

Meeting Notes

Academic Council

November 6, 2019; 9:00 a.m. – 11:00 a.m.

[Zoom Recording](#)

Action/Business:

1. Approve October 18, 2019 meeting notes – All, 2 min. (*attachment*)
 - a. Any corrections or changes to the notes, please let Kelly know. No objections to the notes.
 - b. Additions to the agenda: An addition in a graduate certificate. The nature of discontinuations and the processes that we go through. Would like to outline processes.
2. Review Action Items (*attachment*)
 - a. Modify the board agenda. Status for the Academic and Student Affairs meeting which will read “Statewide status report on Statewide Academic Programmatic Reviews”, to separate it from the ones that are going on at each of the three universities.
 - b. Paul also talked to the provosts about the distribution of the strategic initiative funds for dual enrollment and online program development. We did have that conversation and will get approved to move those funds to the universities. Paul will check with Myron on that, just to make sure that those funds were transferred to each of the three universities for those initiatives.
 - c. We added as a standing item to our agenda where we are with the program review process. And each of the three universities is doing academic programmatic review and those will be running through March. At these meetings, we will have a short update where you are with those processes, which is item six on our agenda today.

ACTION: Paul will follow up with Myron to be sure the funds are being transferred.

3. Program Discontinuation – Inform Board – Karen (*attachments*) – UAS will be discontinuing the programs due to low enrollment. The current enrolled students will be taught out by Fall 2020. Our School of Management had packaged the programs that they are already offering, not adding new courses. They had taken the classes that they were already teaching and packaged them into graduate certificates. The third one could not be approved at the same time that the third graduate certificate got approved yesterday. In the past, the graduate certificate was on business continuity on Arctic Security and those were already approved in October. The one that they approved yesterday was a graduate certificate of Cyber Security. The advantages of having these certificates, is there are people in industry and the workforce that are very interested in management programs, but do not have the bandwidth or the need to have an entire master's degree. It is much more beneficial to take a certificate, which has fewer number of classes required and are more focused in the area of their need. The certificate offerings do not involve opening new classes for us because there is course capacity to add on these people from the industry who have these market needs and who would take the graduate certificate. This is one of the ways to encourage high enrollment from the market center.
 - a. Graduate Certificate in Educational Technology (UAS)

- b. Mathematics K-8 Grad Certificate (UAS)
 - c. Math Education K-5 Grad Certificate (UAS)
 - d. Grad Certificate – addition – Cybersecurity (UAF)
4. Program Discontinuation – Requiring Board Action – Karen/John/Susan (*attachments*)
Our math education programs have just continually dropped off in terms of enrollment. We are looking at discontinuing all of the programs that we have in math education at this point.
- a. M. Ed in Mathematics Education (UAS)
 - i. Low enrollment – Have continued to drop off in terms of enrollment. Will be discontinuing all Math Education programs. There are other pathways for students to obtain the necessary requirements.
 - ii. No objection – Paul will forward to the ASA Committee for the consent agenda.
 - b. AAS Disability Services (UAA)
 - i. This is under UAA only as a teach-out. The program has completed the teach out process and is now ready to be discontinued.
 - ii. No objection – Paul will forward to the ASA Committee for the consent agenda.
 - c. Undergrad Certificate Architectural Technology (UAA)
 - i. Suspend for revision – the certificates associated with this degree will be eliminated due to low enrollment. Undergrad certs have been taught out and are ready to be discontinued.
 - ii. No objection – Paul will forward to the ASA Committee for the consent agenda.
 - d. Undergrad Certificate Civil Technology (UAA)
 - i. Suspend for revision – the certificates associated with this degree will be eliminated due to low enrollment. Undergrad certs have been taught out and are ready to be discontinued.
 - ii. No objection – Paul will forward to the ASA Committee for the consent agenda.
 - e. Undergrad Certificate Mechanical & Electrical Technology (UAA)
 - i. Suspend for revision – the certificates associated with this degree will be eliminated due to low enrollment. Undergrad certs have been taught out and are ready to be discontinued.
 - ii. No objection – Paul will forward to the ASA Committee for the consent agenda.
 - f. Undergrad Certificate Structural Technology (UAA)
 - i. Suspend for revision – the certificates associated with this degree will be eliminated due to low enrollment. Undergrad certs have been taught out and are ready to be discontinued.
 - ii. No objection – Paul will forward to the ASA Committee for the consent agenda.

