission to the university to reproduce and publicly distribute copies of the theses.

Visit the websites:

<http://www.uaa.alaska.edu/policy/copyright/index.cfm>

<http://www.alaska.edu/bor/policy-regulations/>

6. Fair Use

a. Fair Use Defined

"Fair Use" refers to the legal right of individuals to use copyrighted materials for certain purposes without infringing on the copyright protections associated with those items. Section 107 of the U.S. Copyright Act outlines four factors that must be considered when determining whether a specific use of a work is protected under Fair Use. Below is the actual text of Section 107 that lists these factors: "In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include —

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;

3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors."

b. Still Not Sure If It Is Fair Use?

If you complete the checklist and are still not clear on whether or not your specific use can be considered Fair Use, then please contact the University of Alaska's Intellectual Property and Licensing Department for assistance:

Director
Intellectual Property and Licensing for the University of Alaska
University of Alaska Fairbanks
PO Box 757560
Fairbanks, AK 99775-7560
907-474-7765

Visit the website: <http://www.uaa.alaska.edu/policy/copyright/fairuse.cfm>

7. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. It gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Visit the website:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

For faculty interested in completing the UAA sponsored computer-based FERPA certification training, visit the website:

<http://www.uaa.alaska.edu/finsys/bannertraining.cfm>

[FERPA Training](#)

(this site can only be accessed from an on-campus computer)

8. TEACH Act

TEACH Act Defined

The TEACH Act (Technology, Education and Copyright Harmonization Act) is a piece of legislation that offers instructors expanded opportunities for using copyright-protected materials in distance-delivered and electronically enhanced courses. TEACH does not revise or undercut fair use exemptions that apply to the use of copyright-protected materials in instructional settings. Instead, it exists alongside the principles of fair use in the Copyright Act, expanding the contexts and circumstances under which copyright protected resources may be used by teachers without special permission or licensing in the digital or distance education environment.

TEACH Act Worksheet

It should come as no surprise that the TEACH Act is not an easy document to read and interpret. As with most pieces of copyright legislation, TEACH does not spell out in clear and precise terms exactly what copyright-protected materials may or may not be used in a given instructional circumstance. The TEACH Act Worksheet is designed to assist you in making that determination yourself, as the faculty member is responsible for complying with copyright law and for documenting that compliance. As you work your way down the checklist, keep in mind that TEACH is designed to balance the interests and needs of instructors with the interests and needs of those who have authored content. That balancing act means that judicious restraint and good faith are called for in deciding what copyright-protected materials may be used for instructional purposes and in what amounts.

[TEACH ACT WORKSHEET \(with explanations\)](#) - PDF Format

[TEACH ACT WORKSHEET \(without explanations\)](#) - PDF Format

Further Assistance on Using the TEACH Act

If you have reviewed the TEACH Act Worksheet and are still unsure whether certain materials may be used under the exemptions of TEACH (or under the exemptions of fair use), then you should contact the University of Alaska's Intellectual Property & Licensing Department for assistance:

Director

Intellectual Property and Licensing for the University of Alaska

University of Alaska Fairbanks

PO Box 757560

Fairbanks, AK 99775-7560

907-474-7765

Visit the website:

<http://www.uaa.alaska.edu/policy/copyright/teachact.cfm>

9. Blackboard Policy

UAA has established Blackboard usage policies that include areas such as appropriate use; user management and access; course management; information accuracy and security; copyright and ownership and system management and outages and upgrades. Faculty members are encouraged to review and familiarize themselves with Blackboard policy for a more effective utilization of this critical teaching tool.

For the entire content of this policy document, visit the website:

<https://kb.uaa.alaska.edu/Wiki%20Pages/Blackboard%20Faculty%20Resources.aspx> .

10. Elluminate Live Policy (Pending)

Elluminate Live is a synchronous distance-teaching tool available to UAA faculty. A proposed Elluminate Live policy document that covers areas such as appropriate use, user role and access, session management as well as copyright and ownership is available in draft format for review by contacting Faculty Technology Center. Faculty members are encouraged to review this document.

For more information, call (907) 786-4463

Visit the website: <http://www.uaa.alaska.edu/facultytechnologycenter/>



UNIVERSITY of ALASKA ANCHORAGE

Budget, Planning, and Facilities Advisory Committee

Mark Fitch, Chair

Report to Faculty Senate

Committee Members: Mark Fitch, Maria Ippolito, Jodee Kawasaki

1) **Goals for AY 2010-2011**

- a) To represent the Faculty Senate on PBAC (Jodee Kawasaki)
Reports were provided monthly.
- b) To represent the Faculty Senate on PBAC Facilities (Mark Fitch)
Reports were provided monthly.
- c) To keep the Faculty Senate informed about the changes in the PBAC criteria currently under discussion at PBAC
Documents containing criteria have been provided when obtained.
- d) To investigate the feasibility of faculty designating classrooms for particular usage types reducing the effort and annoyance of ill equipped classrooms
Additional research indicated the specific concerns related by faculty in the past were of insufficient importance to merit discussions regarding room scheduling.

2) **PBAC Facilities**

- a) A community garden has been approved for a short term experiment. This will be built and managed by the sustainability club. All interested students, staff, and faculty are welcome to contact them to take part. The raised bed will be built near BMH. A contract of responsibilities will be signed with facilities before work begins.
- b) The regents continue to discuss the UAA arena project. Remaining concerns are about funding of street upgrades such as signaled intersections. The regents prefer this not be covered by UAA. \$17 million additional for a larger arena is tentatively in the still captive capital budget.
- c) Progress on the HSB continues. Finish work on the third floor is well under way. The staged move in process is still expected to begin by July.

3) **PBAC**

- a) April 21st -22nd PBAC heard budget requests for AY12 from the deans.
- b) Discussion began on April 29th.
- c) Criteria used are attached.

UNIVERSITY OF ALASKA ANCHORAGE

CABINET STRATEGIC GUIDANCE

Winter 2011

7 March 2011

Final

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.

Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.

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

A. INTRODUCTION

1. This document reflects the UAA Cabinet's current strategic assessment as of February 2011. It provides an updated, comprehensive summary of the UAA leadership team's evaluation of current conditions, assumptions, and priorities.
2. UAA is an open-access, multi-campus university that unites in one major institution the traditional missions of the comprehensive community college and the regional state university in Anchorage and across Southcentral Alaska. The UAA Mission is expressed in the five Core Themes of our institutional accreditation profile: Teaching and Learning; Research, Scholarship, and Creative Activity; Student Success; the UAA Community; and the Public Square. These themes are closely aligned with the strategic priorities of UAA 2017:
 - a. Strengthen and Develop the Total UAA Instructional Program
 - b. Reinforce and Rapidly Expand our Research Mission
 - c. Expand Educational Opportunity and Increase Student Success
 - d. Strengthen the UAA Community
 - e. Expand and Enhance the Public Square

3. This document is intended to guide planning, budgeting, and management of financial resources, people, and infrastructure over a three-year time period within the framework of UAA 2017.¹ In these challenging times, UAA will continue to be ambitious in growing programs to better serve Alaska, its communities, and its peoples.

B. CONDITIONS: ECONOMY, ENROLLMENT, NEW RESPONSIBILITIES, LEADERSHIP TRANSITIONS

1. Taken together, economic recession, continuing enrollment increases, leadership transitions, and tightening prospects for increased general funding present us with major challenges and opportunities.

2. Current evidence shows the national economic recession continues with less impact on Alaska than Outside. Recent data suggests that unemployment is slowly declining, a trend that may continue as recently funded construction picks up. As such, our assumption that the demand for higher education is fundamentally counter-cyclical relative to trends in the “real” economy suggests that the significant enrollment increases seen in Academic Year (AY) 09, AY10, and AY11 will begin to moderate as the economy continues its recovery. We anticipate that the Alaska Performance Scholarship program will contribute to an increase in enrollment, but the volume and timing remain uncertain. Operating conditions relative to population size and trends, employment, and income vary from campus to campus in the widely dispersed communities that we serve.

3. Taking these conditions into account, fall 2011 Student Head Count (SHC) is projected to be 20,744 (an increase of 0.9% from fall 2010). We expect Student Credit Hours (SCH) to be 176,318 (an increase of 3.0% from fall 2010).

4. The University of Alaska Anchorage is the lead university for health academic programs for the statewide system and, as such, has worked for some time to ensure collaborative efforts across the system. As a natural evolution of this role, President Gamble has moved the responsibility for statewide health program planning and delivery to UAA’s Vice Provost for Health Programs in the Office of Academic Affairs. This brings to UAA a significant change in status and a major increases in responsibility.

5. A year ago, a new President was appointed to lead the University of Alaska. A new UAA Chancellor has also been named. As these leadership transitions unfold, it will be important at all levels of the university to focus on strategic continuity within the framework of our mission, our strategic plan, and our accreditation core themes.

C. CONDITIONS: BUDGETS

1. For the foreseeable future, general fund revenues are not expected fully to support program enhancements, new investments, and the relentless growth in fixed costs. As a result of Board of Regents approved rate changes, tuition will be the main source of additional revenue. In these circumstances, the resources for new investment will

¹ The UAA Cabinet Strategic Guidance is a semi-annual document issued in February and July. It is intended to provide guidance for planning and budgeting within the overall framework of *UAA 2017*.

increasingly have to come from internal strategic reallocation (both centrally and in the Major Budget Units), external giving, tuition revenue, and the returns from grants and contracts. The American Recovery and Reinvestment Act (“stimulus”) funding continues to impact the UAA campus, but these funds are not sustaining.

2. The University of Alaska system received an overall 2.8% increase in general funds in FY11 over FY10. UAA did not benefit from any of the \$1,475,000 appropriated to the UA system for priority program enhancement and growth. However, the balance of funding required for operating costs of the CPISB was received (\$429,000). In addition, UAA received \$314,200 in one-time funding for positions associated with the CPISB.

3. We do not expect that significant new general funds for academic program operations will be appropriated for FY12. However, the Governor’s budget for UAA does include operating costs for the Health Sciences Building (\$591,000), and a transfer of the CPISB positions from one-time funding to base (\$314,200). Contract negotiations are underway for the various bargaining units across the system, and at this writing, have not been finalized. UAA is faced with unavoidable fixed costs for the Library, leased facilities, and other commitments. In addition, the projected decline of TVEP funding will require an investment of UAA resources. Early revenue and expenditure estimates for FY12 indicate a shortfall for the UAA MAU of approximately \$4.5M, but when tuition and other revenues become more evident as FY11 moves to year-end, this may be reduced somewhat. The final number will have to be addressed by internal reallocation, both centrally and in the Major Budget Units.

4. We will continue to solicit and steward the corporate and foundation donors that have contributed to the success of UAA, while continuing to place greater emphasis on individual donors, particularly alumni, to ensure sustainable contributions over the long-term. This makes maintaining the number of dollars raised in recent years somewhat more difficult, but it also presents a great opportunity to increase the overall number of individuals who are engaged with and giving to UAA. Gifts from alumni and friends increased by 42% and 140% respectively from FY09 to FY10. Progress in fund development from individuals is evidenced by an FY10 increase of 42% and 140% respectively from alumni and friends, as well as in the FY11 receipt of a \$3M contribution from an individual to establish an endowed chair in the College of Business and Public Policy. Additional highlights from FY11 include a \$2M gift from Providence Hospital to jumpstart fundraising for an endowed professorship in biomedical science and to provide support for Medical Laboratory Technology and the Nursing program. The work of the UAA Alumni Association is also notable having doubled the size and number of alumni scholarships awarded this year, thanks primarily to a single event titled the “Green and Gold Gala.”

5. The FY11 capital budget for the UA system included \$37.5 million for deferred maintenance. In keeping with an established statewide system formula, just over \$10 million went to UAA. The capital budget also contained \$4 million in planning/design for a new UAA Engineering facility, and \$250 thousand to complete the Kachemak Bay facility in Homer. In November Alaska voters approved a large General Obligation Bond that includes funding for the Anchorage Community Arena and Athletic Facility, Kenai student housing and Career/Technical Education Center, Mat-Su Valley Center for Art &

Learning (VCAL) and the Mat-Su College (MSC) Paramedic classroom addition, and Prince William Sound Community College (PWSCC) campus renewal and Wellness Center. In December the Board of Regents granted Formal Project Approval (FPA) for the MSC paramedic classroom addition and the PWSCC renewal and Wellness Center. In February the Board of Regents granted FPA for the Kenai Career/Technical Education Center, approved spending up to \$1 million of the \$4 million to continuing planning of the new UAA Engineering facility, and endorsed the Anchorage Community Arena and Athletic Facility allowing additional planning funds to be spent. Also in February the President granted Preliminary Administrative Approval for the VCAL, the next step in planning prior to obtaining FPA from the Board of Regents.

6. The FY12 capital budget request for the UA system included a second round of \$37.5 million for deferred maintenance (including approximately \$10,163.2 million for UAA). This funding will be applied to the final stages of Science Building Renewal and several other projects supporting infrastructure renewal. Although not in the budget submitted to the Legislature, additional capital funding is required to complete the Community Arena and Athletic Facility at the size recommended by the campus. Funds are also needed to design and construct the UAA Engineering building.

D. STRATEGIC DIRECTION

1. As we cope with these challenging conditions, it is important to take account of our strengths. We are an open-access institution that successfully unites the traditional missions of the comprehensive community college and state university in Anchorage and all across southcentral Alaska. We serve more Alaskans than the rest of the University of Alaska system combined. We are Alaska's biggest source of post-secondary workforce training, career and technical education, and education for High Demand Jobs. We are Alaska's major provider of baccalaureate education in the arts, sciences, and professions; Alaska's largest source of graduates at the master's level; and, in our focus areas, a rapidly expanding source of research-based intellectual capital to serve Alaska's needs. We are Alaska's Health University. Working with industry partners and our colleagues on other campuses, we reach out to the whole state as Alaska's leading provider of undergraduate and graduate education in the principal health occupations and professions. Finally, our students are ever more distinguished in scholarship, research, and the demands of inter-university academic and athletic competition. All of this has been made possible by good leadership, fine faculty and staff, and first-class facilities.

2. Leadership transitions in the Board of Regents, the UA statewide system, and UAA itself are likely to be combined with renewed debates about the roles and missions of the MAUs, their community campuses, and the statewide administration. As these transitions develop, while the statewide system continues to evolve, we will be engaged in the development of a new system strategic plan. These processes underscore the importance of strategic continuity if we are to secure our successes, maintain momentum, and preserve our opportunities for the future.

3. As the UAA Community, including nearly 50,000 alumni, our task is to continue to be ambitious in enhancing our service to Alaska, its communities, and its peoples. Everywhere and always, excellence recognized by others must be the objective and the

hallmark of our work. We will be a University of First Choice by developing our many strengths, focusing on the highest strategic priorities, emphasizing institutional flexibility, nurturing collaborative efforts across UAA and the UA system, and continuing to build first-class programs in concert with our community partners and external stakeholders.

E. ACADEMIC PROGRAMS AND RESEARCH (UAA 2017 Strategic Priorities A and B, Accreditation Core Themes 1 and 2.)

1. Our mission commits us to "serve the higher education needs of the state, its communities, and its diverse peoples." Within that commitment the UA system has focused on academic programs that lead to employment in what are identified as High Demand Job Areas. At UAA we will continue to develop our academic programs in Health, Engineering, Business, Education, Science, and Career and Technical Education, while maintaining our traditional strengths in the Liberal Arts.
2. Success in our academic programs is built upon current and active professional and craft practice, academic research, or creative expression. We will continue to strengthen and expand the research (basic, translational, applied) and externally funded public service components of our mission with continuing special emphasis on those most closely related to our academic program priorities and those where we have demonstrated strength and competitive success.
3. Our strategic emphasis on advanced graduate study continues. We will pursue, in accordance with the UA Academic Master Plan², the establishment of the Ph.D. Program in Clinical-Community Psychology as a genuine joint doctoral program consistent with the intent of the Regents' original program approval. We will present proposals and seek funding to implement professional doctorates in Nursing (DNP) and Leadership (Ed.D).
4. We will strengthen our health programs by increasing the degree to which they are supported by base funding and by reorganizing to focus our resources, to enhance synergies, and to capture efficiencies. A major reorganization of our health education and research programs is currently underway to that end. We will manage the Health Academic Plan as a living document and will support the implementation of the Alaska Health Workforce Plan. As part of our drive to expand and develop medical education for Alaska, we hope to create additional medical residencies and to add the second year of medical education to WWAMI, allowing WWAMI students to complete all four years of medical education in Alaska. We will continue to seek funding for other critical health programs in the areas of primary care, nursing, and allied, behavioral and public health. We aim to expand greatly our output of health research in response to Alaska needs, including research in biomedical sciences, behavioral health, healthy ecologies, and the health-related impact of environmental change. Across the range of our health education and research programs we will place special emphasis on developing multi-disciplinary approaches and building team practice. We need to complete the Health Sciences Building (with operational funding), scheduled to open in Fall 2011, and move quickly to plan and build the second phase of our health campus.

