

UAA Faculty Senate
Agenda
February 2, 2007
2:30 – 4:30 p.m. – LIB 309

I. Call to Order

II. Roll

2006-2007 Officers:

- | | |
|---|-------------------------------------|
| () Kerri Morris, President | () Caedmon Liburd, Chair, UAB |
| () Bogdan Hoanca, 1 st Vice President | () Jocelyn Krebs, Chair, GAB |
| () Debbie Narang, 2 nd Vice President | () Greg Protasel, Past President |
| | () Robert Crosman, Parliamentarian |

2006-2007 Senators:

- | | | |
|--------------------------|----------------------|----------------------|
| () Andy Veh | () Jackie Cason | () Sean Licka |
| () Ann McCoy* | () Janice High | () Shelley Theno |
| () Anne Bridges | () Jeff White | () Steve Godfrey |
| () Brad Bradshaw | () John O. Riley | () Susan Kalina |
| () Bruno Kappes | () Kenrick Mock | () Tara Smith |
| () Carol Coose | () Maria Ippolito | () Terri Olson |
| () Catherine d'Albertis | () Maureen O'Malley | () Tim Hinterberger |
| () Dan Kline | () Ping Tung Chang | () Tim Jester |
| () Dave Fitzgerald | () Rashmi Prasad | () Timothy Gail |
| () Diane Erickson | () Robert Boeckmann | () Toni Croft |
| () Genie Babb | () Robert McCoy | () Trish Jenkins |
| () Gerry Busch | () Sally Bremner | () Vacant- SOENGR |
| () Hilary Davies | () Sam Thiru | |
| () Jack Pauli | () Sarah Kirk | |

III. Agenda Approval (pg. 1-2)

IV. December 1, 2006 Meeting Summary Approval (pg. 3-6)

V. Reports

- A. Chancellor Elaine Maimon (pg. 7-10)
- B. Provost Michael Driscoll
- B. Vice Chancellor Gebe Ejigu

VI. Officer's Reports

- A. President
- B. First Vice President's Report
- C. Second Vice President's Report

VII. Boards and Committee Reports

- A. Graduate Academic Board (pg.11)

- C. Undergraduate Academic Board (pg. 12-14)
- C. University-Wide Faculty Evaluation Committee
- D. Academic Computing, Distance Learning and Instructional Technology (pg. 15-19)
- E. Budget, Planning, and Facilities Advisory Committee - PBFA
- F. Committee on Committees
- G. Diversity Committee (pg. 20)
- H. Faculty Grants and Leaves Committee (pg. 21-22)
- I. IUAC – Evaluation of Deans & Directors Update
- J. Library Advisory Committee
- K. Professional Development Committee
- L. Student Academic Success Committee

VIII. Old Business

IX. New Business

- A. Paperless Process

X. Informational Items & Adjournment

- A. GER Templates (pg. 23-38)

Cyndi Spear Retirement Reception – February 2 in ADM 204

UAA Faculty Senate
Summary
December 1, 2006
2:30 – 4:30 p.m. – LIB 309

I. Call to Order

II. Roll

2006-2007 Officers:

(x) Kerri Morris, President	(x) Caedmon Liburd, Chair, UAB
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	(x) Robert Crosman, Parliamentarian

2006-2007 Senators:

(x) Andy Veh	(x) Jackie Cason	(x) Sean Licka
(x) Ann McCoy*	(x) Janice High	(x) Shelley Theno
(x) Anne Bridges	() Jeff White	() Steve Godfrey
() Brad Bradshaw	(x) John O. Riley	(x) Susan Kalina
(x) Bruno Kappes	(x) Kenrick Mock	(x) Tara Smith
(x) Carol Coose	() Maria Ippolito	(x) Terri Olson
(x) Catherine d'Albertis	(x) Maureen O'Malley	(x) Tim Hinterberger
() Dan Kline	(x) Ping Tung Chang	(x) Tim Jester
(x) Dave Fitzgerald	(x) Rashmi Prasad	(x) Timothy Gail
(x) Diane Erickson	(x) Robert Boeckmann	() Toni Croft
(x) Genie Babb	(x) Robert McCoy	(x) Trish Jenkins
(x) Gerry Busch	(x) Sally Bremner	() Vacant- SOENGR
(x) Hilary Davies	(x) Sam Thiru	
(x) Jack Pauli	(x) Sarah Kirk	

III. Agenda Approval (pg. 1-2)
Approved

IV. November 3, 2006 Meeting Summary Approval (pg. 3-5)
Approved

V. Officer's Reports

A. President

- January meeting cancelled
- Gathering at Don Jose's tonight at 5 p.m.
- Wednesday, December 6 from 11:30 to 1:00 in Library 307 "Who will advise them?" - Faculty Senate and Student Success Faculty-wide Assembly
- IDEA Student Evaluation Update
 - Have 23 volunteers and provide training from them for next semester
 - Tim Hinterberger will be doing the training
 - Suggestions on training can be sent to Tim Hinterberger
- Informed University-wide Faculty Evaluation Committee that Eboard will work bylaw changes
- Faculty Association meets every Friday 7:30 at Café Amsterdam
- Larry Foster spoke to E board on Facilities Committee is now subcommittee of PBAC
- Lynn Koshiyama- CAFÉ Director

- Advisory Council Meets first Friday of every month
 - Help identify resources to help the event
 - Finding funding and staffing
 - Contact CAFÉ for assistance
- Eboard is not interested in having the prerequisites switch flipped
- B. First Vice President's Report
 - Procedure cost up to 60 to 400 percent higher than Washington
 - For union employees claims went up
 - For non unions claims did not go up
 - There has been a push for clients to request generic prescriptions
 - Upcoming negotiations are coming up
- C. Second Vice President's Report
 - STATS is actually a GER
 - Handout passed out regarding MATH GER's
 - Welcome Catherine d'Albertis
 - UWFE elections- 10 way tie, will be announced next week

VI. Boards and Committee Reports

- A. Graduate Academic Board (pg. 6)
Motion to approve curriculum by Jocelyn Krebs
Motion seconded by Tim Hinterberger
Curriculum approved