The February meeting, which is our last Academic Council meeting before the February meeting, where we can push out a few more of these discontinuations as they come along. We'll have an Academic Council meeting in December, and will still be able to do more by the January meeting. We're going to have to push the for the January meeting to a week later. Kelly will send out a meeting notice to change it to the 8th, but we will be able to do it then if we do a meeting on February 1st or 2nd. We have to have everything approved by the 5th. We'll take a look at the schedule again, but the January meeting will be the date that we would like to have things in for Board action. We could always have a meeting at the end of February. We'll take a look at that, or the end of January. Any presentations for the Academic and Student Affairs should have a discussion in our meeting before they go live. Regent Purdue has requested an update on the College of Health nursing program and also the Alaska College of Education programs at the February Academic and Student Affairs meeting. Paul will get some definition from Regent Purdue about

what areas she would like to have discussed and expecting a presentation on each of those at the meeting.

On the Program Action Request (PAR) form, there are two boxes, one is consensus support versus non support from the academic council and then there is my recommendation to the Board for approval or disapproval. The checkbox for consensus support of AC, is there any objection to deleting this program? No objection. Hearing none, Paul will take this as consensus support for this and recommend this be forward to the Board. These will be on the February Academic and Student Affairs meeting and will then be on the consent agenda for the February Board meeting.

5. Academic Program Process – Paul

We have the Program Action Request and can never remember the title of the form. We have to change the form a little bit because we still have the word graduate certificate on there. In the last Board actions, the graduate certificates the delegated authority was moved to the Chancellor's from the Board. We will change the form to remove graduate certificate from that form, but these are programs that are up to 60 credits or 45 credits for a masters. These are the major programs undergraduate certificates associate degrees baccalaureate degrees post back certificates masters and doctorate. All of those require Board action. We go through this process with the PAR form with the presentation from the provost and a recommendation from the VPASR to the Board. The VPASR has the ability to recommend against a decision if a campus comes forward and says something not in terms of the best interest of the university, is free to recommend to the Board not to approve it. But would have to have a very, very strong rationalization for going against the campuses. Talking with Regent Purdue and other members of that committee, that's what they're expecting from the VPASR. As we go through these academic reviews, that is something we need to consider. The second area is, if we suspend admissions to a program, that is a Board approved program, one of the ones just mentioned, the board would like to have notification through the Academic and Student Affairs committee through our council. We're going to revise that form to simplify it a little bit, but we can tell the board we wish to suspend with intent to discontinue. Again what we just did, we did the teach out and move forward. Those are the ones that came forward or we could have the suspension with the intent to reestablish, where we need to build the program back up, but we don't want to delete it from the books. We just want to suspend admissions. This requires a seven day or five working day notice to the ASA for any objections that they might have, but it's a notification to the committee. It doesn't require their approval. We have a form that notifies them that we can do that, and then they can object or have a non-objection. A temporary suspension of admissions, when we don't know if the decision of the faculty will be to revise and reopen or actually to discontinue or somewhere in between. It is intended to reestablish what we want is just temporary. There are many possibilities that might result from that temporary suspension of admissions. What we have in the form right now is it's called temporary administrative suspensions. This is not a Board approved form. This is our form.

The third category is the groups that have been delegated to the Chancellor's, workforce credentials, occupational endorsements, and grad certificates. They're generally less than 30 credits, which is why we wanted to put them into that category. We will develop a similar notification form so that you are notifying us through a form rather than a formal PAR form. This is simply notification so that the Board and us are not caught unawares. We created this Graduate Certificate what we just want to have something on file of, you know, just to say that this was The NSA and was notified on this date. That's kind of what we want to do. I would like to work with the provost to develop that

form Kelly will kind of mock up A template for that, that we can have just to sort of formalize that process. Again, those are delegated to the campuses to the Chancellor's for creation or deletion.

For minors and concentrations and concentrations, they're not discussed in policy or regulation at all. Notification to this council or to the Board is not necessary. It can be done a courtesy in an audit, just to keep us in the loop, but will not be required. The units should have the flexibility to manage things for themselves as they deem fit. If it's something that the other campuses could benefit from, and the students could benefit from, bring it is an FYI.