² Formally accepted by the UA Board of Regents 17 Feb 11.

5. Within the framework of our existing Engineering programs we will support the Board of Regents' target of 200 UA undergraduate awards a year. As part of that effort, we will contribute to building cohorts of students in K-12 education who are both interested in the engineering profession and who will develop the math and science skills necessary to success. Beyond undergraduate education in engineering, we must emphasize the expansion of professional continuing education. Engineering research must grow, especially that component supported through competitive federal funding. Research that leverages private sector partnerships is particularly important. To support these efforts, a new Engineering building is required by 2013, the point at which it is estimated that we will have exhausted our ability to meet our requirements with an ad hoc combination of on-campus and leased space. The most recent draft of the Fink Report, commissioned by the Statewide System, states that "the facilities situation has become critical at both [UAF and UAA] campuses."³ On the basis of this report, the Regents have authorized an infrastructure planning initiative.

6. Our programs in Business are strong, productive, and highly regarded. Building on that record of success we want to emphasize the development of entrepreneurial and business leadership for Alaska with a special emphasis on minority and Alaska Native communities. To that end, we want to build executive-style programs in leadership, management, and other needed areas. It is important that these initiatives support university partnerships with professional programs outside the School of Business, particularly with Education, Engineering, and Health.

7. The challenges and opportunities for our Education programs are many and significant. Guided by Regents' priorities and the University of Alaska Teacher Education Plan⁴ we will work to recruit and retain more teacher education students, continue to expand program access through multiple delivery methods; graduate more teachers; prepare more students with qualifications in math, science, and special education; address the many challenges faced by rural schools. In this connection, significant effort should be given to finding a way to continue and expand the Alaska Educational Innovations Network (AEIN). We are committed to the implementation of the professional doctorate in Leadership (Ed.D) and a significant expansion of education policy research as it touches the main problems of K-12 education in Alaska.

8. Across all UAA campuses, career and technical education (CTE) is one of the centerpieces of our academic program and workforce development effort. Our Community and Technical College, for example, includes Alaska's only CTE department. To maintain and develop this effort, we will need to look closely at TVEP priorities and determine which TVEP programs should be moved to base funding. This review is especially urgent given TVEP's uncertain funding. This effort should be driven by good analysis of regional priorities in consultation with our industry partners. We are also especially keen to continue to develop and expand our links with K-12 career and technical education through our Career Pathways, Tech Prep, and dual enrollment

³ *UA Engineering Plan*, Draft E, 24 Jan 11, p R3.

⁴ *University of Alaska Teacher Education Plan*, 20 Jan 11.

programs in alignment with Alaska's CTE Plan, recently endorsed by the UA System and the Alaska Departments of Labor and Education and Early Development.⁵

9. We will prepare our students to be active and effective global participants. Alaska is positioned to interact with the entire world, its nations and cultures. Employers in all fields, including UAA's priority areas, increasingly demand knowledge of global issues, processes and trends, cross-cultural competence, and second language skills. We will build on the initiative represented in UAA 2017, "Organize and expand our internationalization and inter-cultural programs to prepare our students to think, work, and serve in a world being transformed by integration and globalization and accelerate the internationalization of our campus." Emphasis will be placed on programs and activities that increase knowledge of global issues, processes, and trends and that build student ability to think and work effectively in cross-cultural settings. Attention will be focused on internationalizing the curriculum, growing participation in education abroad, increasing the number of our international students, enhancing their on-campus support, and increasing opportunities for faculty and staff development.

10. To support these high priority efforts, we will maintain (and expand and deepen as resources permit) our major commitments to college preparation and developmental studies, Tier I general education, student research (undergraduate and graduate), and honors education.

11. In the current environment, it must be remembered that new initiatives must increasingly rely on improved efficiencies and resource reallocations. For the foreseeable future, they are unlikely to attract significant support from general fund appropriations.

F. STUDENT SUCCESS PRIORITIES. (UAA 2017 Strategic Priority C, Accreditation Core Theme 3)

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

2. Student success is the central objective of all our teaching and learning programs. It has been a major point of emphasis on all UAA campuses for most of the last decade. Given our current estimate of continuing increases in enrollment, it is important to use strategic enrollment management, sound institutional planning, and careful resource allocation to ensure that student access is translated into retention, persistence, academic achievement, completion, and distinction.

3. In keeping with our mission commitment to diversity, we will continue to emphasize the recruitment, retention, and academic success of Alaska Natives, other under-represented populations, and first-generation college students.

4. All dimensions of student success are important, but we shall place special emphasis on the improvement of our rates of graduation in undergraduate certificate and degree programs. This is increasingly an issue of major concern all across higher education in

⁵ http://www.eed.state.ak.us/tls/CTE/docs/CTE_State_Plan.pdf

the United States. At the same time we will continue the development and expanded analytical use of the new UAA Institutional Research Student Learning Progress model that goes beyond traditional metrics to employ broader and more comprehensive measures of student progress.

G. THE UAA COMMUNITY AND PHYSICAL ENVIRONMENT. (UAA Strategic Priority D: Accreditation Core Theme 4)

1. Our mission commits us to serve "the higher education needs of the state, its communities, and its diverse peoples . . . in a rich, diverse, and inclusive environment." Within that overall commitment we will:

- a. continue to develop and enrich the total UAA community by increasing the cultural, social, and intellectual diversity of our students, staff, and faculty; and
- b. construct and maintain a dynamic, state-of-the-art physical environment to support and develop the UAA community; to enrich the relationships between UAA and the communities within which we live; and, above all, to support high quality teaching, research, engagement, and creative expression. Within this objective, safety, sustainability, stewardship, and environmental responsibility are the core values that govern all our work.⁶

2. To better meet the higher education needs of the communities we serve, and to support our emphasis on building diversity in our student body, we must continue to focus on increasing the diversity of faculty and staff, placing particular emphasis on the recruitment, retention, and success of Alaska Natives and other underrepresented populations. We will work to improve institutional policies, processes, and programs that support these efforts.

3. To develop the UAA community, to enhance the quality of student campus life, and to enrich our campus-Anchorage community relationships, we need to build the new Community Arena and Athletic Facility and to revitalize our aging Wells-Fargo Sports Complex. We aim to provide strong wellness, exercise, recreation, and nationally recognized athletics programs with facilities appropriate to a campus expected to grow to over 18,000 students in the largest city in the state.

4. We are grateful that the legislature and the governor provided some funding to address our most significant deferred maintenance requirements, to plan a new Engineering building, and to complete our new facility in Homer, while approving other important infrastructure projects for inclusion in the General Obligation Bond.

5. Beyond these items, we need to plan and seek funding for Phase II of our Health Campus development; the expansion of housing on the Anchorage campus; further development of the Consortium Library; and construction of facilities to support a Native Student Resource Center and the Honors College. Our additional priority community campus projects include a facility-for vocational-technical instruction-in Kodiak.

⁶ UAA 2017.

6. In keeping with our commitments to sustainability, environmental responsibility, and life-cycle cost reduction, we will continue to seek funding for energy retrofits, co-gen facilities, and additional collaborative energy projects with Providence Hospital and our other University-Medical District partners.

7. With respect to information technology, our objective is to create equivalent technology experiences for our students regardless of their location and for our faculty, staff and community patrons at all UAA campuses. New investment is vital to ensure security and reliability, to preserve existing inter-campus network connectivity, to support mobility of faculty and staff, and to meet expectations for “always available” services.

H. ACCREDITATION

1. The Northwest Commission on Colleges and Universities (NWCCU) carried out a full-scale site visit in October 2010. Following a review of the Evaluation Team’s final report, the Commission has reaffirmed UAA’s accreditation, with effect from 7 February 2011. The successful completion of this extraordinary effort as a pilot institution for the new NWCCU process and standards constitutes a major UAA success. All members of the UAA community should know, however, that the completion of the pilot project only constitutes a transition into the first stage of the new seven-year accreditation cycle. We will be required to submit a Year One report to the commission in September of this year. The new regime also requires us to report a larger volume of more complex information more frequently in a shorter timeframe. Analysis for accreditation reporting must now become a regular annual operating function and it must be more closely tied to planning, budgeting, and other external reporting. The task of developing and using meaningful, assessable, and verifiable performance indicators is an on-going commitment. To meet these requirements efficiently and effectively, it is necessary to build a “post-pilot” organization, the overall objective of which is to create a unified, appropriately resourced, evidence-based regime for decision-making and external reporting.

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
x	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	E	Mary Weiss, Nursing (Bethel)
x	Patricia Fagan, Languages, 2 nd Co-Chair and Secretary	E	Paul Landen, Psychology (Kenai)		
---	Nancy Furlow, Director of Alaska Native Studies	E	Sean Licka, Art History		
Consultants and Representatives					
x: Marva Watson, Director, Campus Diversity & Compliance Office					

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

- I. Agenda for March 18, 2011: The entire meeting was dedicated to the Junior-Senior Faculty Mentorship Association Open House, held from 3:00-4:45 p.m. in ADMIN 148. The committee is able to report that the endeavor was a huge success. Prior to Spring Break, and with strong administrative support from the UAA Office of Campus Diversity and Compliance, printed and electronic invitations were sent to all new AY 2010-11 faculty members—ranks ranging from Full-Time Instructor to Assistant Professor—from all campuses, including main and extended. A total of 21 invited faculty members attended the open house who were hosted by fourteen FSDC members and an additional three tenured faculty members in support of the committee’s mentorship project. Highlights of the event are as follows:
- ✓ Introduction to FSDC by Co-Chairs, Drs. Masanovic and Fagan—Mission, Goals, and Members.
 - ✓ Presentation of Guest Faculty Members in Attendance.
 - ✓ Welcome Speech from newly-appointed UAA Chancellor, Tom Case.

- ✓ UAA Workload Overview by Union Representatives, Drs. Nelta Edwards (UNAC) and Trish Jenkins (UAFT): Standard Practice, Contract Legalities, Conflict Resolution Support, and Healthcare Benefits.
- ✓ Informational Session regarding services offered through the Center for Advancing Faculty Excellence (CAFÉ) by Dr. Lynn Koshiyama, Director.
- ✓ Portfolio Sharing: Sample Tripartite and Bipartite Portfolio Binders made available.
- ✓ Sabbatical Leave: Distribution of “Planning and Proposal Preparation Guide” drafted by FSDC member, Yong Cao.
- ✓ Senior-Junior Faculty Pairing.
- ✓ International Faculty Association Initiation Caucus.
- ✓ General Question and Answer Forum. Inquiries regarding the following issues were received from guests in attendance:
 - Identification of helpful UAA Website Pages for New Faculty Members.
 - Publication criteria for Tripartite Faculty Members.
 - Evaluation Review Time-line.
 - Incorporation of Collegial Letters of Support in Retention Portfolio prior to Tenure Review.
 - Selection and Participation on Community or Advisory Boards.
 - Parameters for Volunteer Service and Required Documentation.
 - Length and Scope of Self-Evaluation contained within Portfolio.
 - Individual Faculty Response to Institutional Mission and Strategic Plans.
 - Suggestions for Improvement in existing Research Infrastructure: Office of Sponsored Programs/Grants and Contracts.

It was decided that during the next FSDC meeting in April the members would review what transpired during the Open House and strategize plans to take the next step toward the permanent establishment of a faculty mentorship program, such as training, regular meeting schedule between paired mentors/mentees, and guidelines.

II. Final Meeting Scheduled for Spring Semester 2011 April 15

Respectfully submitted by Patricia Fagan

x	Michihiro Ama	x	Gabe Garcia, Health Sciences	x	Natasa Masanovic, Languages, 1 st Co-Chair
---	Yong Cao, Business	---	Songho Ha, History	---	Susan Modlin, Nursing
x	Ping-Tung Chang, Math (Matsu)	x	Hiroko Harada, Languages	E	Sudarsan Rangarajan, Languages
---	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)
E	Patricia Fagan, Languages, 2 nd Co-Chair and Secretary	X	Paul Landen, Psychology (Kenai)	X	Kevin Dow, Accounting (New Member)
E	Nancy Furlow, Director of Alaska Native Studies	X	Sean Licka, Art History		
Consultants and Representatives					
x: Marva Watson, Director, Campus Diversity & Compliance Office					

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

- I. Review of minutes from March 2011 (Our entire March meeting was dedicated to the first FSDC Mentorship Open House). Unanimously approved with no changes suggested.
- II. Agenda for April 15, 2011. Approved with no changes suggested.
- III. Feedback session: Junior-Senior Faculty Mentorship Open House
Committee members unanimously agreed that the event was a success. Several members talked about the significance of having the newly-appointed Chancellor Tom Case who in his welcome speech acknowledged our first Open House as a worthy service to the University. Members also talked about the energy, encouragement, and enthusiasm that was shared in the room. Additionally, it was noted that the sessions led by Union Representatives were highly informative. Members commented positively on the usefulness of portfolio sharing and the information on sabbatical leave.

IV. Annual Recap of Overall Committee Accomplishments/Fulfillment of Goals

The Committee realized its three goals for AY 2010-11:

- 1.) Create a UAA Senior-Junior Faculty Membership Association
- 2.) Host cultural events on a monthly basis in tandem with established university celebrations and other public square events that support diversity, cross-cultural understanding, and communication.
- 3.) Support for improving visibility of the UAA Alaska Native Studies program on campus and in communities across the state.

V. Agenda for AY 2011-12

- 1.) Implementation plan for UAA Junior-Senior Mentorship Program
- 2.) Revision of FSDC mission statement
- 3.) Marva Watson and Susan Kalina, Co-Chairs: Guest presentation on International and Intercultural Laboratory
- 4.) Additional brainstorming on the diversification of GERs
- 5.) Cultural events, performances by guest artists and performers as a means of embracing diversity and reducing prejudice

VI. Announcement of one informational item. New course in fall 2011:

HNRS A292: Transdisciplinary Approach to Understanding Health Disparities among Asian Americans and Pacific Islanders

Instructor: Dr. Gabriel Garcia.

VII. Meeting adjourned at 4:05 p.m.

Respectfully submitted by Natasa Masanovic

**Institutional and Unit Leadership Review Committee (IULRC)
End of Term (AY 2010 – 2011) Report
May 1, 2011**

The Committee's efforts this academic year have included, in abbreviated format:

1. Discussions with our Provost on uses of survey derived data.
2. Preparation of staff and faculty listservs for CAS, COE, and the Library.
3. Discussions with the Deans of CAS, COE, and the Library on faculty expectations on survey usage by the deans, on the needs of the deans for such data, on the survey's timeline and milestones, and a request that these deans email their faculty and staff encouraging them to complete the survey.
4. Coordination with the Office of Academic Affairs and the IDEA Center (Kansas) on implementing the survey.
5. Advancing the survey via emails during the survey process to the respective faculty and staff of CAS, COE, and the Library.
6. Monitoring survey response rates and responding to faculty and staff questions during the survey period.
7. Ameliorating start date errors by the IDEA Center prior to the survey period.
8. Formulating, in partnership with this Senate's ad hoc Community Campus Committee, a motion adding the community campuses to future surveys; this motion was approved by the Faculty Senate at its April meeting.
9. Meeting with the Provost on April 29th to discuss: repeated difficulties in IDEA's administration of the survey, the timeline for deans receiving their survey results, the question of streamlining the survey, the need for feedback from our deans on the survey's utility, the question of adopting a different survey instrument, and the future inclusion of community campuses.

The survey response rates remain respectable, particularly given that the dean of CAS announced his retirement mid-survey. The response rates were:

- CAS Faculty: 55%
- COE Faculty: 75%
- Library Faculty: 68%
- CAS Staff: 54%
- COE Staff: 73%
- Library Staff: 48%

This upcoming summer the Committee will draft Faculty Senate Constitution and Bylaws changes to incorporate the survey of community campuses. Because the Office of Academic Affairs (OAA) also uses the survey data, the Committee will consult with the OAA on draft language for such changes.

This year's Committee included T. Carter, L. Foster, K. Jones, E. Kopacz, H. Mannion, K. Rawlins, L. Vugmeyster, and J. Vandever. At the present, next year's committee will consist of T. Carter, L. Foster, K. Rawlins, L. Vugmeyster, and J. Vandever. L. Foster will serve as the committee's convener at its inaugural meeting next academic year.