Motion to change continuous registration by Jocelyn Krebs
Motions seconded by Tim Hinterberger
Objection by Genie Babb: off campus students need to be informed
Doug Causey will send out notice
In favor: 33
Opposed: none
Motion to change resident approved
- B. Undergraduate Academic Board (pg. 7-8)
Motion to approve curriculum by Jack Pauli
Motion seconded by Hilary Davies
In favor: 33
Opposed: none
Curriculum approved

Motion to approve change in resident credit by Jack Pauli
Motion seconded by Hilary Davies
UAB (Hilary Davies) and GAB (Jocelyn Krebs) withdrew motion to change resident credit
John, Susan and Tim will address questions to UAB and UAB can resubmit new draft to Faculty Senate in February
- C. University-Wide Faculty Evaluation Committee
- D. Academic Computing, Distance Learning and Instructional Technology
Motion:
The Faculty Senate strongly endorses the reinstatement of Technology Innovation Grants for UAA faculty with the proviso that it not come from Student Technology fees.
Discussion: Issue of funding, the money should not be taken from student technology fees. How has money been used in passed when these grants weren't available. 15

percent of tech fees went to block grants 5 percent was withheld; now there is extra money. E learning group is working on how to evaluate. Suggestion to make recommendation to PBAC for funding. Suggestion to add friendly amendment to add "without taking money from infrastructure". How will 5 percent be used if it is not used for tech grants.

Amended motion by Bogdan Hoanca

Seconded by PT Chang

In favor: 33

Opposed: 1

Motion Approved

- E. Budget, Planning, and Facilities Advisory Committee - PBFA (pg. 9)
- F. Committee on Committees
 - Call for volunteers for faculty Senate Awards contact Debbie
- G. Diversity Committee
- H. Faculty Grants and Leaves Committee
- I. IUAC – Evaluation of Deans & Directors Update
- J. Library Advisory Committee (pg. 10)
- K. Professional Development Committee
- L. Student Academic Success Committee

VII. Old Business

VIII. New Business

- A. Indirect Costs- Doug Causey
 - Reviewed 33 proposal
 - Amounts ranging from \$1,000 to \$25,000
 - 12 reviewers from evenly divided fields
 - Results will be published next week

IX. Reports

- A. Chancellor Elaine Maimon
 - Unable to attend
- B. Provost Michael Driscoll
 - Applied for new classification from Carnegie to become "engaged campus"
 - UA 2009 Board of Regents plan
 - Fit Craig Dorman's suggestions into strategic planning
 - Governance will distribute documents to examine
 - Distributed memo regarding evaluation of deans and other administrators
 - Request for input regarding the means to survey faculty
 - Provost will meet with Faculty Association, then bring it to E board and then to Faculty Senate
 - Barbara Tullis is resigning end of December

- Farewell reception is January 24 3:30 ADM 204

C. Vice Chancellor Gebe Ejigu

- PBAC submitted report to President
- Received a draft assessment of performance
- Internal research grant is fully funded to help new faculty start their research
- Strategic Opportunity Fund- deadline will probably be March 1
- Idea Bank- 140 specific suggestions for improvement, many from faculty

X. Informational Items & Adjournment

Meeting Adjourned

Gathering December 1st, 5:00 pm at Don Jose's



12 Jan 2007

Dear Chancellors

Please review this distribution plan and call me with any concerns. We have been at this process a good long time, with noticeable progress by all campuses. You know more and I know more about your campus functions by way of this initiative. I don't want to hear emotion, but will listen to process suggestion. Sincerely,

A handwritten signature in dark ink, appearing to be "M. Heath".

Mark R. Hamilton, President
Phone: (907) 450-8000
Fax: (907) 450-8012
EMAIL: sypres@alaska.edu



UNIVERSITY
of ALASKA
Many Traditions One Alaska

202 Butrovich Building
910 Yukon Drive
P.O. Box 755000
Fairbanks, AK 99775-5000

January 12, 2007

To: Chancellor Maimon
From: President Hamilton
Re: Performance-Based Budgeting Distribution, FY07

I would like to personally thank all who were involved in preparing UAA's *Performance '06* report and truly appreciate the significant time and energy put forth by faculty and staff toward this crucial effort. UAA's document highlights extensive participation in the performance-based budgeting (PBB) process, at all levels. I fully understand that this document represents only a small portion of what UAA tracks and assesses as part of routine business practice.

There has been significant progress on PBB at UAA, including implementing academic program outcomes assessment plans to measure program quality and having UAA extended sites fully engaged in the PBB process. The UAA community campus enrollment management planning effort and leadership in proposing community campus-specific performance measures is appreciated. A culture of evidence and a mature planning process are critical as we prepare for a post-gasline economy and other economic and educational opportunities ahead. UAA's continued integration of the PBB process into day-to-day operations will help UAA focus and succeed.

Performance-based budgeting (PBB) is fully integrated into the system budget process and will continue to be a driving factor in systemwide operating and capital requests and distributions. More importantly, the PBB planning process must influence campus level budgeting decisions.

This year, for the first time, PBB awards are based on recent performance as opposed to previous distributions based on process implementation. The Board of Regents approved a base \$1.5 million general fund pool for FY07 PBB awards and a system one-time funding amount totaling \$625,000 was identified, for a total PBB distribution of \$2.1 million.

Based on UAA's performance results detailed in your *Performance '06* report, I am pleased to provide PBB funding of \$1.1 million to UAA. The general principles for the FY07 distribution included: rewarding significant, planned performance where challenging targets and goals were set in support Board of Regents strategic plan and MAU mission; and achieving this through clearly articulated, executed and evaluated strategies. These principles are viewed in the context of the observed fiscal and environmental conditions.

Generally, UAA performance has been strong during the assessment period of FY04 to FY06. UAA had robust performance and met difficult targets on the critical high demand job area graduates measure as well as the grant-funded research expenditures and university generated revenue measures. With respect to the student credit hour measure, performance was moderate given the operating conditions and significant program investments. Performance on the undergraduate retention measure was troublesome, dropping two percentage points in FY06. However, performance on this measure has rebounded in FY07 to an all time high of almost 68% undergraduate retention. In addition, UAA showed significant progress on the two process orientated measures; strategic enrollment management planning and academic program outcomes assessment. Implementation of the academic program outcomes assessment is very important to the other student success metrics as this sets the standard of quality upon which the enrollment, retention, and graduates are measured.