What we're doing is will develop this as sort of a flow chart that will be on our website as well. If you have a program like this, this is the steps. If you have a program that's a credential, this is the steps. And we'll just try to make it a little bit more clear to the board what our expectations are, as well in terms of feedback from them.

There are some dates relative to financial aid, etc. that are better to have things decided before than after. We might want to work together to gather those dates. It's much better to suspended missions before a certain date, etc. The other thing to include in this processes would be to notifying the NWCCU. They have changed a little bit in what constitutes a minor change or substantial change in terms of academic programs. Having on our page something about the NWCCU process would be important, as well.

ACTION: Paul requests from the Provosts (Karen) to provide an explanation of the NWCCU process to post on the AC website. – Beneficial for the Board.

Updates/Discussion:

6. Review of Academic and Student Affairs Committee Meeting – Paul

The Academic Student Affairs Committee meeting last Thursday was rather busy, mostly of presentations. We did hear from Maria, from the faculty, and from Megan on the common calendar. We also heard from the faculty on the on curricular processes, which was helpful for the Board to hear that. We did not spend a lot of time on Student Affairs, but that is something that Regents want to have as a standing item. Taking a look at tuition and fees is something that's on her mind and she's asking questions about that. We also had a good discussion about the program review process going forward, as well. For the student affairs presentation, it was good to have the students present, because we talked about academic affairs, we do not talk about this the same way. It's important to involve the committees, but Student Affairs covers a lot of ground. If we are not providing guidelines on what they want to hear in these presentations, it is not as focused and meaningful, the same way. If we want to focus on an area of Student Affairs, maybe once it's tuition and fees, or to hear about Residence Life, that they give focused guidelines so that the conversation is meaningful. Bruce Schultz is working with Keith Champagne and Lori Klein to come up with a list of areas that would be good to discuss. The idea would be to provide guidance to Student Affairs so that there are specific areas that she wants to be informed of from the Board and not wide open. Paul will work with the Chair and keep people in the loop on how they want to go.

The agenda for the Board meeting coming up again. Tomorrow the Board is hosting a full day workshop with the president, the Chancellors, students, faculty, and staff governance representatives, and the Board as the participants in that workshop. It will be all day from 8:00 to 5:00. It's a public meeting. You are encouraged to attend, although will not be participants in the meeting. They will be discussing the roles and responsibilities for the Board, for the Chancellors, for the President, and for

shared governance as part of that process. In the morning, there will be some speakers and presentations or discussions about the national perspectives on state systems and how the authority of roles and responsibilities are delegated in state systems. The afternoon is pretty much going to be an open discussion. With a facilitator to talk about what's working, what's not working, what we need to improve and the areas that we need to better define. The Board is then going to vote to rename the University House, which is the President's residence, to the Grace Scheibel residence and then there will be a reception there at the house. The Board is also going to vote on leadership and it's possible that we will have a new chair.

On Friday, it's a rather packed agenda. Regent Purdue will be presenting the reports from our committees. We didn't have any action items at this committee meeting last time. Obviously, we will in the February meeting. There will also be the usual governance reports Chester reports. Chancellor Sandeen will talk about athletics with a brief discussion. The Board will be discussing the budget and will be asked to approve the FY21 budget request that goes forward. The Board will approve tuition rates going forward and will have revised the motion to the board for tuition to only do one year of tuition increase for AY20-21, a 5% increase for lower division and upper division course credits only, not changing graduate or out of state nonresident surcharge. The idea is to not do two years to allow us to do an assessment of possibilities of differential tuition. Also, then, to provide more clarity and transparency about how tuition dollars are being used across the system. Also, assessing the CTE discount or maybe even rolling that into a tuition rate differential for many campuses. The Board has a directive to maintain tuition and student fees at a level which are competitive with similar situated programs and other western states. Our graduate tuition is far above the other western states. The idea was to not change it this year. We are about 20% higher than the western states average for graduate tuition at this point in time.

We have different peer groups. Each of us have different peer groups. Is that based on a general statewide discussion that we're not good at an average we are above, but for our university we may not be there. We may need to increase that. Right now we are one tuition rate for the entire university. When we compare ourselves we're looking at basically, it's all of the western states. The universities in those western states are primarily public institutions, but with only one rate. We have to compare ourselves to a more general. That's what we want to do next year is have a discussion that is more specific. The concern is that if we start discussing that next year then implementing that would be a year after. We've lost two years in the process. And we're hurting here because the bulk of our programs are graduate programs, especially at UAF campus.