**LIBRARY ADVISORY COMMITTEE (LAC)
SUMMARY REPORT FOR 2010-2011 TO UAA FACULTY SENATE**

- **MEMBERSHIP.** Members of the 2010-2011 Library Advisory Committee were Nalinaksha Bhattacharyya, Robert Boeckmann (Fall), Gina Boisclair (APU Co-chair), Daria Carle, E.J. David (Spring), Leanne Davis, Elizabeth Dennison, Gabe Garcia, Steve Godfrey, Alberta Harder (UAA Co-chair), Elizabeth James, Garry Kaulitz, Sean Licka, Carole Lund, Ann McCoy, Susan Mitchell (Spring), Steve Rollins, Kirk Scott, and Toby Widdecombe. The members were divided among three subcommittees: Library as Place, Library Resources, and Library Services. Eight monthly meetings were held. Susan Mitchell, Consortium Library (CL) Head of Technical Services, attended the October meeting and provided a LibQUAL results status report to the committee. Other guests included Page Brannon, CL Head of Instruction and Reference Services (Oct.), Coral Sheldon-Hess, CL Web Librarian (April), and Mike Robinson, CL Head of Library Systems (April).
- **LAC GOALS AND OBJECTIVES FOR 2010-2011, BY SUBCOMMITTEE.**

Library as Place Subcommittee (LP)

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

Library Resources Subcommittee (LR)

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

Library Services Subcommittee (LS)

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

- **LAC SUBCOMMITTEE OUTCOMES FOR 2010-2011.**

Library as Place Subcommittee (Steve Godfrey, Chair)

Arc Gallery

- The Arc Gallery signboard was fabricated and installed in early August, 2010. Kristen Reynolds helped guide this project to completion.
- The Arc Gallery 2010-2011 exhibition schedule included new fiber works by Keren Lowell, an exhibition of post war printmakers, an exhibition of watercolors by Brian Paulsen and drawings by Bill Leaf, and an exhibition of works created by the CL staff.
- Four exhibits by Celia Anderson, Esther Hong, Susan Matthews, and Susan Bremner are scheduled for 2011-2012

Way Finding Maps

- The signs were installed during the first week of school in the fall semester. The way finding maps will be updated next year.

Chairs and Tables

- Robin Hansen and Susan Mitchell ordered new chairs, tables and carrels which are now in place.

Third Floor Exhibition

- An exhibition of photographs by Jeff Jones was installed on the third floor of the library last fall. This collection of large scale panoramic landscapes photographs of the Arctic National Wildlife Refuge are included in a book entitled "Arctic Sanctuary: Our Collective Refuge".

Security Cameras

- LAP members have been working with Les Secrest from AV Services on the possibility of installing cameras in the Arc Gallery. He recommended two cameras, one in each corner. The cost would be \$1500 for each camera. The installation will be completed next year.

Library Landscaping

- The committee proposed that priority should be put on redoing the gardens on the south side of the building. Steve Godfrey talked with Chris Mizelle, the Director of Facilities, to discuss funding and a time frame. There are plans to get rid of the weeds on the east side of the building and replace them with grass as well as rehabilitate the gardens on the south side of the building.

Library Resources Subcommittee (Daria Carle, Chair)

Increase Funding for Resources

- LR Subcommittee met with Julia Martinez, UAA Advancement, and Jodee Kawasaki, CL Collection Development Librarian, before the February meeting to discuss and identify programs and priorities to support the Library. The possibility of developing a newsletter and holding a reception for donors was also discussed.
- Donation forms specifying the Consortium Library Endowment were distributed to LAC members at the April meeting. Members were reminded of the availability of the UAA Chancellor's matching funds through June 30, 2011.

- Subcommittee member Becky James composed a letter on behalf of the LAC that was sent at the end of March, 2011. The letter, addressed to UAA's administration, thanked them for the additional funds that were added to the Library's base budget last year and requested additional support this year. Copies of the letter were also sent to the Planning and Budget Advisory Council (PBAC) members.

Continue Communication

- Focus group report from AY2009–2010 was completed and the results presented to LAC by Subcommittee member Carole Lund.
- Additional focus groups representing other programs at APU and UAA were discussed, but selection of specific groups and implementation will wait until after the LibQUAL survey is administered this coming Fall 2011.

Coordinate Resources

- Wish list from Subcommittee Member N. Bhattacharyya from the College of Business and Public Policy was brought to the attention of the LAC members in September, 2010. Copies of the list also went to CBPP Dean Baker and Trina Carter, CBPP Library Liaison.
- LR Subcommittee members met with Jodee Kawasaki about the Library's wish list in November, 2010. The wish list is ongoing, with additional items added by the library liaisons, faculty requests, and the Library Dean.

Library Services Subcommittee (Gina Boisclair, Chair)

Marketing of Library Services and Resources

- Plans are being made for promoting library services and resources to UAA and APU faculty and students in AY 2011-2012. Notices will be submitted to Green and Gold and possibly the Library Facebook page. A petition for putting periodic notices on APU Intra-net was submitted to and approved by the APU Dean, but at the present time APU IT does not have the capability to post notices in a changing and timely manner.

Website Usability

- Coral Sheldon-Hess and Mike Robinson demonstrated the new web search tool called Summon at the April meeting.

Academic Honesty and Integrity Tutorial

- APU has adapted the UAA Academic Honesty and Integrity tutorial for use by APU students. The tutorial is posted on APU Intra-net.

Addition of Librarian to LS

- Susan Mitchell joined the LAC in January to assist the LS Subcommittee.

New Faculty / Liaison Reception

- Several LAC members attended the new faculty / liaison reception held on November 12, 2010. The reception was organized by the Library staff.

STUDENT ACADEMIC SUPPORT AND SUCCESS (SASS) COMMITTEE

SUMMARY REPORT FOR 2010-2011 TO UAA FACULTY SENATE

Membership

Members of the 2010-2011 SASS Committee are Stephanie Bauer, Michael Buckland, Connie Fues, Shannon Gramse, Alberta Harder (co-chair), Erik Hirschmann, Trish Jenkins, Tracy Leithauser (co-chair), Linda Morgan, Kamal Narang, Karen Parrish, Galina Peck, Ly Tibayan, and Erika Veth (co-chair). Eight monthly meetings were held. Guests included Shirlee Willis-Haslip, Interim Registrar (Nov. and Feb.), Gianna Ridgeway, Curriculum and Publication Specialist (Nov.), Angela Dirks, ACDLIT Committee co-chair (Jan.), and David Weaver, MAP-Works Coordinator (Mar.)

Goal #1

SASS's first proposed goal is to improve the online class registration process (UAOnline) by including links to course descriptions, prerequisite information, and possibly information specific to each section of courses being offered. For example, students registering for online or hybrid courses would learn more about what they can expect during the first week of classes and throughout the rest of the semester. Ideally, professors would be able to include section-specific information, like specific texts being used and overarching themes for the semester.

The Recommendation

The members of the Student Academic Support and Success Committee recommend the following:

- **The PDF class schedule:** Overall, the PDF outline of the class schedule could be better utilized.
 - We believe it would be helpful for students if a special section was added to highlight course descriptions. Currently, an overall description of each discipline is provided, but in order to locate a general description of each course, students must log into Banner and search for a class for which they wish to register.
 - The PDF should include prerequisite information for each course. This would save time for both students and faculty.
 - It is also our recommendation that the PDF not provide the specific time and dates each course will be offered. This information is subject to change and is often confusing for students trying to register for a course online.
- **Marketing:** The registration process can be a great marketing tool. For example, by including course descriptions and special topics descriptions in the PDF listing and/or the online registration system, students will be enticed to enroll at UAA.

- Location clarity in online registration: There needs to be an improvement of location notations in the PDF and the online registration process. For example, ADM means that the course is located in the Administration Building; ER indicates the course is located in Eagle River, and UC means the course is located at the University Center. Not understanding what each acronym means, a student might very easily assume that all of these classes are within walking distance and sign up for a class at each location 15 minutes apart.
- Search options during registration: It is extremely important that the search functions students use to search for classes in the registration process are clarified. At the moment, the search default is an “all campuses” search, and it is clear that this has led to numerous cases in which students mistakenly registered for classes on the wrong campus. The default for the course search function should be that the student must select one or more campuses before the search can begin.

Goal #2

To find ways to better develop soft skills of students to ensure success throughout college. This can possibly be accomplished via additional college orientations, outreach from the Learning Resource Center, and soft skills workshops.

The Recommendation

An additional focus of the committee was to learn more about Student Affairs initiatives to improve the retention rate of first year freshman. The committee met with David Weaver, who works in the Division of Student Affairs and is responsible for overseeing MAP-Works which is a program designed to support freshman retention. The basis of this program is student self reported data, which comes from the administration of student surveys in both the fall and spring of the freshman year. Based on this data, the program uses predictive models to identify individuals who are at risk of leaving the institution. The program uses a unique and attractive database graphic which allows multiple users connected to each individual student to effortlessly interact with the student, create alerts, and make referrals. MAP-Works enables multiple student interactions in many forms and specifically targets students who are struggling academically, emotionally, financially and/or socially and who are at risk of leaving UAA. From the student’s perspective, the “at risk” student will experience intentionality, i.e., the campus reaching out to the student, rather than the student independently seeking out help from the institution. The first year results show gains in retention for all groups participating in the pilot. Members of the SASS committee see value in the potential of MAP-Works and would like to recommend support for this new approach to student retention.

Additional Committee Work

Angela Dirks, co-chair of the ACDLIT Committee, attended the January SASS Committee meeting and gave an update on student email migration to Gmail and other technology issues.

Erica Veth and Alberta Harder attended the webinar “How We Retain More Students by Intervening Earlier” on February 22, 2011. The webinar was hosted by David Weaver. A discussion on retention strategies at UAA followed the webinar.

Submitted by Alberta Harder and Erika Veth, SASS Committee Co-chairs, May 2, 2011



Faculty Senate

UNIVERSITY of ALASKA ANCHORAGE

April 20, 2011

1

2 Patrick K. Gamble
3 President
4 University of Alaska

5 Dear President Gamble,

6 **Subject: Response of the University of Anchorage Faculty to Fisher Report**

7 In February 2011, the Faculty Senate of the University of Alaska Anchorage established a
8 committee to review the recommendations of the Fisher Report and prepare a response for the
9 Senate. The committee has met several times and also consulted with the UAA faculty in the
10 preparation of our collective response to the recommendations of the Fisher report. This letter and
11 the accompanying appendix constitute our response to the Fisher Report.

12 We understand and appreciate your intention in appointing the Fisher Committee to do an external
13 institutional review. It is the hallmark of every good leader to complement their own knowledge
14 with the specialized knowledge of others. You have a legacy of an illustrious career with the US
15 armed forces and it is very admirable that you sought out an external review to help you in
16 providing leadership to the UA system.

17 However, we are afraid that the report by Fisher Committee is deficient in several key aspects and
18 we do not think the report does justice to UAA or to your intentions. The Fisher report suffers
19 from the following deficiencies.

- 20 ● The report does not fully appreciate the demographic trends of Alaska.
- 21 ● The report makes the assumption that the three MAU's are "one University", when in fact
22 they are separately accredited institutions.
- 23 ● The report often relies on anecdotal evidence and on single samples for justification, when a
24 representative survey of UA stakeholders could lead to a different conclusion.
- 25 ● The report suggests that in the interest of "efficient usage of resource," the growth and
26 development of UAA should be curtailed. Instead we see the University system as a
27 fundamental resource in itself.

28 As such we reject many of the recommendations of the Fisher report. However there are several
29 recommendations with which we agree with the Fisher report. The Fisher Report recommends
30 decentralizing UA Statewide administration and shifting more activities to the local MAUs,
31 thereby empowering the MAUs to better serve their constituencies and function more effectively
32 (see pages 53-56, Fisher Report). This has been a supported idea by many for a long time and is a
33 step in the right direction. But this recommendation needs to be implemented carefully in
34 consultation with the MAUs and not followed *blindly*. Otherwise, a more problematic structure
35 could result.

36 In addition, we agree with the following three recommendations in the Fisher report. The Alaska
37 Scholars program is a good program and should be supported. Professional and employee related
38 decisions are best taken in a decentralized manner. The practice of deferred maintenance is
39 insidious.

40 We believe that the three MAU's should be free to grow and develop as they respond to their
41 dynamic environment. We particularly resent the constant refrain about how UAF must be the
42 doctoral institution and how there must not be duplication. We consider these to be false
43 arguments.

44 Several Fisher Report recommendations hamper the MAUs to serve their constituents and operate
45 efficiently. This is not a statement against MAUs having restrictions, but the deciding factors in
46 the decision making process should be:

- 47 ● Industry needs.
- 48 ● Constituent demand.
- 49 ● Goals of strategic plans for UA and the MAUs.
- 50 ● Marketplace factors.

51 If a business plan for a new bachelor, masters, PhD, or other program at UAA can be shown to be
52 viable, and even profitable, then it should be allowed to be considered by the UA President and not
53 first rejected internally by a UA Statewide group with no industry or constituent representation.

54 The “ten ton gorilla” problem regarding UAA and UAF (p. 7, Fisher Report) is misstated by the
55 Fisher Report. Research competition is not between UAA and UAF as assumed by the Fisher
56 Report. Research competition is between a single UA campus and outside national universities.
57 The big picture is that UA brings in a relatively small amount of external research funding (about
58 \$120M, p. 17-18, Fisher Report) compared to the total available nationally. Each of the major UA
59 campuses could bring in 5 times more research funding and it would still be a small amount
60 compared to the national total, but would be an astounding success for the UA campuses and
61 Alaska. In other words, the national funding “fuel” source is free (i.e. already paid for) and is so
62 large that you should want more engines hooked up to it generating economic power for Alaska.

63 Statements implying or effectively stating that UAF should be the only sciences and engineering
64 campus (p.11, Fisher Report), or obstructs UAA from developing in these areas, are incredibly

65 baseless broad strokes. These type of statements are in direct conflict with the mission of UA and
66 the individual campuses that identify research success as part of their mission statements.
67 Furthermore, these type of statements hamstringing development of two great areas that a university
68 has for obtaining external funding: sciences and engineering. The Fisher Report provides no
69 economic analysis or business plan to substantiate its recommendations that appoint programs to
70 a particular MAU. The hampering Fisher Report recommendations are in direct conflict with its
71 other recommendations calling for more efforts to increase funding for UA.

72 The Fisher Report extensively describes the importance of increasing alumni fundraising
73 (p.58-66, Fisher Report). However, industry and alumni support will be severely hampered if: 1)
74 the programs alumni want for their children at UAA do not exist, or 2) the research and
75 collaborative programs that industry wants in Anchorage, where industry has their headquarters,
76 do not exist at UAA. Thus, there is severe conflict among the various recommendations of the
77 Fisher Report. Again, a key mistake of the Fisher Report is that it makes recommendations
78 without considering the needs of the UA constituents (i.e. the customer) or other marketplace
79 factors.

80 Enrollment data has shown for years that UAA serves the Anchorage area best and UAF serves
81 Fairbanks. However, both UAA and UAF engineering enrollments are growing which shows that
82 growth at UAA engineering is not harming UAF and may be helping it. The demand for
83 engineering from UA constituencies and marketplace factors support programs at both UAA and
84 UAF campuses.

85 The key to unlocking the huge potential of UA for obtaining tremendous funding through
86 research and entrepreneurial activities is to allow development of engineering and sciences at
87 UAA in Anchorage. Anchorage is the center of industry and of the medical community for
88 Alaska. Certainly, stifling UAA, which has with the largest and growing engineering enrollment,
89 is not in the best interest of Alaska industry or Alaskans. Continuing the blind appointing of
90 programs to MAUs without considering marketplace factors is a recipe for failure. This type of
91 past dictating by UA Statewide administration will continue to be a cause for conflict between
92 campuses. It is the reason why decentralization of UA Statewide administration and the
93 strengthening of the individual MAUs are needed. Decisions based on marketplace factors result
94 in decisions that are reasonable and understandable and thus are more acceptable to the campuses.

95 The demographic trend of Alaska is such that the Matanuska-Susitna Borough will continue to
96 eclipse the demographic growth in the rest of Alaska.¹ In the light of this demographic fact, we
97 disagree with the Fisher Report that all research facilities must be concentrated in UAF. We would
98 argue that given the vast size of the State we need to have dispersed Universities which will
99 develop and offer programs to suit their respective dynamic environments.

100 There is nationwide recognition of the value of a strong menu of PhD programs in urban
101 universities. The urban professional population needs convenient access to good programs that
102 offer Masters and PhD degrees. If those programs are not at UAA, professionals will either not

¹Source: Alaska Economic Trends, December 2010, Volume 30, Number 12. It is downloadable from <http://labor.state.ak.us/trends/dec10.pdf>.