January 12, 2007

Page two

The strategies and focus areas detailed in your report are clear and concise. UAA's attention to open admissions and access to low income and first generation students is appropriate as this is important to addressing the workforce needs and in light of the growing population in Anchorage and throughout Alaska. We also appreciate the effort to more clearly understand the factors influencing retention and strategies directed at improving student success. On the research metric, it is important to focus on key priorities such as public policy and health. You are encouraged to implement selected measures that you proposed for use at UAA, these can augment the system measures and add more focus to specific UAA strategies. Of particular interest may be the undergraduate research engagement metrics being used at UAS.

The targets and goals UAA established sets the framework for future strategies and eventual PBB distributions. It is necessary and valuable to the planning process for UAA to continue its range of performance targets and goals from low to high, however, external communication to the state and others requires selection of a single target and goal trend which can be aggregated for the UA system as a whole. UAA's target and goal ranges help in understanding how various conditions and factors affect performance results and will continue as a part of UA's internal performance assessment. The targets and goals used for UA's aggregate totals will be distributed under separate cover, along with the associated operating environment assumptions.

I encourage more discussion including the implications of various operating conditions and I will continue to reiterate that the purpose of setting targets is to be able to understand why a target was met or not. This in turn provides guidance for evaluation of return on investment and campus based resource allocation.

Below are a few highlights of the next steps in the process. To the degree possible, we are maintaining a consistent approach and format.

- FY08 award distributions will be based on recent performance and conditions through FY07 on the seven measures being tracked. Strategic importance of each measure, level of difficulty to meet the established target, and the operating conditions will be taken into account in distribution decisions. The same structure is intended for FY09.
- The funding awarded for one MAU is completely independent of how another MAU performs, thus if every MAU succeeds on all measures more funding will be distributed. To implement this, an award level will be established for each MAU and measure. This award distribution process, used in the current year, is expected to encourage collaboration among MAU's rather than competition over a fixed funding amount.
- FY07 performance reports are due August 1, 2007 and will follow the same format as that of the FY06 reports. Full guidelines for the FY07 performance report will be available in early 2007.
- Additional performance measures in development include community campus measures identified by campus directors in September 2006 and a Faculty Partnership and Outreach performance measure. These will be tested in FY08, and if accepted will be included for award distributions in FY09.

UAA Gains Over One Million in Performance Based Budgeting Allocation from UA Statewide

Thursday, January 25, 2007

Of the over two million available in the University of Alaskans performance based budgeting poll, President Hamilton has awarded UAA with over 1 million this year. In a memo announcing the award, Hamilton commended UAA for “generally strong” performance during the assessment period between FY04 and FY06. He cited UAAs Performance 2006 Report as a “crucial effort” that illustrated UAAs participation and progress in the PBB process.

Hamilton had high praise for UAAs approach to PBB saying its targets and goals would set the framework for future strategies and eventual PBB distributaries. PBB is fully integrated into the UA system budget process and is a driving factor in system wide operating and capital requests and distributions.

Hamilton stated, “The strategies and focus areas detailed in [UAAs] report are clear and concise. UAAs attention to open admissions and access to low income and first generation students is appropriate as this is important to addressing the workforce needs and in light of the growing population in Anchorage and throughout Alaska.

He highlighted the following achievements as significant to UAAs success in the PBB allocation this year:

UAA ... met difficult targets on the critical high demand job area graduates measure as well as the grant funded research expenditures and university generated revenue measures....

Performance on [the undergraduate retention measure] has rebounded in FY07 to an all time high of almost 68% undergraduate retention.

UAA showed significant progress on the two process oriented measures; strategic enrollment management planning and academic program outcomes assessment.

Program/Course Action Request

A. CAS

Add	BIOM	A615	Introduction to Critical Reading and Evaluation of Medical Literature (1 cr) (1+0)
Add	CHEM	A660	Chemical Ecotoxicology (3 cr) (3+0) (stacked w/ CHEM A460)
Chg	MUS	A668A	Methods for Teaching Music I, K-12 (3 cr) (3+0)
Chg	MUS	A668B	Methods for Teaching Music II, K-12 (3 cr) (3+0)
Chg			Ph.D. Program in Clinical-Community Psychology with Rural Indigenous Emphasis

B. COE

Chg	EDFN	A654	Brain, Mind, and Education (3 cr) (3+0))
Add	EDL	A652	Introduction to Teacher Leadership (3 cr) (3+0)
Add	EDL	A653	Leadership for Equity (3 cr) (3+0)
Add	EDL	A654	Building Mentoring Relationships (3 cr) (3+0)
Add	EDL	A655	Professional Development and Teacher Learning (2 cr) (2+0)
Add	EDL	A659	Teacher Leadership Capstone Project (3 cr) (3+0)
Add	EDAE	A656	Understanding and Facilitating Adult Learning (1 cr) (1+0)
Add			M.Ed., Teaching Leadership

C. CBPP

Add	CIS	A692	Management Information Systems Seminar (3 cr) (3+0)
Add	BA	A615	Real Estate Investment Analysis (3 cr) (3+0)
Add	BA	A686	Management Simulation (3 cr) (3+0)
Add	BA	A695	Graduate Internship (3 cr) (3+0)
Add	BA	A698	Individual Research (3 cr) (3+0)

Undergraduate Academic Board February 2007 Report

Program/Course Action Request

A. CAS

Add	PHIL	A400	Ethics, Community, and Society (3 cr) (3+0)
Add	CHEM	A460	Chemical Ecotoxicology (3 cr) (3+0) (stacked with CHEM A660)
Chg	MUS	A124	History of Jazz (3 cr) (3+0)
Chg	MUS	A215	Music of Alaska Natives and Indigenous Peoples of Northern Regions (3 cr) (3+0) (cross listed w/ AKNS A215)
Chg	AKNS	A215	Music of Alaska Natives and Indigenous Peoples of Northern Regions (3 cr) (3+0) (cross listed w/ MUS A215)
Chg	MUS	A313	Opera Workshop (2 cr) (2+0)
Chg			Bachelor of Music, Performance
Chg			Honors in Sociology