We have to lock in FY21 tuition now for a number of reasons, given that registration is going to start fairly soon in the spring semester for students. For FY21, the board has to lock that in this meeting. Now the board can always revisit a decision. The summer, we were talking about whether we would have to change tuition for spring semester when we were in a state of emergency. It's possible that the Board can revisit it, but what we're looking at is probably academic year '22 as the first time we can institute the differential tuition. Now we are obviously locking in these for another year. The differential tuition with the tuition surcharge for engineering and management is still existing. Right now, the Board could vote to delay that decision, but it's not very fair to students to say we don't know what your tuition rate is going to be. Our position is, we would like to lock in FY20 or AY20-21 at this meeting on Friday. And the Chancellors are welcome to speak to that, whether they want the board to delay that vote. The Board is to vote on the one year tuition increase for starting next fall.

There's a report that WICHE puts together that talks about those rates. That's in the report as well. It actually shows every single University in terms of its tuition rates. In the western states we can take a look at that and maybe that's something we will should put on the agenda for the next meeting will put on a tuition discussion as well. That's going to be an action item as well as obviously the budget request going forward. There will be a presentation by the Chancellor's on research of one of the strategic goals of the Board.

ACTION: Put WICHE report – tuition rates and discussion on the December agenda.

7. Program review process updates – Karen/John/Anupma
 - a. Anupma – We had our orientation meeting with the committee members. We met, both for the committee's and to talk about principle guidelines. The website academic program review website is up. There's information out there. We are updating the “frequently asked questions” site as the questions come along. There is a one week delay and we did provide an internal extension to the deans and to the faculty to submit their reports, because they just needed a little more time to write their reports. And we thought it was fine to give that because we just haven't started the actual review process that comes in.
 - b. Karen – We're making good progress. We have 14 programs that are undergoing review and we should get that information by the end of the calendar year. We're going to follow those same timelines, We now have a standing program review enhanced with information including FAQs, the documents and the timeline, that's up and running. Now the committees have been established, and they're already doing their work.
 - c. Susan – Now have standing program review website that has been enhanced with FAQs. The committees have been established and doing their work. Ongoing support and questions.
 - d. Paul - Regent Perdue requests some coordination between the universities in terms of discontinuing a program – teach out at other universities, providing other options for students, etc. Paul had made a request to the ASA Committee that they convene a special meeting to move forward with the discontinuations. This may be a meeting of the Board.

8. Dual Enrollment and Online Program Strategic Initiative – Teri

A brief overview of the update on some dual enrollment activities, since we last met as a council. In October, partnered with Dr. DeFao from UAA’s ISER, Center for Alaska Education Policy and Research. We presented on the current status of dual enrollment at the university, primarily sharing the guidelines document that this Council reviewed and approved over the summer. It really highlights the dual enrollment policy. Dr DeFao shared highlights from the dual enrollment record that was published from ISER in May, which this Council saw a brief presentation on it over the summer. We presented twice at ACEP for secondary classes, and the CTC directors, and then once at the Alaska Association for Career and Technical Education Conference. This was really well received. We probably receive the least amount of constructive feedback from primarily our secondary partners that were at these events and a lot of positive feedback on the activities that have been done, how we've aligned our practices across the system that really remove some of those barriers and increase the accessibility.

The current focus of the Dual Enrollment subcommittee has been to revise the parent/guardian agreement and streamline that process so it's easier for students, parents and also our secondary partners. The main change to that agreement is that it only needs to be completed one time instead of once for each university, but then it'll be accessible to all three universities. General Council has provided input and Provost are now gathering feedback from the registers offices on that form and

the process. Once the draft is finalized, the next step would be the academic final approval with a goal to implemented in spring semester. That leads back to the Strategic Investments. Those have been distributed, or are in the process of being distributed.

We can very quickly reflect on two areas that we will be investing in. One is some of our stem online classes with the MAPTS components. It is a market that there isn't much available. And the other initiatives will be investing in is a physical Medical College initiative on campus. For that we will be investing in the needed capacity in advising and just coordination. We're going to use the online money to hire an instructional designer here at the Juneau campus as our instructional designer resigned in July. We're going to be working on dual enrollment on Sitka launch that will be primarily aimed at Mount Edgecombe to get those students involved in dual enrollment courses. They already are somewhat involved, but we want to expand that. We want to be sure to work with faculty up front on some of those decisions.