103 pursue the degrees or go elsewhere for their education. It is not likely that if an Anchorage
 104 professional decides to move in order to pursue a PhD that the professional will select Fairbanks.
 105 There is a broad menu of West Coast schools actively engaged in marketing to Anchorage
 106 professions for out of state graduate level education. The lack of a good menu of PhD programs at
 107 UAA will, in the long run, reduce the number of the PhD students in Statewide University system.

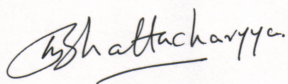
108 We would also like to point out that the nature of future employment is going to be knowledge
 109 based. It is worth noting that the three States in the United States of America which are in the
 110 black as far as state finances go are Alaska, Montana and North Dakota (Source: Map in the
 111 hardcopy edition of the *Time* of June 28, 2010). Out of these three states, two are already taking
 112 steps to invest in higher education. A report in the March-April 2010 issue of *Academe* states :

113 “An examination of the data for fiscal years 2009 and 2010 shows enormous
 114 variations in state funding and in the use of federal funds. For example, state
 115 appropriations for higher education declined 26.1 percent in Alabama (20.1 percent
 116 after inclusion of federal funds), 19.2 percent in Nevada (4.3 percent after federal
 117 funds), and 16.4 percent in Virginia (9.4 percent after federal funds). At the same
 118 time, *appropriations in North Dakota increased 18.5 percent, even though no*
 119 *federal stimulus funding went to higher education. Appropriations for Montana*
 120 *higher education increased by 10.8 percent, jumping 30.1 percent with the*
 121 *inclusion of supplemental federal funds.*” (p.10)²

122 We therefore reiterate that it is imperative to invest in education now and build up our
 123 competitiveness in the knowledge sector. We need to strike the iron when it is hot and at this point
 124 we have a strategic window of opportunity. Only three states in the country are in good fiscal
 125 health and Alaska is one of them. The states of North Dakota and Montana have already taken
 126 steps to build up their infrastructure for the knowledge based economy. Alaska will be well
 127 advised to follow their example.

128 We appreciate your request for feedback on the report. The Faculty Senate at the University of
 129 Alaska Anchorage invites you to visit the Anchorage campus often and speak with our faculty,
 130 staff and students. We look forward to sharing our dynamic University with you and we look
 131 forward to many discussions with you on the future of UAA.

132 With best wishes



133
 134 Nalinaksha Bhattacharyya
 135 First Vice President of Faculty Senate

²Source: 2009-2010 Report on the Economic Status of the Profession, published in *Academe* , March- April 2010 issue and downloadable from <http://www.aaup.org/AAUP/comm/rep/Z/ecstatreport09-10/default.htm>. Emphasis added.

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Appendix

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Faculty Response to Fisher Report University of Alaska Anchorage

139

140 Introduction

141 President Gamble, shortly after his appointment as President of the UA system, commissioned a
142 report by James L. Fisher, Ltd. In January 2011, President Gamble released the report to the
143 public for comments. Faculty Senate of the University of Alaska Anchorage (henceforth referred
144 by the common acronym UAA), by a resolution in the Senate Meeting held on February 4, 2011,
145 set up an Ad-Hoc Committee to draft recommendations for the faculty senate on the Fisher
146 Report.

147 General Comments

148 Comments on Methods and Assumptions

- 149 1. A major problem of the Fisher Report, is its reliance on a few and at times individual
150 anecdotes to support many of its recommendations. In the social sciences, there is a
151 semi-serious aphorism that "the singular of data is not anecdote." That is a way to remind
152 ourselves that while meaningful, generalizable data is certainly made up of individual data
153 points, each individual point of data is merely an anecdote, and therefore not generalizable.
154 Even when the Fisher Report includes numeric data, it is usually data from a single year.
155 Given the dubious methodology their report in general should be viewed with a high degree
156 of skepticism. Of course even a broken clock is correct twice a day. So some
157 recommendations might still be supportable on the basis of common sense.
- 158 2. The assumption of "One University" is used in a very simplistic manner. This assumption
159 of centralized authority and decision making with the President and BOR ignores shared
160 governance and the authority of the chancellor and provost on each campus (as well as that
161 of faculty) and the fact that the three MAUs are separately accredited.
- 162 3. The report does not generally address how changing university programs, demographics,
163 needs, or resources in the state might impact the mission of the campuses, and accepts

164 historical assumptions regarding the role of each campus. They frame growth of UAA as a
165 zero sum game-it must come at the expense of UAF. They ask “First, how much should the
166 UAA campus be developed in size and programs and to what extent might (should) this
167 occur at the expense of UAF? ”(p.7) but fails to ask whether UAA’s development should be
168 curtailed in order to maintain the status quo.

- 169 4. The report references the US News college rankings at several points. An underlying
170 assumption in the Report is that UAF and UAA need to be “highly ranked academic
171 institutions in national higher education surveys.” (p. 10) Much recent research and
172 commentary focuses on the methodology of some of these national studies, particularly the
173 US News and World Report.³ Using ranking makes sense when talking about marketing,
174 but not when talking about the strength or weakness of academic programs. The Fisher
175 Committee’s reliance on a ranking system that is widely known to be flawed raises
176 concerns about the report generally.

177 Other General Comments

- 178 1. As a general rule the authors of this report have a very disturbing habit of drawing
179 conclusions based on a single example. There is a general lack of references/citations.
- 180 2. Many times their comments are just off the cuff comments, rather than reasoned arguments.
181 In several recommendations (e.g., #7) the Fisher Committee recommends decentralization,
182 and then in others (e.g.,#8) more centralization is recommended. It is difficult to tell
183 whether the committee views the optimal organization to be one system with several
184 colleges and universities, one system with three universities that each also include a number
185 of branch campuses, or as one university with several campuses. This particular lack of
186 clarity makes it very difficult to evaluate a number of the recommendations in the report.
- 187 3. They present much material in a manner that did not clarify underlying assumptions, make
188 suggestions concerning very complex issues that seemed overly simplistic in nature, and
189 present numerous questions with out providing much guidance.
- 190 4. The report additionally becomes sidetracked by minutiae.

³For example see The Flaw of Overall Rankings By Robert J. Sternberg published in the January 24, 2011 issue of Inside Higher Ed-available online at <http://www.insidehighered.com/views/2011/01/24/sternberg>.

191 **Comments on Specific Recommendations**

192 Our comments are given in the following table. The table lists the recommendations made by the Fisher Committee and records
 193 our comment in the corresponding columns. In some cases, we have no comments to make.

Rec No	Fisher Committee Recommendation	Page	Our Comments
1	<p>UAA's current strategic plan, which needs refinement, indicates that the institution will "reinforce and rapidly expand our research mission" and that it will "build selected research-centered graduate programs." It is not clear precisely what these statements mean. They could mask wholesale changes, or instead reflect only marginal changes in the current situation. These goals need to be clarified. As a well-placed individual wryly commented, "Sometimes institutions don't accurately interpret their missions." In addition, the plan should become more pointed, i.e., timelines, costs, source of funds and accountable officers, et al.</p>	9 & 10	<p>Periodically refining an institution's strategic plan is certainly a good idea. However, the context for the recommendation is troubling. This recommendation follows in part from the claim that Alaska cannot financially afford two doctoral research institutions. That claim, however, is made with no clear evidence to back it up. Also, even if that claim is true, this recommendation gives little to no direct guidance on how to implement it. UAA needs to develop new graduate programs and expand existing programs, as many students cannot or do not want to leave Anchorage. However this recommendation seems to be a thinly veiled reference to reducing the research goals of UAA, which cannot but adversely impact the development of graduate programs.</p> <p>The comparisons that immediately precede this recommendation are not very appropriate. In the states that are mentioned there are other existing research institutions in the urban population centers. The assumption that UAF should continue to be the "system flagship" is never examined critically. We don't see objective analysis to determine the most effective and efficient use of resources allocated to higher education.</p>

Rec No	Fisher Committee Recommendation	Page	Our Comments
2	<p>We recommend that the UA System: (A) respect the lessons of specialization in graduate work and research and identify a limited number of academic disciplines that will receive special resources and commitment, whether at UAF or UAA; (B) continue to focus UAF on its traditional strengths in the sciences and engineering; (C) focus advanced graduate work and research at UAA on the social and behavioral sciences and education and avoid replicating UAFs primary areas of expertise; (D) locate any future law schoolthe state does not have one currently—at UAA; and, (E) support and expand WWAMI type programs (WWAMI is a collaborative medical school among universities in five northwestern states (Washington, Wyoming, Alaska, Montana, and Idaho) and the University of Washington School of Medicine) in expensive disciplines and courses of study.</p>	11	<p>This is yet another recommendation completely unsupported by analysis. This recommendation seems to assume that particular programs should only receive resources at one campus. This ignores, though, the geographic distribution of college campuses in Alaska. Note also that this recommendation would have UAA focus on the behavioral/social sciences and education, but it ignores the liberal arts entirely. This is puzzling, given that the discussion leading up to this recommendation states that UAF has not been putting substantial resources into those fields. (Also, 2B states that UAF has a traditional strength in the sciences, but the preceding discussion states that UAF has been unsuccessful at creating high-quality programs in the sciences, except for arctic and climate studies. There seems to be some incoherence there.)</p> <p>UAS is oddly missing in this entire discussion, even though one would expect this recommendation to include that university, as well.</p> <p>There has been no critical and objective evaluation of the science and engineering programs and areas of expertise to conclude that UAA should not expand its offerings. We should not be talking about "limited" disciplines unless we know for sure that such programs do not appeal to enough members of the community. Too much administrative guidance as usual.</p> <p>Also, if we hope to attract exciting PhD Scientists in some fields, they need to have graduate students to assist in their research, or else they will not be competitive in grants. So thinking of research always in opposition to UAF is not productive.</p>

Rec No	Fisher Committee Recommendation	Page	Our Comments
3	Despite improvements, reality is that large numbers of students begin studies at the University, but then disappear. (We note here that the high school dropout rate is also unusually high.) There may be valid reasons why UA lags national standards; if not, then the numbers we observe reflect a waste both of human and financial resources. Whichever is the case, the University needs to determine why its performance lags national norms and then, as necessary, outline how it intends to improve the situation.	12	<p>Why students begin studies and then disappear is a good question. We are not sure what “actual data” Fisher et al are suggesting. One would be at a loss to figure out how to collect it besides surveying students who have left, and they are not always easy to find.</p> <p>In part we are using the wrong data. 6 year grad rates are based on first time, full-time freshmen. However the average student age at UAA is 30, only 35 % are full time. 80% work, many full time.(p. 41 of the Fisher Report).</p> <p>There are a wide variety of reasons why students drop out of UAA, e.g. financial, academic, lack of interest. Some students transfer to “outside” universities and obtain degrees there. These students are not tracked.</p> <p>Certainly, more can and should be done to support students. However, this recommendation assumes (and it is a widespread assumption these days) that ensuring college completion for every admitted student, or at least the vast majority of them, should be the goal of every postsecondary institution. Despite that, though, there is also something to be said for college acting as a sort of “quality control” mechanism. That is, if grades actually are intended to mean something, and if it is expected that it can be possible to fail a course, then one would expect that some students will not make it through what is supposed to be a rigorous experience. This is naturally even more the case at an open access university like UAA, where there are inherently fewer filters on the preparedness of entering students.</p>

Rec No	Fisher Committee Recommendation	Page	Our Comments
4	Elsewhere in this report, we argue that the University of Alaska might be well advised to focus its scarce dollars on a smaller number of programs, especially at the graduate level, many of which can legitimately aspire to national rankings. It is not clear to us that some of the doctoral programs at UAF would survive if such criteria were applied. We recommend that the President and the Board take a long look at this situation and reexamine the viability of programs including enrollment, retention, research productivity and graduation.	13	We question the goal of aspiring to national rankings as a goal as opposed to “useful to residents and policy in the state of Alaska.” The President and the BOR should study the enrollment and the number of Ph.Ds awarded in the various programs. For example, if less than 3 Ph.Ds are awarded in a 10 year time frame, the funding could probably be better used in other areas. If a program review is called for then it should be done by the Provost of the relevant MAU.

Rec No	Fisher Committee Recommendation	Page	Our Comments
5	<p>This is a difficult and often treacherous milieu. Nevertheless, we recommend that the University as an institution seek to avoid adopting official policy stances in such controversies, but instead: (A) insist on scholarly integrity and do its very best to avoid shoddy scholarship that will draw legitimate criticism; (B) seek to apply the University's considerable expertise to the analysis of similar problems; (C) via its faculty, offer prospective solutions, but not endorse those solutions; and, (D) actively sponsor discussions of relevant issues and ensure that the University remains a free and open marketplace for ideas. On occasion, it may be necessary to defend academic freedom and free inquiry when interested parties are not pleased with the results of University research, or with the expression of particular points of view. However, untrammelled scholarly inquiry and research are foundation stones of any respectable academic community and the University of Alaska should not equivocate in such situations.</p>	14 & 15	<p>This recommendation seems confused about UA's "official policy." It simply needed to say that UA should support academic freedoms regardless of the consequences.</p>

Rec No	Fisher Committee Recommendation	Page	Our Comments
6	<p>Therefore, it is prudent for the University of Alaska to plan for the possibility that: (A) its general fund support from the State of Alaska might not keep up with price inflation; and, (B) its share of the state's budget might decline. The University should explore what the University would be like if ten years from today, the "real" (after inflation) value of its state appropriation has not risen, or even declined. What activities must the University improve or discard to operate efficiently in such a world? What things must it begin to do if this will be the state of affairs in 2020? What would this imply for tuition and fees? The number of questions that must be answered is almost endless.</p>	15	<p>This recommendation simply means that the University should plan for the future. A large class of recommendations by Fisher belong to this genre-basically sound but not very profound.</p>

Rec No	Fisher Committee Recommendation	Page	Our Comments
7	<p>Hence, we must recognize that a reorganization of the University of Alaska is not a cure all for whatever ails it. Even so, it is apparent that some improvements can be made. These fall into two main categories. First, as it stands, the University of Alaska is overly centralized and devotes too many resources to a command and control regulator model that should instead place more emphasis upon incentives, distinctiveness and entrepreneurial activities. Increasingly, under the authority of the President, UA Systems administrators should act as staff to the Board and provide recommendations rather than wielding final administrative authority. Second, the University's attempt to seamlessly integrate all post-secondary education into the same administrative structure sounds better than it actually works. UA's vocational, technical and community college activities must be accorded greater prominence and not viewed as "four-year lite"(the observation of a sometimes frustrated individual associated with workforce development).</p>	16	<p>UA has become too centralized, and statewide administration has grown considerably in recent years. Each MAU is distinct, and "one size does not fit all".</p> <p>Since Alaska does not have a community college (except PWS), it is extremely important that vocational, technical, and workforce development programs be supported as well as baccalaureate and graduate programs.</p> <p>If we are serious about becoming more efficient, then many of the resources that are currently being used to support the UA administrative structure should be reallocated to other, higher priorities. Instead of an overarching UA administration, we would like to recommend more independence for MAUs and for individual campuses, not less.</p>

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8	<p>Our point is not to concentrate all program-reduction attention on teacher education; instead, why maintain three free-standing teacher education programs, three free-standing MBA degrees, three free-standing environmental studies programs, et al? UA often talks about being “one university” but shrinks from situations where one MAU will supply faculty and courses to another MAU, or one MAU will perform all of a certain type of administrative task for other MAUs. We believe it is time for the UA System to move off the mark on these issues and recommend that the President take steps to see that it occurs.</p>	20	<p>No, UA does not talk of being one University. If we have one university and three campus model, then we should have one Provost and one Senate and one Library. Three separate programs are needed. Juneau, Fairbanks and Anchorage are far apart geographically, and the programs serve the communities in which they are located. We need engineering programs at UAA as well as at UAF, as the population center is in Anchorage. The solution again is for programs to follow students. At the moment, the tail (UAF) is wagging the dog (UA). This statement is contradictory to Recommendation 7 which calls for de-centralization.</p>
9	<p>The problem with this approach is less the courses required and more the comparative absence of empirical evidence that the programs “work.” Have students learned when they finish these programs and is there a measurable “value added?” Have their attitudes changed? Do they become more or less tolerant of the views of others? Are they better able to integrate and synthesize information? How do they compare to other students nationally? How do graduates from UAF, UAA and UAS compare, since they do not complete the same general/liberal education sequences? Does the “capstone” course at UAA designed to integrate knowledge make a perceptible difference? These are important questions and we strongly recommend that the University employ rigorous means to seek their answers.</p>	20 & 21	<p>This is not a recommendation, this is a series of questions. They certainly are important questions, but one has to wonder why this was numbered as a recommendation when no real suggestions are made for either how to investigate these questions, or probably more importantly) what to do with any answers that are found. Are these questions about programs working particular to the UA system or do they plague all universities? We don’t know of any university basing their programs on this kind of research. We would say that the jury is still out on the methodology and relevance. The question about comparing graduates reveals an incredible simplicity of mind when it comes to looking at programs, In the same vein, “Value added” is not a useful measurable term in this context.</p>

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10	We recommend that the President refashion the entire institutional research function with the UA System. If necessary, different individuals must be hired who are capable of performing sophisticated multivariate analyses and that have mastered applicable operations research techniques such as linear programming, queuing and simulations. Most of the heavy lifting in terms of institutional research should occur on the MAU campuses and experts on these campuses can be allocated specific tasks as well by the President. Relatively few central system personnel will be needed and these should focus on recording and classifying data and completing necessary reports.	21	There is somewhat of an irony here, in that this recommendation highlights the importance of sophisticated quantitative statistical analysis but precious few of the recommendations in the report are based even remotely on any sort of quantitative analysis at all.
11	It appears possible for a UAA student to avoid taking a laboratory science. UAF requires two laboratory science courses of every baccalaureate student, and UAS requires one course (although the UAS Catalog does not make this point clear for students). For several reasons, a laboratory science experience is an essential part of a respectable liberal undergraduate education. We recommend that UA require such on every campus.	21-22	A lab science course for the GER is required at UAA. UAA follows the GER requirements approved by the BOR (Page 61 of the UAA catalog). According to p. 82 of the current UAA catalog, all bachelor's students must take 7 credits of science, including a laboratory course. This is easily findable by simply searching for, e.g., the word "laboratory" in the PDF version of the catalog (or, if one uses a paper version, by scanning the headings in the general education requirements). Making such a claim in a recommendation leads one to wonder how in-depth the committee's research actually was. Also, it seems odd that after stating earlier in the report that the needs of associate's degree programs and students should not be ignored, at this point in the report "a UAA student" apparently means precisely a UAA bachelor's degree student.