B. CBPP

Chg	LGOP	A125	Transportation Services (3 cr) (3+0)
Chg	LGOP	A235	Transport Operations Management (3 cr) (3+0)
Chg	CIS	A185	Introduction to Programming Business Applications (3 cr) (3+0)
Chg	CIS	A201	Programming Business Applications (4 cr) (4+0)
Chg			Small Business Certificate

C. COE

Add	EDEC	A100	Fundamentals of Early Childhood Practice (3 cr) (3+0)
Chg	EDEC	A106	Creativity and the Arts in Early Childhood (3cr) (2+2)
Add	EDEC	A201	Early Childhood Practitioner Roles and Responsibilities (2 cr) (2+0)
Chg	EDEC	A206	Integrated Curriculum for Young Children (3 cr) (2+2)

Add	EDEC	A292	Early Childhood Practicum Seminar (1 cr) (1+0)
Chg	EDEC	A295	Early Childhood Practicum (3 cr) (0+10)
Chg	EDEC	A301	Observation and Documentation in Early Childhood (4 cr) (4+0)
Chg	EDEC	A308	Literature for Young Children (3 cr) (3+0)
Add	EDEC	A492	Senior Seminar in Early Childhood (1 cr) (1+0)
Chg			Undergraduate Certificate, Early Childhood Development
Chg			Associate of Applied Science, Early Childhood Development
Chg			Bachelor of Arts, Early Childhood
Chg			Post-Baccalaureate- Certificate, Early Childhood Pre-K Third Grade

D. CHSW

Chg	SWK	A481	Case Management in Social Work Practice (3 cr) (3+0)
Chg			Bachelor of Social Work
Add	DLS	A101	Introduction to Children's Residential Care (3 cr) (2+1)
Add	DLS	A201	Skill Basics in Residential Services (3 cr) (2+1)
Add	DLS	A205	Teaching Social Skills to Youth in Residential Care (4 cr) (2+2)
Add	DLS	A206	Positive Behavioral Supports in Residential Youth Care (3 cr) (2+1)
Add	DLS	A385	Working with Traumatized Children (3 cr) (2+1)
Add			Occupational Endorsement Certificate, Residential Services

E. CTC

Chg	CIOS	A115	10-Key for Business Calculations (2 cr) (0+4)
Chg	CIOS	A146	Internet Concepts and Applications (2 cr) (1+2 or 0+4)
Chg	CIOS	A150A	Presentations: MS PowerPoint (2 cr) (1+2 or 0+4)
Del	CIOS	A151A	Presentations II: MS PowerPoint (2 cr) (2+0 or 0+6)
Chg	CIOS	A161A	Proofreading (2 cr) (0+4)
Del	CIOS	A246	Internet Concepts and Applications II (2 cr) (2+0 or 0+6)

Chg			Associate of Applied Science, Computer Information and Office Systems
Chg	PHAR	A101	Introduction to Pharmacy (3 cr) (3+0)
Chg	PHAR	A105	Pharmacology for Technicians I (3 cr) (3+0)
Chg	PHAR	A107	Pharmacy Calculations (3 cr) (3+0)
Chg	PHAR	A111	Techniques of Pharmacy Practice (3 cr) (3+0)
Chg	PHAR	A115	Pharmacology for Technicians II (3 cr) (3+0)
Add	PHAR	A192	Topics in Pharmacy (1 cr) (1+0)
Chg			Occupational Endorsement Certificate in Pharmacy Technology

Motions:

Resident Credit Change

Resident credit at UAA is credit that is earned in formal classroom instruction, correspondence study, distance-delivered courses, directed study, independent study or research through any unit of UAA.

Credit from a regionally accredited domestic institution or equivalent institution for which there is an approved affiliation or exchange agreement is also considered resident credit.

In general, credit earned at UAF or UAS is not considered resident credit at UAA. However, if a program is delivered collaboratively with UAF and/or UAS, collaborative program credit from each participating institution is counted toward fulfillment of residency requirements.

Transfer credit, advanced placement credit, credit for prior learning, military service credit and credit granted through nationally prepared examinations are not considered resident credit, nor is local credit by examination credits earned through locally prepared tests.

15 resident credits are required to graduate with an associate degree, and 30 resident credits are required to graduate with a baccalaureate degree. Students should refer to program descriptions in the catalog for additional requirements.

ACDLIT Committee of the UAA Faculty Senate:
Report of Meeting Friday Jan. 26, 2007
From 2:20-3:40 pm in RH 303

Members Present: C. Coose, Chair, Bogdan Hoanca, David Meyers, Kathi Baldwin, Anne Bridges, and Shane Southwick. (Andy Veh via phone).

- I. **New Business:** Bogdan announced that Lauren Bruce had communicated with him the willingness for e-media to report under the umbrella of CAFÉ. There was a detailed discussion of pros and cons regarding this idea and the following resolution was unanimously approved by the committee to be taken to Faculty Senate.

Resolution: "The ACDLIT Committee of the UAA Faculty Senate supports the option that e-media report to CAFÉ. Further the committee recommends that a leadership position be created and filled to provide needed direction and expertise for E-learning development."

II. Committee memberships and reports –

- a. UTC-Dave Meyers reported on the UTC Strategic Planning all day retreat on Jan. 19. Meeting was attended by Will Jacobson and Lauren Bruce, as well as UTC members and a Strategic Plan for the committee was developed at this retreat.
- b. eLearning- Kathi Baldwin reported on the actions of e-Learning Workgroup, including that the plan to develop a web site with information on all the technologies supported by UAA (technology toolkit for faculty use), is moving forward as planned.. E-Learning workgroup is also planning to implement another survey of faculty and students on the use of Eluminate Live. Also R. Whitney is working on procuring a 'campus pack' for UAA which will include: Wikkis, Blogs, and Journals.
- c. Classroom Technology-Kenrick Mock was absent, no report.
- d. DESB- Kate Gordon reported at the Nov. 06 meeting that this committee has been disbanded. Attached is a letter from Statewide announcing the decision. Kate recommended this letter be sent to the Faculty Senate with the ACDLIT report.