One thing that did come up at the main campus directors council meeting was some questions about High School Advantage, which Owen is on the agenda. The big opportunity there is that there's interest for high school students have access to online courses and how can we all work together across the system to provide that opportunity.

9. High School Advantage program – Owen Guthrie

There are about 40,000 high school students in the state of Alaska, about half of whom take to enrollment in high school. About 20,000 students are out there taking dual enrollment. Copper River created a partnership with ASU this last year. You can see this trend going across the states. It is a time where online education is disrupting a lot of things going on in dual enrollment. Alaska is seen as ripe for the picking for a lot of these outside providers. So as an example, if you go to Copper School District website, there were five partners for online education opportunities for their students. Students, none of which by the way is the UA campus. They are offering a total of 510 courses to their school district. This is not uncommon throughout Alaska at this point.

We need to start fighting back. There are 20,000 students that average seven or so credit hours. Our current Advantage program has 108 students and of those, 83 are homeschool students that come from IDEA Ravens hyperlinks and focus home schools. Of those, most are in the Fairbanks area. There's about 70 credit hours coming from what would be traditionally UAS service area and about 30 coming from us. However, in a given semester, there's a report, called the leakage report to see how many of UAS majors, enrolled majors are taking online courses from UAS and UAA any given semester. It has been averaging about 1000 credit hours spring and fall for the last two years. Today, it's running about 1073 credit hours, 262 UAS and 811 to UAA. The Advantage program is about a 10th of that overall in terms of a balance of trade, if you will. Of the 20,000 students in Alaska taking dual enrollment and teaching it, a hundred new students is about half a percent. Our somewhat antiquated administrative processes aren't very dynamic when it comes to dealing with your own students. This week we have some barriers systemically for them, so we're trying to figure those out and work on that and improve the model.

We've been really monitoring academic performance and doing all we can because we're really concerned about students succeeding. That's our most important mandate, we're putting them into them in that first college course for the first time, and every single student is being monitored. Right now have that initial quarter 108, about 22 have a grade of D or F. We've called each of those at least three times and we're working with them very closely to figure out what's going on there. Some are dropping or have dropped. But overall, our success rates of 82%. The summer created some climates

of fear and uncertainty and maybe even paranoia and it's unfortunate that this initiative came out in that climate. Change is also really hard and there's a seismic shift in Alaska going on in K-12 around online education. Here in Fairbanks Foundational Circle School District engages three different vendors for their online solutions formally. They have a formal space within their schools where students can go and work on their online courses. We are not one of those, by the way. Formally, they do let students know that you can take courses from us. But we're not one of the formal vendors that they support their curriculum. Much of that is being used for credit replacement.

Priscilla - From the Community Campus Directors, it's not paranoia as so much as lack of communication. The issue is, we don't know about it. We should have some communication so that there can be some when talking to the superintendent. We should be a point of contact. The Fairbanks City School district told the west campus that they're not going to sign with the campus and not play with them. We don't do any career and technical and stuff. There's no tech prep option. Generally, we don't compete in that space. We're really a different kind of model. And there's no exclusivity. As you can see, the school can sign with anybody they want to they can have any relationship. We certainly could have done better on getting the message out earlier and faster. In Ketchikan, the previous superintendent and some of the administration felt that the University of Alaska previous leadership had been disparaging about how well the public schools were doing, so they got this very negative view about the University of Alaska. They decided to just go out of state. UAS and the Chancellor have been fighting really hard to let them know we respect what they are doing in the school districts.

Their question is around support and if we're helping students in Nome or in Kotzebue, or wherever, who are taking the online courses. How is that compensated for in a revenue way if it's a support services and doing delivery back to the physical point of contact, but the content is coming online. What does that model look like? In some of our communities, we also need to attend to the physical reality support services.