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12	There is no writing competency exit examination. Given that high proportions of UA students transfer into the campuses where they seek to graduate, and many are mature and hence completed writing courses many years previous, it is important that they demonstrate their ability to write clearly and cohesively. We recommend that UA take steps to implement such an examination. We can guarantee that citizens and employers will approve.	22	A generic writing examination will not allow us to assess a student's writing ability. It is important that our students communicate well, but communication in each discipline is different. It makes a difference whether the sort of writing examination the committee would like to see involves writing for an academic audience, business writing, technical writing, multimodal composition, etc. We are not aware of any university that has a writing competency exit examination in any event none of us had to face such an exit examination. Our GER, capstones and course standards address writing competency. The time and money required to implement a cumbersome exit exam could be spent in better ways.
13	We are uncertain what "academic" writing is (F211, F213). Such labels suggest these writing courses somehow are not aimed at preparing students for effective writing in other situations, e.g., in business, or everyday life. We recommend different titles.	22	These courses are UAF courses. UAA has ENGL courses at the 200 level that are geared towards Literature, Technical Writing, Social and Natural Sciences, and Persuasion.
14	We recommend that UA institute a computer literacy requirement for all baccalaureate degree candidates. The vast majority of students will come to the University with computer and Internet skills, but will not necessarily be familiar with certain software programs and/or search techniques. Computer and Internet literacy has become a prerequisite for the exercise of intelligent and full citizenship and UA should ensure that its graduates have demonstrated such literacy. We note that computer/Internet literacy and library literacy are not identical.	22	This is another cut and paste from previous Fisher reports. We provide many regular and short term courses for computer skills. However, for the most part, setting up a University wide computer literacy (whatever that means) requirement would be like checking to see if students know how to walk. Like the exit exam, it would be another costly administrative headache for the University and more paperwork for students. It is difficult to imagine a student graduating with a baccalaureate degree from UAA without computer/Internet literacy skills.

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15	<p>We recommend that every baccalaureate degree recipient be required to demonstrate competency in a non-English language or culture. UA students will graduate into a world that is increasingly international. The first language of more than one-quarter of all new elementary school students in California is Spanish. In Alaska, approximately fifteen percent of the population speaks a language other than English at the dinner table. Further, language is the repository of a culture; it is essential that UA students come to grips with other cultures, preferably by means of their languages. Both the understanding of UA students and their employability will increase if they acquire facility with a non-English language at the second-year collegiate level. We recommend that UA introduce such a requirement.</p>	22-23	<p>This has also been discussed in the past, and is currently under discussion by a UAA Faculty Senate committee. If UA were to introduce such a requirement through the BOR, the budget implications on the various campuses would have to be considered. Fisher's recommendation on this issue would have been more credible if it had reported the extensive and unique cultural and language research and resources in Alaska and at UAA. We welcome recognition and support. This is one area in which UA is an international leader. The extended campuses play a crucial role in these programs. KPC is proud to host the Dena'ina research and language teaching program that began with original research here in 1989. Note also that the Dena'ina language website is cutting-edge in language instruction. Native languages and Native ways of knowing are important area of research and their results implements throughout Alaska. Also the joint UAF-UAA psychology PhD program is the only rural indigenous psychology program in the country.</p>

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16	<p>UAS's general/liberal education program appears to be substantially smaller in requirements than UAF. The differences between the three campuses are large enough that it is not clear that one could justifiably say the programs are interchangeable. This is odd given the "one university" slogan that UA frequently promotes. Since UA doesn't have rigorous empirical evidence available that speaks to what actually works and does not work in its general/liberal education programs, it is impossible to say whether these differences are helpful or harmful for students. We recommend that UA examine the differences in programs and rigorously determine if they do make a difference in the System's ultimate product, its graduates. To ignore the differences in the programs is to suggest that it really doesn't make any difference what courses students take. One university should have one set of general education requirements.</p>	23	<p>UAA, UAS and UAF all follow the BOR GER requirements, but each MAU can add their own requirements. There is an agreement that GER requirements transfer between the MAUs. Since UAA, UAS and UAF are separately accredited, why do the GER requirements have to be exactly the same at the three MAUs? If one examines other states, e.g. Washington, the various universities do not have the same GERs. At some universities, each college has its own GER requirements.</p>
17	<p>We recommend that the State of Alaska make targeted investments in these areas, as they bode not only address the specific needs of Alaska, but also to attract considerable outside funding. It is plausible for the State to make such investments on an incremental, show us what you can do basis.</p>	24	<p>The report identifies "some promising avenues" for future research, and then recommends targeted investments in these area. Have they conducted a rigorous needs assessment and prioritized these areas for UA? This seems to be presumptuous. This recommendation would get the legislature involved in micromanaging UA.</p>

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18	Incentives count where research is concerned and we recommend that the University reexamine how it utilizes and distributes the indirect cost overhead recovery funds that accompany many grants that it receives. We don't have a formula to offer that magically and optimally distributes these funds amongst researchers, departments, colleges and the University. Nevertheless, the comments of some faculty suggest that increasing the distribution of funds to the actual researchers who generated the funds might induce more grant activity over time. These funds also could be used to nudge institutions (e.g., UAA) in programmatic and research directions consistent with the UA System's overall strategic plan.	24	This "recommendation" actually contains no meaningfully concrete recommendations. The wording is somewhat troubling in that it sounds as though some UA level committee will decide what research is appropriate at which campus.

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19	We recommend that the Board of Regents study extending the WWAMI model to other academic areas, especially high cost, low enrollment programs within particular academic specialties or professional schools. “Buying” spots in reputable graduate programs in others state might save Alaska the expense of operating and equipping small, high-cost graduate training. Veterinary medicine, dentistry, architecture and law could be candidates for WWAMI-like programs, but only if documentable shortages exist that have inflated wage rates. It would make little sense to initiate a WWAMI-like program if Alaska already is able to obtain the individuals it reasonably needs in a particular occupation or specialty.	25	This could be a slippery slope and cause the University to develop a “support” oriented faculty per WWAMI-like program. A University should have the capabilities to graduate students without sending them to another program. Are we Universities or a support institution? This is doing education on the cheap and dirty. The University of Alaska must grow its own professionals. The remark “[unless] able to obtain the individuals [from outside Alaska]” referring to health care providers, veterinarians, dentists, lawyers, architects, shows lack of understanding of Alaska by the Fisher group. The following statement from the 2010 report on health care providers in Cordova http://www.cityofcordova.net/wp-content/uploads/2010/01/1.pdf reflects the situation concerning individuals obtained from outside: They do not intend to stay long term, and they cycle through. They do not get involved in the community and they do not spend money and support the local economy. It is almost like the mindset of health care providers is that medical stints in Cordova are meant to be temporary.

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20	We recommend that UA explore the possibility of sharing distance learning courses with institutions in other states and that it give additional consideration to how it might economize by sharing resources with the Western Governor's University (WGU). WGU offers NCATE-accredited teacher education programs, CCNE-accredited nursing programs through the master's degree, and a raft of business programs through the MBA, all via distance learning. The University of Alaska should not casually cast these programs or their courses aside.	27	<p>At several points the committee raises differences between courses and requirements at UAA, UAF, and UAS as a problem. With this recommendation, however, they suggest introducing yet another institution with different courses and requirements into the mix. Would such differences suddenly become non-problematic if WGU were involved? It is unclear why the committee makes multiple references to the usefulness of WGU without explaining this apparent contradiction. The suggestion to out-source academic programs to WGU is an insult to Alaska.</p> <p>WGU is an on-line college with a 47:1 student to faculty ratio. Even with this unacceptable ratio, the names and credentials of its "faculty" are not published. A March 2009 report for teacher education accreditation http://www.ctc.ca.gov/educator-prep/coa-agendas/2009-05/2009-05-item-19.pdf states only that "interviews and review of vitae indicate that mentors, coordinators, and administrators are qualified for their roles. They hold appropriate degrees for their work and most have previous experience in school settings.(page 10)" As for its curriculum, the same report states that "WGU does not have traditional courses, but instead has a series of domains, sub-domains, competencies and objectives. Many of the sub-domains (courses) were selected by lead (national) education faculty members from a catalogue of existing, internet-delivered self-contained packages to form the base of the teacher preparation program sequence.(page 14)".</p> <p>This process is described in harsher detail in the review http://www.justcolleges.com/online-college-reviews/western-governors-university-review.htm?review=147. While one might question this review, there is nothing on WGU website to counter it. The accreditation, of which it boasts, was not granted without controversy. The Academic Senate of California Community Colleges suggested political and monetary forces behind WGU accreditation, citing mainly lack of faculty: http://www.asccc.org/node/176638.</p>

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			<p>The US Department of Education lists the following data for WGU on website http://nces.ed.gov/collegenavigator/?q=wgu&s=all&id=433387#general</p> <ul style="list-style-type: none"> • Retention rate for first time students: 70% • Overall graduation and transfer-out rates: 22% (this is for finishing within 150% of normal time) • Graduation rates for Bachelor Degrees: 4 years: 20-26%, 8 years: 32% • By ethnicity, graduation rates for American Indians and Alaska Natives: 0%; highest rate is for whites at 27%. <p>While an outside institution may supply course work, they cannot replace local faculty who understand the area where students plan to work and make their homes. We do this by providing faculty and facilities that address labor and professional needs in Alaska. Such objectives can not be met by a remote college. Developing a professional in any field requires more than passing a few distance classes.. Distance education does have role in education but UA faculty are better providers of these courses than an on-line institution outside of Alaska.</p>
21	<p>Many UAF classrooms do not contain the basic smart classroom essentials—a PC, Internet access, a projector and a large screen. Smart boards are somewhat unusual. We believe that special assessments in the form of increasing the student per credit technology fee should be considered to begin to remedy this situation.</p>	27-28	<p>Same applies to UAA.</p>

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22	A system-wide harmonious student records system is an example of where a statewide approach makes sense. We recommend that the President examine why this particular version meets with so much criticism. Do any legitimate problems that exist reside in the software, how it is managed, how it is used, lack of training, or ...?	28	
23	It would take effort for one not to be impressed by the University of Alaska's massive use of technology. We recommend, however, that both the System and individual campuses spend more time evaluating what they are doing with that technology. Strong emphasis should be placed on generating rigorous empirical evidence concerning the University's use of technology and its effect upon learning and subsequent student outcomes such as retention, graduation, and job placement. The questions noted above might serve as a starting point. It is apparent that the University of Alaska already has done some of the analysis called for here; it simply hasn't done enough to justify what now is approaching a \$100 million per year expenditure.	30	We very much doubt that anyone has a demonstrated methodology to find "rigorous empirical evidence concerning the University's use of technology and its effect upon learning and subsequent student outcomes such as retention, graduation, and job placement." Educational researchers worldwide are looking at the impact of technology on education-to suggest that UA solve this issue is not realistic, except for perhaps specific UA applications of technology. It is very easy to ask superficially profound questions when you have no clue about the methodology to find the answers. Also other uses of technology(as for example the ability of increasing student access through technology) are ignored.

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24	Some of the funding for UA's technology efforts is supported by a \$5.00 per credit hour student fee (maximum = \$60 per semester). We believe there is a strong argument for increasing the size of this user fee, provided the proceeds are used directly to support and assist students. Additional "smart" classrooms (noted above) provide such an example, as would additional work stations. We also recommend, however, that UA administrators utilize student advisory committees to assist them in ascertaining how things are working and what things need to be done.	30	At UAA, the Consortium library provides 35 research stations for students. It is debatable whether more are needed, as most students bring their own notebook computers/tablets/IPads /cell phones to campus. Maybe fewer computer labs are needed except when specialized software is needed. Before making such a decision, though, one presumably ought to determine whether the technology investments funded by such fees would actually be worth it. An example: one of us have taught at a university where every classroom had digital projectors funded by student technology fees imposed several years ago, but they were effectively unusable because they were early-generation projectors with a low resolution, and it was deemed too expensive to replace them even given the existing fee structure. We need to avoid trying to build a revenue stream that we then use to create that sort of problem for ourselves.
25	Finally, while UA's technology intensive distance learning efforts are much appreciated by students, it is fair to note that some knowledgeable outsiders believe that UA is not at the forefront of distance education today. "There are some outdated in their approaches and high cost in their operations." said one, who believes the President should bring in one or more acknowledged experts at institutions that either are on the cusp of new developments, or which currently operate highly successful, profitable programs. We concur.	30	Since Fisher Group did not visit KPC nor assess KPC's distance education practices and technology, it is hard to see how they can judge UA's distance programs to be outdated. Also why are the "knowledgeable outsiders" kept anonymous? This recommendation does not give credit to CAFE and the people in educational technology who run great workshops and assist faculty. Before bringing in institutional experts, we should support the programs and people we already have in place to do these things. We would also like to point out that the nursing program at UAA does use a large number of online courses.

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26	In any case, a partial solution to the tension on this issue is to have the Board of Regents adopt refined, distinct institutional mission statements—a step we recommend. We note that as a doctoral, research institution, UAF must be accorded distinctive treatment, or it will fail. However, it is obvious that the majority of the state’s population and resources are located in the Anchorage metropolitan area. Hence, the real questions are: (1) how many doctoral programs should be supported at UAF? and, (2) over time, should some free-standing, distinctive doctoral programs be developed at UAA along with a variety of other graduate and research offerings?	32	And the question that is not asked-Why should not UAA develop into a full fledged Doctoral Institution?The questions posed by the study authors assume that the situation in Alaska continues to reflect past needs and opportunities. We should instead be questioning the underlying assumptions that have been used to make decisions concerning which programs are supported in the various MAUs. Which graduate programs should UA support? Where are they most effectively and efficiently located? The “failure” of UAF is irrelevant. You can’t design an effective system when the design is already skewed by disallowing one outcome.UAA must have enough doctoral students to attract serious research professors. We don’t want to see our career (research) opportunities limited simply because we are at UAA and not at UAF. Productive faculty will consider leaving the University if they do not feel valued by the administration.
27	Nevertheless, the extent to which training, course materials, supervision and evaluation are consistent across the campuses, and sometimes even inside campuses, is in doubt. This is an issue that UA must address, as it speaks to academic quality and maintenance of standards. It is possible that resolution of some of these matters might involve collective bargaining issues, but they do need to be addressed.	33	

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28	The UAFT agreement recognizes that community college, community campus and vocational-technical college faculty are different individuals with different responsibilities. We agree and note that the differing missions and scope of these units is one of the reasons why it would be wise to differentiate further the four-year institutions (UAF, UAA and UAS) from the UAFT-oriented units, and administer them and record their results separately.	34	The UAFT CBA does NOT say that they are different with different responsibilities. The UAFT represents faculty on various campuses. If they think that UA needs to differentiate campuses based on union affiliation, why did they eliminate the community colleges (except for PWSCC)? Also, administrative structure should not be based on union affiliation.
29	Further, we cannot help but note that UAF, UAA and UAS would not be savaged so much in national rating systems if their retention and graduation numbers did not include students from the community campuses who have not already earned an associate degree. We regard this as a win-win proposition for all concerned and recommend that the President move in this direction.	34	
30	We recommend that the President give very strong consideration to negotiating changes in the CBA that will provide more faculty salary flexibility among the institutions and that UAF be accorded a different set of peer institutions that more closely fits its doctoral research role.	35-36	So let's see. UAA cannot be a doctoral institution because UAF is a doctoral institution and UAF should get higher faculty salary because they are a doctoral institution. That's a very circular argument. This appears to be further justification for maintaining a situation where UAA cannot develop doctoral programs. This approach will mean that "salary flexibility" will thus be unevenly applied given that not all UAF faculty have a research component in their workload. Therefore, it does not make sense to accord a different set of peer institutions to the UAF faculty as a whole.