IV. Old business- Review: ACDLIT goals and progress toward identified goals:

1. White paper on IDEA- use of instrument- Bruno absent, no report.
2. Technology Tools Available at UAA—See report under e-learning workgroup above.
3. A-Z list for technology terms,- Kathi Baldwin reported that she is working on updating definitions and including more definitions as provided by others. She and Shane will work together on making this list usable and accurate.
4. Symposium on Learner-Centered Education (Mar. 2007)- Kathi has a total of four (4) applications to provide presentations at this symposium. The date was agreed on and set for Mar. 9, 2007 from 9am-12 noon. Kathi reported she has not heard from CAFÉ about the co-sponsorship of this as yet. Carol Sue agreed to contact CAFÉ and let Kathi know details about sponsorship.

V. Kathi Baldwin presented an idea about having students to nominate or vote on faculty for a 'Technology Use Award' designed to recognize those faculty that *students feel* use technology to make learning improved or more enjoyable. There was some discussion and this idea will be placed on Feb. agenda for more discussion and possible decision making.

Next meeting: Feb. 16, 2007 , 2-4pm in RH 303

November 27, 2006

To: Craig Dorman, Vice President

From: Karen Perdue, Associate Vice President

Re: Update on Educational Technology and Distance Education

The purpose of this memo is two fold: 1) to reflect on the progress to date of the UA Technology and Distance Education effort and to 2) provide a set of recommendations that modify how we organize ourselves so we can best approach the challenging tasks ahead.

In summary, there has been a tremendous amount of progress made, especially in better defining the challenges, in seeking input from experts on our faculty and staff, in modifying the Distance Education Gateway to make it more student friendly, and in providing high quality training to faculty and instructional designers.

After two years, it is my recommendation that we refine the deployment of our resources to more directly address high level system changes needed to respond to students and to strengthen our direct support of academic program development in distance education.

Background and Status:

On October 7, 2004 President Mark Hamilton provided new direction on distance education at the University of Alaska, built on the recommendation of several years of study and input of UA innovators and experts.

The framework established several major steps forward:

- Promote efficient collaborations across MAUs;
- Develop robust, efficient and consolidated distance delivery (e.g., course management) systems, while ensuring that most instructional design and distance delivery resources be located at campuses close to faculty, and (with the exception of the historical relationship of CDE with CRA) that courses developed for distance delivery remain the property of their academic programs;

In addition, you tasked us with the following actions:

- promoting faculty development at each campus to explore the integration of learning theory and instructive practice using advanced educational technology and distance techniques;

Intensive multi-day workshops (iDesign and iTeach) were held on six campuses for instructors and instructional designers. More are planned for Spring 07.

- encouraging statewide distance delivery across MAU boundaries through fair and equitable cost-sharing incentive practices; and

Cost models have been examined and categorized (Madden paper) and discussions have been conducted.

- prioritizing distance program development to meet needs identified by the State Distance Education Consortium and MAU academic priorities as defined by SAC.

This has not been accomplished, although discussions have begun in the context of academic planning that is being conducted through Academic Affairs.

- ensure that Nursing and Allied Health distance programs were improved

Supported the Health Distance Education Partnership at \$133,000 each year in FY 06 and FY07- a three MAU partnership of nine instructional designers

- redesign the UA Distributed Education Gateway to enhance it as a visible, active clearinghouse of system-wide distance education offerings

Phase I of the overhaul improved the look and feel of the course finder website for the UA system and Phase II adds functionality and accuracy to the search controls

- recommend steps to adopt a single sign on feature for UA course management systems.

Unclear if goal has been met (My UA Portal relationship)

To do this work you:

- ◆ Established two Committees to direct the work –the Educational Technology Team and the Distance Education Steering Board

Both the ETT (ten members) and the Distance Steering Board have been formed and meet periodically to direct the work.

- ◆ Provided resources from UA statewide to accomplish these goals and specific direction

Approximately \$1.2 million in resources have been provided in Fy05, 06, 07 to accomplish these goals.

- ◆ Designated the Center for Distance Education to function as a facilitator of cross campus discussions, and to act as the Statewide focal point for the development and coordination of this effort.

CDE has taken the lead on staffing these efforts- \$815,343 between FY 05-07 has been spent or committed to be spent to pay for staff, travel and other expenses to accomplish the work.

In addition, several other important accomplishments have occurred or are in progress in the two year period, including but not limited to the development of:

- Status of Distance Education Report
- Instructional Design Job Family
- Piloting of AK –ICE- course sharing
- Status report and recommendations for UATV
- Established a distance education metrics committee
- Case studies of distance education programs and best practices
- 90 day work groups on relevant subjects including Distance Ed Help Desk and Technical support

Future Recommendations:

Repeated input by campus representatives, Distance Steering Board, ETT and statewide academic leaders have called for a more strategic focus on statewide systems including continued development of the Distance Education Gateway, student advising and technical help support.

As you recall , SAC also requested a status report of the comprehensive effort in the Fall and gave direction that we focus our efforts on the Gateway, on assisting campuses with academic programmatic planning and asked for a more frequent and direct connection to the work of the ETT.

After this input, we have had numerous discussions about the way forward. Those conversations have resulted in the following recommendations:

- 1) First, I am requesting that you appoint Saichi Oba, Assistant Vice President of Student and Enrollment Services as co-chair of the Education Technology Team to serve with me. The work ahead calls for heavy commitment of financial and human resources to fundamental system improvements in Banner and other relevant services that support students. Saichi's leadership will greatly enhance our success in the work that lies ahead.
- 2) Strategically focus on improvements to the Gateway that will assist students. In this regard, develop a work plan with relevant Statewide offices including Student Services and IT to task teams to accomplish improvements. and reorient resources in FY 07 and 08 to support this effort.

- 3) Revise ETT Charter and Task list to focus on determining and then funding at the MAU level programmatic priorities for distance offerings, and improving student services. This includes continued support to HDEP.
- 4) In that light, develop a university wide solicitation from ETT to be released in the new year to provide resources directly to MAUS to support academic program development through distance delivery- hopefully \$100,000 or more.
- 5) Revamp program execution responsibilities by hiring SW staff, reporting to AVP SES (who will co-chair ETT), to serve as staff to ETT and coordinate improvements to Gateway and required modifications to Banner and other student service and IT functions and resources.
- 6) To support above, recapture funds currently allocated to CRCD/CDE by eliminating all future DESB and associated work group travel and meeting expenses, and redefining or eliminating DESB responsibilities and functions per recommendations to be proposed by ETT prior to Christmas break.
- 7) Acquire faculty support, instructional design, distance program development and similar services by contract or task order, from CDE or other vendors as appropriate and as determined by ETT.