Anupma: We need to be doing better bridge building in in all aspects, especially with our relationship with the school district. If that has been scarred in the past, this is a time to build a bridge. We have fresh energy and leadership and perspectives that we should we should be able to do that. The Copper River School District, where they have the latitude to go anywhere to get their online education needs met, it's a tricky market out there. We cannot mandate the school districts to come to the University of Alaska and take our classes, but one thing that you could have the group think about is to see if we can work with our legislators, so that we have a legislative intent language at least put in, if not a mandate. Actually put legislative intent language saying that if your school district needs online education and assistance with online education, especially in the context of higher education, that University of Alaska should be your first choice.

Our programs are really high quality, it's just that our market base is not as big, so we are not as visible. We can do better with marketing with more investments in our program. The system needs to invest more in our programs. We can assure quality, but we can also bring the cultural context which other universities don't bring. The price that we're offering on a per credit basis for this program is less than traditional undergraduate rate, or that we charge with our Middle College, which is a normal tuition rates.

One of the things about the Badge Program is that the students are asked to have a facilitator in the course with them. There is a point of contact person who is helping them on student success. If we

get them in the first call, of course, and they fail out. We've heard everyone asked them in the state so that's a different thing. Having someone with each and every student on site, one on one is 11 facilitators for those 11 students. So that's a different thing for us to figure out systemically. And number two, about how do we do that from administering systems and we're figuring that out. They really require that district level participation to be very present in order to for them to think about.

Karen - One of the things we've talked about here at UAS is having the students and dual enrolled classes, not enroll and not actually enroll in the class until about a month in that if they are failing or not doing well or not doing the work, we don't enroll them. That way they don't end up getting F's being on their transcript forever. We've been having that conversation.

Robin - About the facilitator in the school, are they teachers that are being paid? There are 11 teachers for 11 students. - Yes, they are. – They might have one student from delta, one student from Eielson. Each student has a nominee, or homeschool teacher, or homeschool teacher of record, that happened to come from different places and each student has their own facilitator, the person who is looking after their overall learning experience. We have to manually add them through Blackboard into the course with them so that that facilitator can know how the student is doing today. If you have one cohort of five students from one class joining, you just have one facilitator that would be the model.

eLearning subcommittee - We would like to review that membership, take a look at who needs to be on that committee, and make sure that it is representative. Charge that committee to really work on this communication across the system and also coordinating our efforts, not just in the dual enrollment side, but in our eCampus or distance courses across the system. We have to coordinate better. The question is, are our policies working in those areas? Karen, as the Chair of the eLearning subcommittee, will be reviewing that membership list and seeing if it needs to be updated. The committee will be charged with beginning that conversation and hopefully meet before the December meeting. We will also put this back on our Academic Council agenda to see how we are coordinating and what are the issues that we need to address at this body as well. Also, how we interface with school districts with our community campuses, etc.

ACTION: Karen will review the eLearning membership list, begin meeting again and make a standing agenda item on the AC council.

10. Common Calendar Committee update – Megan Buzby

Megan presented a report from the common calendar committee. There wasn't a lot of time for discussion at that meeting, but she did also have a PowerPoint. At the last meeting, faculty alliance had proposed having to have our task forces present and the faculty alliance role is increasing. Now, we move towards a more shared governance model. The common calendar committee was formed a couple of years ago after the Board of Regents was concerned that there was a week difference between the start of times of the different universities. The Common Calendar Committee has been very effective in keeping that calendar aligned. Another initiative that's come forward was the concern for course block alignment. UAA has a 50 minute credit hour, UAF has 60 minutes and UAS has a 60 minutes, so making our course start and end times slightly askew.

The common calendar committee was asked if they would be willing to take this on. We did file a report last year and did a number of surveys when Chris Fallon was the chair of Faculty Alliance, which clearly indicated that the faculty of the respective universities are very married to their current

credit hours. They do not want to move to that. One of the things that Faculty Alliance recommended was we could look at just aligning course start time. To that end, the common calendar committee is working on looking at the least disruptive way to do that. So they don't want to interfere in the high traffic times for classes. That's when the most classes are meeting the highest general classes are meeting. They're looking at aligning time to starting early in the morning or in the later afternoon. The important work of this will help some of the programs that are already doing core sharing. The last Common Calendar Committee met to discuss how they're dealing with that in their suggested ways. They'll have a report done by March. We originally were focusing on GER maintenance, just to maintain the alignment. We reframed that task force basically to start sharing the curricular processes at each of the universities. We do things a little bit differently and a little bit the same, but finding some of our best practices and getting to know each other has been very helpful. One of the outcomes of that is looking at what's called the WICHE Passport.