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31	We have two recommendations with respect to the UNAC CBA. First, the President should work to increase the share of the total salary pie devoted to market and merit raises. If the State and the University truly believe in excellence, then they should reward it.	37	The difficulty, of course, is how one defines merit. Is this intended to provide power to define merit via a shared governance model, or to place all of the power to define merit in the hands of an arbitrarily selected group of administrators? Why do they not recommend rewarding the same things for UAFT faculty?
32	Second, the President should end the situation where one external salary survey (the Oklahoma State University study) applies equally to all three MAUs. As we detail below, this has worked distinctly to the disadvantage of UAF, which realistically has a very different set of peer institutions than UAA and UAS. Further, it also sometimes has resulted in a strange pattern of faculty raises that one administrator has labeled “anti-merit”.	37	The University does not use one comparator for all faculty at UAA but should. Salary comparators should not be based on union affiliation

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33	<p>Regardless, we recommend that the President commission a new faculty salary study that compares UAF, UAA and UAS faculty salaries to those at carefully selected peer group institutions for each MAU. UAF, UAA and UAS each should have the opportunity to participate in a new and updated selection of peer group institutions, which should reflect comparable size, missions, programs, research output, etc. The goal should be to substitute MAU-specific peer groups for the Oklahoma State University salary study and to amend the CBA as necessary. Such a new analysis should take into account of cost of living differentials and attention also should be given to differing supply/demand conditions, academic discipline, level of programs, and external market factors. Coincidentally, such a study also will present an opportunity to examine if the University has any protected class salary problems relating to gender or ethnic origin. If, after adjusting for relevant other factors, such an analysis leads to the conclusion that salary adjustments need to be made for either individuals or groups, then the President should recommend a plan to the Regents to do so and make it a priority in collective bargaining.</p>	40	<p>The data that is referenced in the lead-in to this recommendation doesn't actually support the report's claims about UA faculty salaries or rather, the data presented seems to support the claims, but the conclusion is flawed due to a questionable approach to the data. Comparing UA faculty salaries to salaries at peer institutions is good, and comparing costs of living in Alaskan cities with those elsewhere is good, but doing them separately distorts the picture. In order for the comparisons to be valid, the report shouldn't have compared salaries at UAA to universities in small cities (read: lower salaries), but then compared Anchorage's cost of living to large cities (read: higher costs of living). This is the sort of error that would result in a paper being summarily rejected from a quantitative journal; that the writers of this report considered it acceptable here raises questions about the rigor of any of the analyses in the report.</p> <p>Specifically, the Fisher Report compares Anchorage to several Western US cities, a Western US average, and a US average. It doesn't compare Anchorage's CPI to a comparable city. The Western and National averages are pushed higher by very expensive and very large urban areas. According to the data in the Fisher Report, Anchorage will not appear to be too expensive to a job candidate from New York or San Francisco, however, our cost of living would be considered outrageous to a candidate from many cities in the mid-west. When Anchorage is compared to cities of comparable populations, it is a totally different story. Anchorage is approximately 30% more expensive than those comparable cities.</p> <p>In any event, if such a study is commissioned, it needs to take into account not just institutional characteristics, but also community characteristics.</p>

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34	We strongly commend the Alaska Scholars program, but nevertheless recommend that the President probe its effectiveness along with the University's other financial aid programs. To wit, precisely how successful are all of the University's scholarship programs in terms of retaining and graduating awardees and how many awardees subsequently remain in the state if they graduate? Are there notable difference between and among the academic disciplines in terms of Alaska Scholars attractiveness and success? Would it make more sense to offer more (fewer) scholarships with higher (lower) stipends? Should an attempt be made to endow the well-regarded UA Scholars Program?	42	Any increase in student scholarship programs would be a good idea, due to the increasing cost of tuition.
35	We pose these questions in the context of what we believe should be a general examination of how the University utilizes its scarce scholarship funds. Ideally, the University will expend its limited scholarship funds strategically in order to attain specific goals. Software now exists that permits institutions to vary their scholarship and financial aid offers in order to reach certain goals, e.g., maximization of enrollment, or other magnitudes such as SAT scores, retention, graduation, etc. We recommend that UA explore such software. This would permit intelligent strategic decision-making with respect to enrollment.	42	We are somewhat skeptical about the simplistic claim that we only need to have this software and change financial aid to have higher retention and graduation rate.

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36	<p>“Bureaucratic” is an adjective often utilized by UA students to describe their interactions with the University. Many would like more variety and improved quality in the food selections they may choose from; more and less expensive parking; and, more responsive financial aid service from individuals “who sometimes regard us as adversaries.” These are items that UA should work on, though in truth these complaints differ little in tenor and amount from those one hears on nearly any state university campus. If there is a difference here, it is that the University’s retention and graduation rates are sufficiently low (see below) that the University really does need to determine why so many of its students drop out.</p>	43	<p>As we mentioned in our comments to the previous recommendation, we are somewhat skeptical about the simplistic claim that we only need to have this software and change financial aid to have higher retention and graduation rate.</p>
37	<p>In general, students typically spoke in favor of strictly designated fees, whether for additional computer work stations, more Internet bandwidth, additional on-campus entertainment, or intercollegiate athletics. We recommend that the President explore such possibilities with student leaders and determine what, if any, designated fees students might favor in order to improve the quality of their lives at the University.</p>	43	<p>Student fees should be used in the area for which they are intended.</p>

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38	<p>A host of factors can be deduced to account for the disappointing retention and graduation performance of University of Alaska students. The most important appears to be the fact that all three major MAU campuses also function as community colleges and technical institutes. As such, they enroll a wide variety of students who variously have no intent of obtaining a degree, or already know they will move, or are under prepared. Distinctive history and culture, financial pressures and the state's weather possibly all may play a role. It is clear that one reason some students depart from UA is the comparative absence of campus-based, need-based student financial aid.</p>	45	<p>The "it is clear" in the last sentence of this recommendation implies that some sort of comprehensive study has been done, but we see no reference to it in the report. Was such a survey done, or is the committee extrapolating from a small number of anecdotes here? Why students begin studies and then disappear is a good question. We are not sure what "actual data" Fisher et al are suggesting. One would be at a loss to figure out how to collect it besides surveying students who have left, and they are not always easy to find. In part we are using the wrong data. 6 year grad rates are based on first time, full-time freshmen. However the average student age at UAA is 30, only 35 % are full time. 80% work, many full time. (p. 41 of the Fisher Report).</p> <p>There are a wide variety of reasons why students drop out of UAA, e.g. financial, academic, lack of interest. Some students transfer to "outside" universities and obtain degrees there. These students are not tracked. Certainly, more can and should be done to support students. However, this recommendation assumes (and it is a widespread assumption these days) that ensuring college completion for every admitted student, or at least the vast majority of them, should be the goal of every postsecondary institution. Despite that, though, there is also something to be said for college acting as a sort of "quality control" mechanism. That is, if grades actually are intended to mean something, and if it is expected that it can be possible to fail a course, then one would expect that some students will not make it through what is supposed to be a rigorous experience. This is naturally even more the case at an open access university like UAA, where there are inherently fewer filters on the preparedness of entering students.</p>

Rec No	Fisher Committee Recommendation	Page	Our Comments
39	At the end of the day, it is apparent that UAF, UAA and UAS in many ways are not comparable to many of the state universities to which they are compared. Nevertheless, it is incumbent on the University to do more than it has to find out why the University falls short in this arena and take remedial steps.	45	If these Universities are not comparable, then why compare them? Also the last sentence is an example of a category of statements which are basically sound but not very profound.
40	We strongly recommend that the President of the University of Alaska make the improvement of student retention and graduation one of his very highest priorities in the next few years. The focus should be upon discerning facts, causes and remedies. To ignore this problem is to waste the resources both of students and the State of Alaska.	45	It certainly is a widespread assumption that student retention and graduation rates are a crucial measure of the strength of a university, but this is generally phrased as an assertion without evidence (as it is in this report). However, 100% retention and graduation rates could well signal a university that expects no learning or other work from its students (aside, perhaps, from the payment of tuition). This seems to be an area where the individual campuses are best situated to examine the circumstances that are contributing to retention and graduation problems, rather than have this be a centralized task.
41	Alaskans now are among the most lightly taxed citizens in the country and changing this circumstance will neither occur quickly, nor without substantial political carnage. While such discussions occur, however, state financial support for the University of Alaska could dwindle. The University should anticipate such circumstances and begin to model less generous budgets. Unfortunately, we observe the strategic plans of UAF, UAA and UAS largely do not appear to reflect such possibilities and appear to assume, or at least hope for, worlds worthy of Dr. Pangloss.	47	We do not think the subject of taxes is appropriate here.

Rec No	Fisher Committee Recommendation	Page	Our Comments
42	repetitive financial cuts at the margin on all programs spread mediocrity. In the long-term, we believe it would be far better that the University completely eliminate whole programs and departments in order to sustain its support for its most vital and highest quality programs.	47	This recommendation has huge implications, but as is so often the case in this document, it is woefully short on guidance. We would be interested, for example, to learn what the writers of the report consider to be the characteristics of "most vital and highest quality programs". Without such details, this recommendation is not implementable in any coherent way. Eliminating programs that were "underperforming" was under consideration in the mid 90s. One has to be careful to maintain programs that contribute to a well-rounded education.
43	We point this out because UA is not without needs and might well find it attractive to float bonds for student housing or other revenue-generating activities in the future. Suffice it to say that the UA System has the ability to do so though this would require some reallocations.	47 - 48	
44	President Gamble and the Regents should bear this in mind as they consider reorganization. System administrators portray the classic "We're from the government and we're here to help you," attitude, commented a sarcastic administrator. "Sometimes they just come looking for work and problems," commented a faculty member. We deal with recommended reorganizations of the UA System in another section. It is sufficient here to note that the major place in the UA System where commentators see inefficiency is in the UA System Central Office. Whether or not fair, this is a widely held view. .	49	Finally someone says this. How long has it taken for someone to spell "administrative bloat"? It is worth noting that the biggest need for reorganization is at statewide where many dollars are spent and few students are served.

Rec No	Fisher Committee Recommendation	Page	Our Comments
45	We recommend that the President charge appropriate staff with the investigation of public/private partnership possibilities with respect to housing, but also with respect to a variety of other activities that might be carried out jointly (including partially privatized services, joint research and development projects, real estate developments, etc.). The President and the Board ultimately might opt not to do any of these things, but nevertheless should make themselves aware of the potential benefits and costs before it makes its choices.	50	Public-private partnerships have some advantages, but they have several disadvantages, as well, ranging from the easily measurable (e.g., the inclusion of a profit motive often drives up the cost to consumers or employees) to those difficult to measure (e.g., conflicts resulting from differences in institutional culture). It is worth noting that universities might be able to gauge the positive and negative aspects of such ventures better than many organizations, as long as they find a way to tap into the knowledge base of their own faculty, specifically those faculty with expertise in the subject.
46	UAS does not compete in intercollegiate athletics, a circumstance we do not believe should change. While intercollegiate athletic teams might improve UASs identity, community support and student recruitment, they usually bring with them a variety of problems and expenses. Their operating costs would be high and initiating teams would require major investments and general fund tax subsidies for facilities, staff and travel. This seems an ill-advised course to follow at this stage in UAS's development.	51	

Rec No	Fisher Committee Recommendation	Page	Our Comments
47	At the end of the day, however, we recommend that the respective campus chancellors keep a close eye both on programmatic expenses in intercollegiate athletics and the amount of time student athletes are unable to attend scheduled classes because of their lengthy road trips. Intercollegiate athletics have gotten more presidents and chancellors into trouble than virtually anything other than presidential houses. Vigilance, good hiring and observable interest in each university's teams will go a long way toward avoiding scandals.	52	
48	While the recipe might differ in other states, there are sound reasons in the case of Alaska to centralize programmatic approvals, technology standards and related major technology resource decisions (such as the adoption of common student, employee and financial records systems), the allocation of capital and buildings, the assessment and formulation of budget requests, the overall allocation of maintenance reserve funds, negotiation of collective bargaining agreements (though we see no reason why each MAU might not have its own CBA and be heavily involved in that negotiation) and fringe benefit programs.	53	What are these "sound reasons"? The answer to this question, and it is an important one, is unclear from the report. UA does have a System Academic Council that reviews new programs, and decides which programs to send to the BOR for approval. We do not agree it would be a good idea for each MAU to have their own CBA.

Rec No	Fisher Committee Recommendation	Page	Our Comments
49	On the other hand, there is no persuasive reason why individual professorial and employee evaluations, nearly all hiring, college and departmental budgets, faculty promotion and tenure, disciplinary specific curricular decisions, the provision of student services, alumni activities, fund raising and most institutional research should be centralized. Individual campuses are much closer to the action.	53 - 54	We agree. UAA, UAS and UAF are separately accredited universities. It makes no sense to have faculty evaluations, curriculum, and faculty promotion and tenure reviews done at the statewide level,
50	Note that much greater individual campus autonomy often is sensible in states that boast much larger financial and population bases and multiple large metropolitan areas. In such circumstances, competition among institutions and the development of distinctive, specialized campuses often is highly desirable. Plainly speaking, we do not believe the State of Alaska has sufficient population and resources to permit such unrestrained competition.	54	It is unclear why the committee draws this conclusion. This is particularly the case given that earlier recommendations seem to assume that there is enough competition between UAF, UAA, and UAS that students could easily move from the one to the other when, e.g., they change majors (see recommendation #2). Why are the campuses seen as being in close competition in those cases, but not when it comes to campuses developing their own missions? This paradox is never resolved in the report.

Rec No	Fisher Committee Recommendation	Page	Our Comments
51	<p>The command and control regulatory model that the UA System has is perceived to have adopted over the past decade is in need of clarification and modification. “The statewide people act like they’re listening, but in reality they’ve already made up their minds and they’re simply trying to look reasonable”(the telling comment of an administrator whose sentiment was oft repeated). Rather than issue obiter dicta from Fairbanks, the UA System administration henceforth should emphasize well-designed incentives (often financial, though sometimes in the form of privileges relating to processes and local decision-making) to its institutions. The institutions will respond if the incentives are intelligently designed, clear and the process is not polluted. They need not be dragooned into certain behaviors. Indeed, they will increase their entrepreneurial behavior if incentives exist for them to do so. We note in passing that entrepreneurial behavior sometimes has been in short supply in the Alaska system of higher education. In any case, institutions predictably react negatively to, and even actively subvert, fiat that seem not to recognize their individual circumstances.</p>	54	<p>It states that incentives will inspire “entrepreneurial behavior”. What exactly is entrepreneurial behavior in higher education? We always have plenty of new ideas. It is a truism to state that incentives will simply inspire behavior moving toward the direction that the incentives point. This is not entrepreneurial behavior, this is simply a rational response to a directive stimulus.</p>

Rec No	Fisher Committee Recommendation	Page	Our Comments
52	Increasingly, UA Systems executive staff, under the authority of the President, should act as staff to the Board and provide them with analysis and recommendations rather than wielding final administrative authority. If all parties behave intelligently, mutual respect will follow. We note here that central board staff often have earned the respect in similar situations in other states.	54	The Fisher Report seems to recommend in two different places that the “Administration” should be the handmaidens of the Board of Regents. The result will be that that the Board of Regents, who are politically appointed individuals, would then be micromanaging the entire system. To be sure, the Board of Regents should set the overall mission and goals. However, the Fisher Report appears to see micromanagement by the BOR as a benefit and encourages it be enhanced. If this is in fact the intent of this recommendation, this is a highly problematic model.
53	One of the more productive functions that the refashioned central staff might accomplish is to encourage the development of joint and cooperative academic programs within the system. The clinical/community psychology doctoral program provides a template for such programs. Courses, faculty and support are shared and students have the ability to benefit from a much larger portfolio of resources and specialties. With appropriate incentives, we are convinced that a variety of other programs could be mounted in the same fashion. We also note in passing that this constitutes a very nice way to provide UAA with additional advanced graduate responsibilities without granting it free-standing doctoral program authority and the concomitant additional costs that inevitably would accompany such a development.	55	Where the report uses the phrase “this constitutes a very nice way to provide UAA with additional advanced graduate responsibilities without granting it free-standing doctoral program authority”, one could easily instead read “this constitutes a very effective way to deny UAA any independence with regard to doctoral program authority”. The phrasing used by the report’s authors sounds more generous, certainly, but the actual effects of both phrasings would be the same.