UNIVERSITY of ALASKA ANCHORAGE

FACULTY SENATE DIVERSITY COMMITTEE

3211 Providence Drive, Anchorage Alaska 99508

Dr. Robert Boeckmann & Dave Fitzgerald, Co-chairs.

Diversity Committee Minutes January 19, 2007 3:00 – 4:30pm GHH103

In attendance: Dave Fitzgerald (co-chair), Yong Cao, P.T. Chang, Herminia Din, Patricia Fagan, Songho Ha, Natasa Masanovic, Sudarsan Rangaran


- I. Guest presenter Kaela Parks, Director of Disability Support Services briefed the committee on Blackboard accessibility issues, adaptive computing, and other services offered by her department. The group discussed synergistic opportunities for diversity issues.
- II. Guest presenter Alice Hisamoto updated the committee on the Jan. 15 National Coalition Building Institute (NCBI) teleconference, elaborated on the 3-day agenda Lauren Bruce has drafted for NCBI meetings and workshops tentatively scheduled April 5-7, 2007, and asked for the Diversity Committee members' support, to promote this initial event."
- III. Dave Fitzgerald distributed information from the NCBI Website indicating that their areas of concentration include:
 - A. Leadership for Diversity
 - B. Conflict Resolution
 - C. Violence Prevention
- IV. Committee Co-chairs Robert Boeckmann and Dave Fitzgerald are scheduled to meet with Chancellor Maimon and Vice Chancellor Ejigu on February 26, to explore ideas concerning the recent failed search for a Diversity Director.

The next committee meeting will be Friday, February 16, in GHH103.

Submitted by Dave Fitzgerald



Faculty Grants & Leaves Committee Report February 2007

- I. The Faculty Development and Category II Research Travel recommendations for Round II, FY 07, were presented to the Provost on November 10, 2006. The committee evaluated eight Faculty Development proposals and four Research Travel proposals
- II. The Sabbatical Leave proposals were presented to the Provost on December 8, 2006. The committee evaluated fifteen requests. Fourteen applications were recommended and one applicant was informed of eligibility next year.
- III. The committee prepared a motion to be presented for approval at the February Faculty Senate meeting. The motion:
 - A. Seeks to amend the rating sheet ([click here](#))

C:\Documents and Settings\afda\Desktop
used to rank sabbatical requests as follows:
 1. Insert the following sentence immediately after the first sentence of Criterion 1: *If these activities are collaborative, are letters of support included?*
 2. Award between 0 and 20 points to each proposal based upon Criterion 1. Note that the maximum number of points awarded to any given proposal would increase from 60 to 70.
 3. Delete the second sentence of Criterion 5.
 4. Update the "Rating Sheet for Sabbatical Leave Proposals" to reflect the labeling of the "Sabbatical Leave Evaluation Criteria" as stated in the Faculty Handbook, as shown on the attached Rating Sheet. (These changes would become effective in August 2007)
 - B. Requests that the Provost Office provide a list of sabbatical leave requests that are ultimately granted or denied. This feedback will be used to improve the Committee's evaluations of future applications.
- IV. The next committee meeting is scheduled for April 13, 2007 to evaluate Faculty Development and Category II Research Travel recommendations for Round I, FY 08

Submitted by Dave Fitzgerald

RATING SHEET FOR SABBATICAL LEAVE PROPOSALS

Electronic Version

STATEMENT	
<p>In order to provide for the fair and equitable selection of the most meritorious sabbatical leave proposals, the faculty have established criteria for their review and evaluation. These criteria are intended to be applied to all proposals in a balanced and judicious manner, in accordance with the objectives and content of each proposal.</p>	
1-	<p>Is the description of activities logical and complete? Is the project timetable realistic, clear, and necessary? Is the requested term of leave sufficient or appropriate for the scope of proposed activities? Is funding information complete? If these activities are collaborative, are letters of support included? ("Sabbatical Leave Evaluation Criteria" items A1, A2, A4, A5, B).</p> <p style="text-align: right;">(0-20)</p>
2-	<p>What new skills, learning, or accomplishments in the areas of faculty development, teaching, research and/or creative activity are likely to result from successful completion of the sabbatical? How important are these skills to the professional development of the faculty member? ("Sabbatical Leave Evaluation Criteria" items C1 and C3)</p> <p style="text-align: right;">(0-20)</p>
3-	<p>What benefits are likely to accrue to the university and the broader community? ("Sabbatical Leave Evaluation Criteria" item C2).</p> <p style="text-align: right;">(0-10)</p>
4-	<p>Is a sabbatical leave necessary in order to undertake the proposed activities? ("Sabbatical Leave Evaluation Criteria" item C4).</p> <p style="text-align: right;">(0-10)</p>
5-	<p>What is the ability of the applicant to accomplish plans, as reflected in the vita? ("Sabbatical Leave Evaluation Criteria" item A3).</p> <p style="text-align: right;">(0-10)</p>

TOTAL SCORE (of 70)

Was 60

EVALUATOR'S SIGNATURE

RANK - No Ties

Template for Review of Tier 1: Oral Communication Skills GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)

After completing the General Education Requirement, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats.

2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 1: Oral Communication Skills Courses: (All Oral Communication Skills GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Oral Communication Skills

3 credits

Oral Communication skills courses increase the abilities of students **to interact appropriately and effectively in a variety of contexts, including interpersonal, small group, and public speaking settings. In these courses, students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so, students develop an awareness of the role of communication in a variety of human relationships. Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.**

Template for Review of Tier 1: Oral Communication Skills GER Courses

Course:	Crs. #	Date of Review:						
For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.								
CAR	CCG date within 10 years	Course Description	Course Outline	Text & Bibliography Current				
CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.								
Student Outcomes At the completion of the course the student will be able to:			Outcome Included in Course		Outcome Assessed with Appropriate Tools		Evidence for Achievement of Outcome*	
Category Descriptor Outcomes			Yes	No	Yes	No	Yes	In Development No
1. Understand the dynamic nature of the communication process.								
2. Implement effective and appropriate communication skills, including the ability to:								
<ul style="list-style-type: none"> • develop, organize, present, and critically evaluate messages; • analyze audiences; and • adapt to a variety of communication settings. 								
Appropriate numbered GER preamble Student Outcomes								
Must Include: 1. Communicate effectively in a variety of contexts and formats.								
May include: 7. Locate and use relevant information to make appropriate personal and professional decisions.								

*For institutional GER review

Template for Review of Tier 1: Quantitative Skills GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)

After completing the General Education Requirement, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats.
- 2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.**
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 1: Quantitative Skills Courses: (All Quantitative Skills GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Quantitative Skills

3 credits

Quantitative skills courses increase the mathematical abilities of students in order to make them more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which will dominate 21st century decision-making. **In these courses, all baccalaureate students (1)develop their algebraic, analytic and numeric skills, use them to solve applied problems, and correctly explain their mathematical reasoning.**

Template for Review of Tier 1: Quantitative Skills GER Courses

Course:	Crs. #	Date of Review:						
For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.								
CAR	CCG date within 10 years	Course Description	Course Outline	Text & Bibliography Current				
CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.								
Student Outcomes At the completion of the course the student will be able to:			Outcome Included in Course		Outcome Assessed with Appropriate Tools		Evidence for Achievement of Outcome*	
			Yes	No	Yes	No	Yes	In Development
Category Descriptor Outcomes								
1. Develop their algebraic, analytic and numeric skills; use them to solve applied problems; and correctly explain their mathematical reasoning.								
Appropriate numbered GER preamble Student Outcomes								
Must Include: 2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.								

*For institutional GER review

Template for Review of Tier 1: Written Communication Skills GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)

After completing the General Education Requirement, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats.

2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 1: Written Communication Skills Courses: (All Written Communication Skills GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Written Communication Skills 6 credits

Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting, and revising as well as a primary element of active learning in literate cultures. Students practice methods for establishing credibility, reasoning critically, and appealing to the emotions and values of their audience. They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis. **They (1)develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students (2)demonstrate their ability to communicate effectively by selecting form and content that fits the situation; (3)adhering to genre conventions; (4)adapting their voice, tone, and level of formality to that situation; and (5)controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.**

Template for Review of Tier 1: Written Communication Skills GER Courses

Course:	Crs. #	Date of Review:						
For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.								
CAR	CCG date within 10 years	Course Description	Course Outline	Text & Bibliography Current				
CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.								
Student Outcomes At the completion of the course the student will be able to:			Outcome Included in Course		Outcome Assessed with Appropriate Tools		Evidence for Achievement of Outcome*	
			Yes	No	Yes	No	Yes	In Development No
Category Descriptor Outcomes								
1. Develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.								
2. Demonstrate their ability to communicate effectively by selecting form and content that fits the situation.								
3. Demonstrate ability to adhere to genre conventions.								
4. Demonstrate ability to adapt voice and tone and level of formality to the writing situation.								
5. Demonstrate ability to control stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.								
Appropriate numbered GER preamble Student Outcomes								
Must Include: 1. Communicate effectively in a variety of contexts and formats.								
May include: 7. Locate and use relevant information to make appropriate personal and professional decisions.								

*For institutional GER review

Template for Review of Tier 2: Fine Arts GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)

After completing the General Education Requirement, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
- 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.**
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Fine Arts Courses: (All Fine Arts GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Fine Arts

3 credits

The Fine Arts (visual and performing arts) focus on the historical, aesthetic, critical, and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills. **Students who complete the Fine Arts requirement should be able to (1) identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition. They should be able to (2) interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact on subsequent artistic work.**

Template for Review of Tier 2: Fine Arts GER Courses

Course:	Crs. #	Date of Review:						
For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.								
CAR	CCG date within 10 years	Course Description	Course Outline	Text & Bibliography Current				
CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.								
Student Outcomes At the completion of the course the student will be able to:			Outcome Included in Course		Outcome Assessed with Appropriate Tools		Evidence for Achievement of Outcome*	
Category Descriptor Outcomes			Yes	No	Yes	No	Yes	In Development
1. Identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.								
2. Interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact on subsequent artistic work.								
Appropriate numbered GER preamble Student Outcomes								
Must Include: 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.								
May include: 3. Relate knowledge to the historical context in which it developed and the human problems it addresses.								

*For institutional GER review

Template for Review of Tier 2: Humanities GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)

After completing the General Education Requirement, UAA students shall be able to:

1. **Communicate effectively in a variety of contexts and formats. (Language Courses)**
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. **Relate knowledge to the historical context in which it developed and the human problems it addresses.**
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Humanities Courses: (All Humanities GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Humanities (outside the major) 6 credits

The humanities examine the characteristic of reality, the purpose of human existence, the properties of knowledge, and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of right conduct in personal, social, and political life. They also consider the qualities of the divine, the sacred, and the mysterious. In these tasks the humanities reflect upon the world's heritage of the arts, history, languages, literature, religion, and philosophy. Students who complete a **content-oriented course** in the humanities should be able to **(1) identify texts or objects, to place them in the historical context of the discipline, (2) to articulate the central problems they address, and to provide reasoned assessments of their significance.** Students who complete a skills-oriented humanities **course in logic** should be able to **(1) identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies. They should also be able to (2) use a formal technique to determine the validity of simple deductive arguments and to (3) evaluate the adequacy of evidence according to appropriate inductive standards.** Students who complete a skill-oriented humanities **course in a language** should **(1) demonstrate proficiency in listening, speaking, reading and writing, and (2) demonstrate cultural knowledge of topics addressed.**

Template for Review of Tier 2: Humanities- Content-Oriented GER Courses

Course:	Crs. #	Date of Review:						
For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.								
CAR	CCG date within 10 years	Course Description	Course Outline	Text & Bibliography Current				
CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.								
Student Outcomes At the completion of the course the student will be able to:			Outcome Included in Course		Outcome Assessed with Appropriate Tools		Evidence for Achievement of Outcome*	
			Yes	No	Yes	No	Yes	In Development
Category Descriptor Outcomes for Content-oriented courses								
1. Identify texts or objects and place them in the historical context of the discipline.								
2. Identify texts or objects, articulate the central problems they address, and provide reasoned assessments of their significance.								
Appropriate numbered GER preamble Student Outcomes								
Must Include: 3. Relate knowledge to the historical context in which it developed and the human problems it addresses.								
May include: 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.								
8. Adopt critical perspectives to better understand the forces of globalization and diversity.								