Rec No	Fisher Committee Recommendation	Page	Our Comments
54	The model we have outlined here assumes that the size of the current UA central staff may be reduced, perhaps in the target range of 60 to 80 positions (down from an estimated 200 today). Note that Virginia, which has a highly regarded public system of higher education, maintains a State Commission for Higher Education with a staff approximating 40. The Virginia system, of course, is less bureaucratic and more entrepreneurially oriented than the UA System. We recommend that the Board allocate some of these savings to the MAUs, some to the support of community college/vocational/technical education, and that some be retained to help provide incentives to encourage desired future behavior.	55	We agree that SW administration is bloated, and that many of the positions can be cut without a negative impact on operations.
55	Recognizing this, the major change we have to recommend is to accord UA's vocational, technical and community college activities much greater prominence and not viewed as "four-year lite"(the observation of a sometimes frustrated individual associated with workforce development).	55	Workforce Development and technical/vocational programs are important to the state economy. These days, these programs usually require computer/mathematics/communication skills.

Rec No	Fisher Committee Recommendation	Page	Our Comments
56	<p>We do not believe tuition and fees at the community colleges/community campuses/vocational/technical units should be identical to that at the senior campuses. Indeed, they should be lower. Further, the statistical results associated with the community colleges/community campuses/vocational/technical units should be reported independently of the senior colleges. This will cure a variety of external visibility and ranking problems.</p> <p>In addition, in the state's two largest metropolitan areas, formal, named community colleges should be created. In the case of Fairbanks, the Tanana Valley campus already serves some of these purposes. These campuses should permit UAF and UAA to begin slowly to increase their admissions standards and to focus student services. Note that the creation of these community college units definitely does not imply the construction of new campuses.</p>	56	<p>In 1987 Anchorage Community College merged with the University of Alaska, Anchorage due to a budget crisis. It took an enormous amount of time and energy to merge curriculum and departments. We cannot imagine splitting departments, and starting all over again. Standards can be imposed for programs. Many of the vocational/technical programs are nationally accredited, and have very high admission standards. The Tanana Valley Campus in Fairbanks is now named the UAF Community & Technical College. UAA has a Community & Technical College.</p> <p>Regarding tuition, at least at UAA, something related is already being done: Tuition is lower for lower-division courses than for upper-division courses. The authors of the report do not seem to evaluate whether they find this approach an acceptable policy or not. This recommendation of Fisher sets up a system of 2nd class citizens relating to faculty, students, etc. It is divisive and causes friction between departments, how courses transfer, etc. We are not sure what the problems are that they are trying to fix regarding ranking, etc. This is an example of academic elitism. They show their total lack of understanding of the system and the region.</p>

Rec No	Fisher Committee Recommendation	Page	Our Comments
57	The lesson of best practice advancement across all institutional types is three-fold. Members of governing boards must assume responsibility for the advancement effort; it cannot be completely delegated to presidents, no matter how pivotal a role they must play. Second, the governing board, the president, and the professional(s) in charge of the basic functions of advancementnamely alumni relations, communications (incorporating university and government relations), and fund- raisingmust work as an integrated team. Every function (alumni, public relations, et. al.) must be related in terms of attracting resources (dollars). Finally, the professionals in charge of these three principal advancement functions must be forward-thinking and broadly competent professionals who enjoy the respect of the academic community they exist to serve. The absence of any one of these characteristics will seriously weaken any institutional advancement program.	59	
58	New Foundation Board of Directors members should be recruited and trained to take responsibility for the fundraising performance of the University.	60	

Rec No	Fisher Committee Recommendation	Page	Our Comments
59	We suggest a reorganization along the following lines: the office of the President should be the prime agent for corporate research working in close conjunction with the several campuses but virtually all other fund raising activities should be housed in the separate campuses. Typically, alumni and others do not give to systems; indeed, the UA System office is not accredited. Their prime loyalty and sense of obligation is to their individual alma maters, but we note here that whatever, thoughtful consideration should be given to Curt Simic's recommendations.	61	The fact that the system is not accredited and the fact that loyalties of alumni are towards their respective Alma Mater is certainly at variance with the oft repeated justification of "one university" touted by Fisher.
60	The key to private support is relatively simple: do it "right" and support will be forthcoming, and it has not been done "right" in Alaska. The national average for alumni giving is over 17 percent, and some institutions go as high as 60 to 70 percent. The alumni giving percentage is the prime denominator for effective planned giving, capital campaigns and even corporate support. The President and the three Chancellors must each take thoughtful note of this. There are countless publications and conferences available, and Alaska, with its extraordinary academic culture, will be an ideal place to raise support for public higher education. There is only one private institution, Alaska Pacific, and it is relatively small but has a president who appears to appreciate the methodology of fund raising.	63	UAA is an economic engine for Alaska and Anchorage. This should be stressed more, because many people think we are a drain on state resources.

Rec No	Fisher Committee Recommendation	Page	Our Comments
61	We recommend staffing the program as necessary and then carefully monitoring the costs. As a guideline, every new dollar spent should generate additional revenues of \$6 to \$8 over time.	63	
62	We recommend the employment of an appropriate firm to conduct a feasibility study for a capital campaign. Such a study, independently and anonymously conducted, will test the University's case for private support and help to determine the level of interest by current and prospective donors in providing funding through a comprehensive campaign.	63	More consultation? Wasted money.
63	An immediate major gifts and planned giving effort, coupled with the implementation of new processes, should lead to a prompt and positive impact on the "bottom line," engaging alumni and friends in the future of the University while setting the stage for successive campaigns.	63	
64	What is required, then, is a much more analytical, even hard-hearted evaluation of alumni activities and personnel. The bottom line is that either the events and the personnel demonstrably improve the University of Alaska's position, or they should be modified or abandoned. We recommend that each campus analyze its alumni events and personnel to determine the extent to which there is evidence that they actually further UA objectives, particularly alumni and fund raising. As noted below, as is often the case in "the lower 48," we recommend that each of the campus alumni officers be primarily responsible for the annual fund.	66	

Rec No	Fisher Committee Recommendation	Page	Our Comments
65	Additional opportunities remain in creating focus, use of graphics and photography and in targeting future students and families as well as in cross-marketing, using print publications to drive audiences to the excellent website, among others.	67	In recommendations # 65- #72 the Fisher report is getting into micromanaging.
66	Opportunities to strengthen the System website include stronger use of photography for impact (a need in many publications, as well), a direct link to admissions information for prospective students and families (although it is likely that many would go first to the individual campus sites, which do provide such links) and more interactive features to encourage repeat visits. Many photos on the home page are run too small for maximum impact, and this is also true in many publications. Best practice is fewer photos run larger. Quality of some photos is also mediocre, with too many posed shots of people and not enough showing genuine interaction.	68	In recommendations # 65- #72 the Fisher report is getting into micromanaging.
67	Publications appearing to target potential students and families feature a secondary tagline, “Learn, engage, change” (University of Alaska Southeast). This, plus a more consistent brand and family look, might be encouraged throughout publications of constituent campuses. For out of state students, who represent a strong source of higher tuition revenue, the advantages of studying in a diverse, outdoors-oriented Pacific Rim environment could appeal to students in many disciplines.	70	In recommendations # 65- #72 the Fisher report is getting into micromanaging.

Rec No	Fisher Committee Recommendation	Page	Our Comments
68	Photography is an area that needs to be addressed throughout. As noted, many photos are run too small for impact. Too many are obviously posed, showing either no or little interaction, with subjects staring directly into the camera. In others, such as the front page of the Winter 2009 System newsletter, shots of equipment appear with no people for context. Some photos could benefit from tighter cropping. An upgrade in this area would benefit the entire publications and web areas.	70	In recommendations # 65- #72 the Fisher report is getting into micromanaging.
69	System Newsletter. In addition to enhanced photography, as noted above, high-priority needs for this publication are reduced word counts to avoid a cluttered look and to enhance readability and a less static, more contemporary design.	70	In recommendations # 65- #72 the Fisher report is getting into micromanaging.

Rec No	Fisher Committee Recommendation	Page	Our Comments
70	On the front page, for example, the “Inside This Issue” sidebar is much too copy-heavy, discouraging readers from venturing inside. Simple bullets without text would be more effective. Inside features such as “Partnering with business and industry” (pages 2-3, Winter 2009 edition) similarly contain too much “gray”. Use of bolding, subheads and larger boxes/screens would make this spread more reader-friendly. Photos without people are uninviting and lack context, and cutlines are too small to read. Call-outs should be run larger with enhanced spacing and leading. Photos bled off the edges of the page would create a less “boxy” look while allowing for greater impact. The use of phone numbers, websites and e-mail addresses to drive readers to the relevant site at the bottom of the page is effective, but could be run one or two points larger.	70	In recommendations # 65- #72 the Fisher report is getting into micromanaging.
71	Even given budgetary constraints requiring two-color, the second color could be used more effectively in boxes, graduated screens, sidebars and spot color. If budget permits one color signature inside, it would enhance the graphic appearance. More illustration and graphics, in addition to photos, would enhance readability and break up copy.	71	In recommendations # 65- #72 the Fisher report is getting into micromanaging.
72	Generic 4-Panel Color Publication. The entire piece, however, appears cluttered, with too much copy and some point sizes too small to read easily. Either a panel needs to be added, or copy needs to be cut in length.	72	In recommendations # 65- #72 the Fisher report is getting into micromanaging.

Rec No	Fisher Committee Recommendation	Page	Our Comments
73	Facts, Not Fiction This piece is extraordinarily effective graphically, with an attractive color palette and excellent content. If it is not presented online, it should be, perhaps as rotating images on the front page. Other uses for the “Did You Knows?” could be explored - perhaps as tent cards at System-sponsored events, on the back of business cards, as sidebars in the newsletter, etc.	72	Recommendations #73 to #82 are too focused on minor issues.
74	University of Alaska at a Glance. Again, some of this information “successes in efficiency” could be presented on a rotating basis on the homepage. Copy on the back panel is crowded, and the graphic, “State Appropriation Comparison” run too small to be easily read.	72	Recommendations #73 to #82 are too focused on minor issues.
75	Training Tomorrow’s Workforce Today. The same comments made above about point size of the font, reduced word counts and use of colored screens behind copy to break up “gray” apply to his publication. Copy reversed over some sidebars with colored screens is difficult to read because of small type and lack of contrast. While the color palette and use of second, third and fourth colors are effectively graphically, design must always support content and messages.	72 - 73	Recommendations #73 to #82 are too focused on minor issues.
76	In addition, while some photos are excellent, well-composed and well-cropped, most are run too small to be effective. Use of bullets to summarize key messages is effective, particularly on the back cover, a space often wasted in publications.	73	Recommendations #73 to #82 are too focused on minor issues.

Rec No	Fisher Committee Recommendation	Page	Our Comments
77	In this and other publications, thought should be given to using them as vehicles to driving audiences to the excellent System website, permitting reduced word counts with additional information available online.	73	Recommendations #73 to #82 are too focused on minor issues.
78	Most publications reviewed are those of the University of Alaska Southeast. Key messages and graphic identity need to be better integrated with those of the System to cross-market the brand. This appears to have been done effectively with campus and the System websites, but individual campus publications need to be taken to the next level.	73 - 74	Recommendations #73 to #82 are too focused on minor issues.
79	In regard to family look and graphic identity, the UA System logo should appear in a position subordinate to that of the individual campus identity; color palette and design template need to complement that of other campus and System publications.	74	Recommendations #73 to #82 are too focused on minor issues.
80	With regard to messaging and targeting of key audiences, the Alaska Southeast pieces are unfocused and do not seem to target out-of-state students who might enroll because of unparalleled opportunities to live and study in a vast wilderness area that offers opportunities for recreation and fitness not easily found in “the lower 48.”	74	Recommendations #73 to #82 are too focused on minor issues.

Rec No	Fisher Committee Recommendation	Page	Our Comments
81	Recruiting publications targeting potential students, families and referral sources need to showcase academic programs building on Alaska's unique strengths and capabilities, creating interest and excitement among out-of-state students. In addition, outcomes should be more strongly emphasized: what can a student gain from a UA education that he or she might not obtain from an out-of-state institution? System campuses might consider adding a dedicated "outcomes" page to their websites, with a link from the System site.	74	Recommendations #73 to #82 are too focused on minor issues.
82	Finally, the System might consider investing in a comprehensive publications audit (CASE and others will undertake these free of charge) and also reviewing CASE and other award winners in the "admissions" area to enhance its offerings.	74	Recommendations #73 to #82 are too focused on minor issues.
83	We recommend that the System and the individual campuses generate new strategic plans that accurately reflect their respective missions, are realistic in terms of their financial implications, and clearly indicate funds sources, responsibility for implementation, and time lines for implementation and assessment.	76	Is this just a problem with terminology? Strategic plans are big-picture plans, with details such as timelines and specific implementation plans left to other sets of plans that derive from them. If the Fisher Committee is actually stating that there should be no big-picture plans to give the general outlines for the specific planning they describe here, then we find this recommendation problematic. If it's just a terminology confusion, then this is sensible, as long as there is still a means for more general planning to take place.
84	In our view, however, before additional strategic planning occurs, it is essential that action be taken to clarify the missions of the respective institutions and that it deal explicitly with the future roles of UAF and UAA.	77	How this occurs, the process that is identified and used to accomplish this clarification, needs to be one that does not put UAA at a disadvantage. Assumptions that guide the process need to be made explicit and critiqued in an impartial manner.

Rec No	Fisher Committee Recommendation	Page	Our Comments
85	<p>We recommend that the President and the Board of Regents meet with the Governor, legislative leaders and citizens throughout the state to outline the full implications of the deferred maintenance challenge and to propose solutions. It is the obligation of the state to maintain its physical assets; that is clear. However, the state's willingness to invest in that obligation might increase if the UA System were to propose some substitutions of refurbished, energy efficient buildings for new construction, greater use of technology and distance learning to serve additional students, and a significant reduction in the size of the UA System office. The possibility of earmarked student fees for maintenance of classroom buildings also should be explored, provided the state at least matches student contributions. Proposals of this ilk may antagonize some parties. Nevertheless, action is needed and both the size of the deferred maintenance problem and the likelihood that the state's financial position will deteriorate in the next few years require innovative solutions and compromise.</p>	77-78	<p>Deferred maintenance is a huge issue. Students, staff and faculty appreciate a work environment that is comfortable so that they can work at maximum efficiency. We think deferred maintenance should be disallowed.</p>

Ad Hoc Committee on Academic Integrity

April 25, 2011, 9 – 10:00 a.m.

Present:

Paola Banchemo	Sally Bremner	Dawn Dooley (ex-officio)	Scott Gavorsky	Claudia Lampman
Jennifer Stone	Michael Votava (ex-officio, campus coordinator)			

The Ad-Hoc Committee on Academic Integrity established the following goals for academic year 2010-2011. Below each goal are the committee's actions that furthered these goals during the academic year.

1. Administer an academic honesty assessment tool (or survey) developed by the Center for Academic Integrity to samples of UAA administrators, faculty and students as appropriate. This would prepare the ground for the establishment of a UAA-wide Honor Code.

We administered three surveys—one web-based survey of faculty, one web-based survey of students and one in-class survey of students in a random sample of GER classes. We have good data about how faculty and students perceive academic dishonesty but are just at the point of being able to use that data to formulate policy. We are preparing a summary report to inform Faculty Senate.

2. Work with the eLearning group to jointly evaluate SafeAssign, and report the results to Senate.

We did not work with the eLearning group, but did advocate for the implementation of SafeAssign on Blackboard. That happened at mid-year.

3. Work with CAFE to prepare and make available academic integrity training for faculty, including ways to prevent, detect and appropriately respond to incidences of academic dishonesty.

We felt that gathering the information from the survey was critical before developing training for faculty about academic integrity. We are developing material for the Faculty Senate retreat, and this will serve as the foundation of future training.