*For institutional GER review

Template for Review of Tier 2: Humanities-Logic GER Courses

Course:	Crs. #	Date of Review:						
For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.								
CAR	CCG date within 10 years	Course Description	Course Outline	Text & Bibliography Current				
CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.								
Student Outcomes At the completion of the course the student will be able to:			Outcome Included in Course		Outcome Assessed with Appropriate Tools		Evidence for Achievement of Outcome*	
Category Descriptor Outcomes for Logic courses			Yes	No	Yes	No	Yes	In Development No
1. Identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies.								
2. Use a formal technique to determine the validity of simple deductive arguments.								
3. Evaluate the adequacy of evidence according to appropriate inductive standards.								
Appropriate numbered GER preamble Student Outcomes								
Must Include: 3. Relate knowledge to the historical context in which it developed and the human problems it addresses.								

*For institutional GER review

Template for Review of Tier 2: Humanities-Languages GER Courses

Course:	Crs. #	Date of Review:						
For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.								
CAR	CCG date within 10 years	Course Description	Course Outline	Text & Bibliography Current				
CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.								
Student Outcomes At the completion of the course the student will be able to:			Outcome Included in Course		Outcome Assessed with Appropriate Tools		Evidence for Achievement of Outcome*	
			Yes	No	Yes	No	Yes	In Development
Category Descriptor Outcomes for Language courses								
1. Demonstrate proficiency in listening, speaking, reading, and writing in the target language (ASL: proficiency in receptive and expressive skills) at the appropriate elementary or intermediate level.								
2. Demonstrate cultural knowledge of topics addressed.								
Appropriate numbered GER preamble Student Outcomes								
Must Include: 1. Communicate effectively in a variety of contexts and formats.								
May include:								
8. Adopt critical perspectives to better understand the forces of globalization and diversity.								
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.								

*For institutional GER review

Template for Review of Tier 2: Natural Sciences GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)

After completing the General Education Requirement, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
- 6. Identify ways in which science has advanced the understanding of important natural processes.**
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Natural Sciences Courses: (All Natural Sciences GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Natural Sciences (must include a laboratory course) 7 credits

The natural sciences focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines.

Laboratory courses illustrate how scientists develop, test, and challenge scientific theories, providing an appreciation for the process and problems involved in the advancement of scientific knowledge.

Students completing their natural sciences requirement will be able to **(1) apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions.** They will also **(2) demonstrate an understanding of the fundamentals of one or more scientific disciplines, (3) a knowledge of the discoveries and advances made within that discipline and the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history.**

Students completing the laboratory class will **(1) demonstrate the ability to work with the tools and in the settings encountered by professionals in the discipline, (2) will critically observe materials, events or processes, and will accurately record and analyze their observations.**

Template for Review of Tier 2: Natural Sciences GER Courses

Course:	Crs. #	Date of Review:						
For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.								
CAR	CCG date within 10 years	Course Description	Course Outline	Text & Bibliography Current				
CCG has Instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes								
Student Outcomes	At the completion of the course the student will be able to:		Outcome included In course		Outcome Assessed with Appropriate Tools		Evidence for Achievement of Outcome*	
Category Descriptor Outcomes for Lecture courses			Yes	No	Yes	No	Yes	In Development No
1. Apply the scientific method through formulating hypotheses, proposing testable predictions, and then testing to reach supportable conclusions.								
2. Demonstrate an understanding of the fundamentals of the courses' scientific discipline.								
3. Demonstrate a knowledge of the discipline's discoveries and advances that have impacted thought and technology throughout history.								
Category Descriptor Outcomes for Lab courses								
1. Demonstrate the ability to work with the tools and in settings of the discipline.								
2. Critically observe events or processes and accurately record and analyze observations.								
Appropriate numbered GER preamble Student Outcomes								
Must Include: 6. Identify ways in which science has advanced the understanding of important natural processes.								
May include:								
7. Locate and use relevant information to make appropriate personal and professional decisions.								
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.								

*For institutional GER review

Template for Review of Tier 2: Social Sciences GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)

After completing the General Education Requirement, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
- 5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, economic, and/or cultural dynamics.**
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives to better understand the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Social Sciences Courses: (All Social Sciences GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Social Sciences (outside the major; from 2 different disciplines) 6 credits

The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. **Students who complete a general education social sciences course should (1) be able to reflect on the workings of the society of which they are a part and should possess a broad perspective on the diversity of human behavior. They should be able to (2) distinguish between empirical and non-empirical truth claims. They should (3) be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected. They should (4) have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, qualitative analysis, quantitative reasoning, and application to social aspects of contemporary life. A student who has met the social science general education requirement is expected to be able to (5) demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.**

Template for Review of Tier 2: Social Sciences GER Courses

Course:	Crs. #	Date of Review:						
For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.								
CAR	CCG date within 10 years	Course Description	Course Outline	Text & Bibliography Current				
CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.								
Student Outcomes At the completion of the course the student will be able to:			Outcome Included in Course		Outcome Assessed with Appropriate Tools		Evidence for Achievement of Outcome*	
Category Descriptor Outcomes			Yes	No	Yes	No	Yes	In Development No
1. Reflect on the workings of individuals and the society of which they are a part and possess a broad perspective on the diversity of human behavior.								
2. Distinguish between empirical and non-empirical truth claims.								
3. Be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected.								
4. Demonstrate an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, qualitative analysis, quantitative reasoning, and application to social aspects of contemporary life.								
5. Demonstrate knowledge of social science approaches and apply that knowledge in a particular content area.								
Appropriate numbered GER preamble Student Outcomes								
Must Include: 5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, economic, and/or cultural dynamics.								
May include: 8. Adopt critical perspectives to better understand the forces of globalization and diversity.								

*For institutional GER review