4. Explore resources on the Center for Academic Integrity website and disseminate to the UAA community as appropriate.

We have explored resources but have not disseminated the information because we wanted to do data analysis to find out what UAA's needs are.

5. Review the academic honesty website, assess its usefulness, and make a determination whether or not having this website is a worthwhile investment. If so, determine where the website will be located and who will maintain it.

[We have not updated the site or assessed its usefulness for the reasons stated above.](#)

The Ad-Hoc Committee has asked the Faculty Senate E-board to reauthorize our existence for the coming academic year so that we can do the following:

1. Prepare an executive summary of the findings of our recent survey on academic dishonesty at UAA. We want to share this via a link in Green and Gold before the Faculty Senate retreat, and provide it as background for focus groups of students, faculty and administrators to be convened in September
2. Create of a slide presentation to report survey results to the Faculty Senate retreat in August. This work will include a thematic analysis of faculty and student comments submitted as part of the online surveys.

We also would like to conduct focus groups of faculty, students and administrators early in fall 2011. This qualitative data will help us formulate policy that we then plan to present to the Faculty Senate and eventually bring to the Board of Regents for consideration.

We believe this ad-hoc committee, comprising faculty, staff and students, has helped raise awareness of academic integrity issues and deepened our understanding of the challenges developing and maintaining an academic environment that rewards integrity and discourages dishonesty. We are eager to continue our work in the coming year.

Report to the Faculty Senate, May 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 (Senators Genie Babb, Paul Landen absent) met after the April 1 Faculty Senate meeting to discuss various issues and goals, including:

1. The committee discussed various options for the future of this ad hoc committee, including the possibility of leading an effort to make it a permanent standing committee of the Faculty Senate in the future (AY 2011-2012). Senator Boege-Tobin agreed to create bylaws for a standing committee.
2. The committee agreed to modify and revise the drafts of a constitution and bylaws for the community campuses' faculty forums. A resolution to approve these umbrella documents for all community campus faculty forums would be put forward at the May 6 Faculty Senate meeting, written by Senator Hirschmann. Senator Boege-Tobin agreed to coordinate the revision of the constitution and bylaws and submit them to governance.

Accomplishments of Ad Hoc Committee on Community Campuses for AY 2010-2011

1. Community Campus Faculty Senators and UAA Faculty Senators for the first time in Faculty Senate history discussed issues facing the three UAA community campuses in a formal, structured ad hoc committee that met regularly.
2. The ad hoc committee oversaw the formal organization of community campus faculty forums, and the coordination of efforts among those forums.
3. The ad hoc committee, in coordination with the Senate's Institutional & Unit Leadership Review Committee, introduced a Senate motion to expand the periodic survey of faculty addressing the leadership of their respective units to include the faculty at UAA's three community campuses. The motion passed at the April 1 Senate meeting.

By approving these documents, the UAA Faculty Senate endorses the legitimacy of extended sites' faculty forums and the need for communication among faculty, campus directors, administrators, and UAA Faculty Senators. The Constitution and By-Laws are umbrella documents for each extended site's faculty, and are not in competition with the UAA Faculty Senate Constitution and By-Laws.

BYLAWS OF THE CONSTITUTION OF THE FACULTY FORUMS OF THE EXTENDED SITES OF THE UNIVERSITY OF ALASKA ANCHORAGE

Section 1. Article I. (Membership)

A. General membership:

- (1) The Faculty Forums of each extended site of the University of Alaska Anchorage shall consist of all respective full-time faculty, both term and tenure track, and other faculty holding coordinator status within each college. Faculty holding administrative positions (such as Assistant Director of Academic Affairs) and adjunct faculty may be eligible for membership as determined individually by each respective extended site. Each of the Forums may invite ex-officio members to join their group as appropriate. Such invitations will be defined at time of submission by each of the respective Forums.
- (2) Membership for all qualified respective faculty is assumed without qualification.

Section 2. Article II. (Officers)

A. Election of Officers:

- (1) Each of the Faculty Forums shall, at the final meeting of each academic year, elect a Chair to act as the primary spokesperson for each of the respective Forums and to facilitate general meeting activities.
- (2) Each of the Faculty Forums shall, at the final meeting of each academic year, elect a Secretary to serve as recorder for the next academic year for each of the respective Forums. Each Secretary will take and maintain the meeting minutes which will be maintained as a permanent record and which will be submitted monthly to UAA's Faculty Senate. Each Secretary will serve in succession to a respective Faculty Forum Chair if the Chair is unable to execute the duties of the office.
- (3) Election of officers shall be by secret ballot, hand rising, or voicing yea/nay as determined individually by each of the Forum members of each extended site.
- (4) The terms of the newly elected officers shall commence respectively at the beginning of the "New Business" of the last regularly scheduled Forum meetings of the academic year for each of the extended sites.

Section 3. Article III. (Councils and Committees)

A. Permanent councils and standing committees of each extended site's Forum may be independently established as needed:

- (1) by the Bylaws.
- (2) by appointment of the respective Director of each extended site.

B. Administrative Committees shall include respective full-time faculty representation through each of the Forums as needed and established:

- (1) by the bylaws.
- (2) by appointment of the respective Director of each extended site.

CONSTITUTIONS FOR THE FACULTY FORUMS OF THE EXTENDED SITES OF THE UNIVERSITY OF ALASKA ANCHORAGE

The faculty of the extended sites of the University of Alaska Anchorage, in order to provide forums for and create voices to address university-life issues including curriculum, student success, institutional development, and professional development, establish this generic template for constitutions at their respective sites.

ARTICLE I. NAME

Section 1. The names of these organizations shall be the Faculty Forums for two of the University of Alaska Anchorage's extended sites (Kenai Peninsula College and Matanuska-Susitna College) and the Instructional Council for the third (Kodiak College), collectively hereafter referred to as the Forums.

ARTICLE II. PURPOSES, RESPONSIBILITY AND AUTHORITY

Section 1. The Forums shall carry out their functions subject to the statewide authority of the Board of Regents within the laws of the State of Alaska.

Section 2. The purposes of the Forums are:

- a. to provide official representation to the college director for the faculty of Kenai Peninsula, Kodiak, and Matanuska-Susitna Colleges in matters which affect the general welfare and extended site specific matters of each college and its educational programs;
- b. to serve as a forum by which information of general concern and interest to the faculty of Kenai Peninsula, Kodiak, and Matanuska-Susitna Colleges may be freely collected, disseminated and discussed;
- c. to provide an effective opportunity for faculty to play a meaningful role in matters affecting their professional welfare and the academic affairs within each college;
- d. to communicate to faculty (and as appropriate, to staff) information which is of interest and concern to each college;
- e. to promote the exchange of ideas, active dialog, debate, and consensus building in areas that affect our institutions and communities;
- f. to advise the extended site Directors on matters affecting academics, student and faculty welfare, and matters in which the faculty are stakeholders.
- g. to focus on local, extended site-specific issues only and to provide a means by which each local faculty body interacts with their respective local campus Director.
- h. to submit information from each extended site's Faculty Forum to UAA's Faculty Senate in order to keep Senate informed of extended site activities; extended site Forums will not assume, nor interfere with, the authority and responsibilities of UAA's Faculty Senate, but may seek guidance and support from UAA Faculty Senate when needed. Should there be disagreement, the UAA Faculty Senate Constitution and Bylaws, and UAA and UA policy and regulations are the governing structure.

ARTICLE III. MEMBERSHIP

Section 1. Each of the Forums shall consist of all full-time faculty, both term and tenure track. Faculty holding administrative positions (such as the Assistant Director of Academic Affairs) as well as adjunct faculty may be eligible for membership as determined individually by each extended site. Forums may invite ex-officio members to join the group as appropriate and as determined by each extended site. Such invitations will be defined at time of submission by each independent extended site.

ARTICLE IV. OFFICERS

Section 1. The officers of each of the Forums shall be Chair and Secretary.

- Section 2.** Any faculty member, as defined in Article III, Section 1, shall be eligible to serve as an officer for their extended site's Forum.
- Section 3.** The officers for each of the Forums shall be elected by the full-time faculty from their respective extended site from a pool of those willing to serve.
- Section 4.** The term of office for the Chair and Secretary of each of the Forums shall be one year with renewal possible.
- Section 5.** A Chair shall preside at each of the Forums' meetings. The Chair shall serve as a representative of the Forum to the respective Directors of each extended site.
- Section 6.** If for any reason a Chair should relinquish or be recalled from office, the respective Secretary will automatically and immediately assume the position of that extended site's Forum Chair until a special election can be held to fill the office.
- Section 7.** The terms of newly elected Officers shall commence at the beginning of "New Business" of the last regularly scheduled Forum meetings of the academic year for each extended site.

ARTICLE V. COUNCILS AND COMMITTEES

- Section 1.** There shall be permanent councils and standing committees for each of the Forums determined independently by each extended site, as well as those committees established by the bylaws, or by appointment of each respective Director.
- Section 2.** Forum members of each of the extended sites' permanent councils and committees shall serve voluntarily or as requested by the respective Director.
- Section 3.** Each of the Forums may establish any special committee they deem necessary for the conduct of their respective Forum business.

ARTICLE VI. MEETINGS

- Section 1.** Each of the Forums shall meet not less than once a month from August through May. Additional meetings may be called with a week's notice by any member of the respective extended site Forum by a request to the respective Chair. Two days prior to any meeting, an agenda and report on items to be considered shall be provided to each of the Forums' members. In the absence of a prior report, a list of items to be considered will be provided at each of the meetings; however, respective Forum members will not be expected to act on the issues at that time. In order to give members time to consider the issues, no vote or action will be taken until a subsequent meeting of the respective Forum is called. An interim of at least one day is required before calling the meeting to consider the issue at hand.
- Section 2.** The presence of fifty percent plus one of each of the Forum memberships shall constitute a quorum. To pass a motion of the quorum present for each extended site, a 2/3 vote is required from the respective Forum members. Voting by proxy for each of the Forums is allowed with written and signed permission provided to the respective Chair prior to the start of the meeting in which the voting is to take place.
- Section 3.** Each Forum's Chair shall conduct an orderly meeting calling for discussion and vote as needed.

ARTICLE VII. AMENDMENTS

- Section 1.** Amendments to a Constitution of a Faculty Forum or Instructional Council of the UAA Extended Sites may be proposed by any Forum member and will be independent of

those from the other extended sites. Copies of proposed amendments shall be sent to all members of each Forum. A first reading and discussion of the proposed amendment will be scheduled for the meeting of each Forum that follows the distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held not sooner than the next meeting following the distribution of copies.

Section 2. Following the second reading, the amendment shall be voted on. Amendments shall be approved by a two-thirds vote of the quorum present of each extended site's Forum. The vote shall be considered invalid if less than 25% of the voting membership responds. A Motion to reconsider may be made only at the following meeting.

ARTICLE VIII. REFERENDUM

Section 1. Any respective tenure-track or term faculty member with a teaching load of at least 50% may bring a motion before each extended site's Forum by submitting a petition signed (or confirmed by email response) by a minimum of 20% of the respective full-time faculty prior to the start of the meeting in which the petition will be considered.

- a. There must be a second to the motion for discussion to take place.
- b. Each of the Forums must consider this motion at the meeting following the submission of the petition.
- c. All respective Forum members must be notified of the meeting to discuss the petition. All interested Forum members from the respective extended site can be included in the discussions.
- d. This petition may include a requirement that the vote be put to members of the respective Forum. Voting may be conducted via secret ballot, hand rising, or by voicing yea/nay, as determined by the Forum members of each extended site.

Section 2. If a petition is submitted to rescind or amend an action of a Forum,

- a. the respective Forum members shall, after discussion, vote on the motion. Voting may be conducted via secret ballot, hand rising, or by voicing yea/nay, as determined by the Forum members of each extended site. If the Forum concurs with the motion, the original action shall be considered rescinded or amended as appropriate.
- b. If the Forum does not concur with the motion, the motion fails.

Section 3. If a question is put to all eligible Forum members of each extended site, voting conducted via secret ballot, hand rising, or by voicing yea/nay, as determined by Forum members of each extended site, will be supervised by the officers of the Forum and will be passed by a simple majority of those responding. The vote will be considered invalid if less than 50% of the respective faculty responds.

ARTICLE IX. EFFECTIVE DATE OF ENACTMENTS

Section 1. Recommendations passed by each of the Forums shall be forwarded to the respective extended site Director.

Section 2. The Director shall act to approve or disapprove the recommendations of the respective Forum within 15 working days of the date it is submitted. The reason(s) for disapproval shall be conveyed by the Director in writing to the respective Forum within 15 working days of the date of the disapproval.

Section 3. Approval of a Forum action by the Director constitutes approval of the enactment. Actions of a Forum may not be partially approved nor may they be approved as modified or amended by the respective Director, but will be resubmitted to the respective Forum for further discussion and action.

Section 4. Any action approved by a Forum and disapproved by the respective Director's Office may be submitted to an ad hoc committee within the respective Forum upon a two-thirds vote

of the Forum members. Up to three members may be appointed by the respective Forum whose task shall be to formulate further recommendations to this Forum and subsequently the respective Director's Office.

Section 5. If a Forum and the respective Director's Office are not able to resolve the impasse, then the Forum, upon a two-thirds vote, may elect to forward its previous action through the University of Alaska governance structure; all academic matters will be referred to the Provost and issues involving non-academic matters will be referred to the Chancellor.

Section 6. Amendments, referendums and enactments, whether approved or disapproved, will be submitted in monthly notes from each extended site's Faculty Forum to UAA's Faculty Senate in order to keep Senate informed of UAA extended site activities; extended site Forums will not assume, nor interfere with, the authority and responsibilities of UAA's Faculty Senate, but may seek guidance and support from UAA Faculty Senate when needed.

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

Co-Chairs: Mark Fitch
Mari Ippolito

Meeting Date: Friday, April 15, 2011

Committee Members in Attendance:

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

INTRODUCTIONS

- I. Mark Fitch reported on the IDEA Committee presentation at the March, 2011, Faculty Senate Meeting, the motions that were passed, and the motion that was tabled. Follow-up on these motions was discussed and Mari will forward formal versions of the suggested Faculty Handbook and Adjunct Handbook revisions to Kim Perkins so that they may be considered. (Kim informed the Committee that she will be working on revising these Handbooks this summer.
- II. Plans for the future of the Committee were discussed.
 - A. It was agreed by the Committee members present that the following recommendations be made to the Faculty Senate at the May, 2011, Meeting:

Recommendation: The ad hoc Faculty Senate Committee on IDEA Course Evaluations continue during the 2011-2012 academic year.

Recommendation: The ad hoc Faculty Senate Committee on IDEA Course Evaluations plan faculty and student forums for the Fall Semester, 2011, to discuss faculty and student concerns and suggestions relevant to the use of IDEA Course Evaluations at UAA.

- B. Present Committee members were asked to consider continuing with the Committee during the 2011-2012 academic year; several individuals committed to continue as members. Outgoing Faculty Senate President John Petraitis has asked to join this Committee next year. Additional potential Committee members were discussed based on an interest in making the Committee more representative of UAA programs/departments. Mark Fitch agreed to approach several key individuals to inquire about their willingness to serve on this Committee. Others with an interest in joining this Committee should contact Mark Fitch at afmaf@uaa.alaska.edu or Mari Ippolito at afmfi@uaa.alaska.edu.)
- C. The balance of the meeting was spent discussing the potential content of Fall, 2011,

Faculty and Student Forums focused on IDEA Course Evaluations.

- D. Mari Ippolito committed to additional investigation of the IDEA short versus long form and to continue work on a report on 1) the effectiveness of incentives on survey participation, 2) the potential effects of perceptions of (lack of) anonymity on survey participation, and 3) the optimal timing and content of e-mail reminders to potential survey participants on increase response rates.

Prepared by Mari Ippolito

MOTION: Each semester, all Blackboard courses which are not already available will be made available on the day before the default open date for IDEA Course Evaluations.

MOTION: A series of reminder e-mails will be sent to all students enrolled in one or more courses starting on the day before the default open date for IDEA Course Evaluations reminding students evaluations are available and encouraging them to complete evaluations.

Justifications:

- Only 40% of faculty are making IDEA evaluations available to students sending an inconsistent message to students about the importance of completing course evaluations. (The remaining faculty are not making courses available on Blackboard.)
- Over 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.
- UNAC was approached by UAA with the suggestion that faculty be sanctioned for low IDEA response rates. UNAC strongly opposes this approach to attempting to increase IDEA response rates.
- Research studies indicate that multiple prompts increase survey response rates.

MOTION: UAA retain use of the long form of IDEA Course Evaluations.

Justifications:

- The long form provided useful information during the recent accreditation process and is more informative as to faculty teaching effectiveness.
- The long form averages slightly higher response rates nationwide.

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