We do have common calendar alignment for most things, but the payment is still hanging out there. It's one of those areas that we're still getting feedback on. People are saying there's not a big demand for synchronous delivery. But then again, there's not a lot of slots available. The engineers could do a lot more if there was more alignment. If we can standardize some of the things that they were doing across the system that may help in terms of the types of software, programs, etc. that are being used.

The Passport is a great idea, especially if you're trying to get people to transfer in. Our Board policy right now is more liberal innocence than the board policy allows for the transfer of GERs. The Passport does have some need to look at those kind of outcomes. You have to make some decisions, have some sort of approval. Our policy is if it's a GER at UA, it is a GER at UAF and that is if you take that class in the humanities subcategory at UA it transfers into us as humanity subcategory. It's a much more liberal process to facilitate transfer across the system. The Passport will be good as a marketing tool and for bringing students from outside.

All the academic program reviews and concerns that there also needs to be administrative program reviews as well. To that end, UAA is doing administrative program reviews, not just focusing on academic programs, which was one of the concerns of faculty alliance, also clearly one of the main things we discussed was the end of the NWCCU letter. We did have a small group the week before the retreat with a number of different faculty that began to look at Board of Regents policies. We had a resolution that recommended amending those policies. That would give the Chancellor's the freedom that they need in order to run their respective separately accredited universities. Right now, it just gives so much power to the office of the president that it stymies the ability of the Chancellors to be more nimble and agile in running their respective institutions. We did get support from the Union, as well as UAS Faculty Senate and UAA Faculty Senate, and UAF Faculty Senate that endorsed the resolution. Tomorrow, at the workshop, there will be some discussion of some of those ideas, about making those rules very clear.

11. Faculty Alliance update – Maria

FA retreat was held last weekend. Paul and the president attended. There needs to be administrative program reviews as well as just academic program reviews. The NWCCU letter was discussed.

12. Myfuture.alaska.edu portal and Some College, No Degree students – Paul (*attachment*)

The report that came from the National Student Clearinghouse Research Center on this question of some college, no degree. If you look at that report, for example, Alaska leads the nation in the ratio

of some college, no degree versus those students enrolled in our universities. Again, we're a one university state in a sense that we only have most of the students on the list or University of Alaska someplace. The question is, is that a good thing or not? Having 100,000 Alaskans out there with some college no degree, is that an indictment of us, or is that simply something that it's an opportunity? It's a big reservoir out there of students who started college for some purpose, but did not get a degree. Maybe those people came to us and they said, "I need one class in a CTE program welding or business. I got that class. I got the job I want. And so that was a success for me." If that's a success for them, that's a success for us. But, right now it's looking like that somebody left the university without getting that certificate or that degree. The question is, are there ways of facilitating that? One of the purposes of the occupational endorsement that we created for 9 to 29 credits, was to capture some of those successes. Take nine credits of a program, prepare yourself for some career. The other question is, is the market out there? Maybe there are people out there older students who are looking to start college, but life got in the way and they are now ready to come back. To try to attract those, last year we constructed The Portal, The My Future Alaska portal. It's out there, it's live. It has three areas of focus, returning students, military students, and of course the traditional undergraduates, providing pathways into our universities. The Portal exists because we have three separate universities and multiple community campuses. If we were one university, we wouldn't need a portal that would just be one access point. If I go to your university, I don't see the access point to the portal. The portal exists and needs to be visible so that students who are just kind of browsing around can have access to that. Now, if they hit your website, maybe they already know where they want to go.

We are now looking at how do we get more of the credit for prior learning type of environments up to that website. We'll be working on that this year. We can go for traditional undergraduates nationally. The trend is that traditional undergraduates are declining across the country at alarming rates for both privates and public. Our declining enrollment is part of the national trend. It's part of our economic trend. It's part of the news that we're putting out there. However, this is a different reservoir, so understanding this group and learning more about that demographic is going to be important, but that is something and how we market to that group is also important. President Johnson would like to meet and work with each of the universities to look at how we are marketing to these different demographics, to our military, to our high school students.

Karen – At UAS, we have a program called Finish College Alaska and we're working hard on that program. Unfortunately, with budget cuts we haven't been able to market that program the way we would like to, but it has been successful. We think that if we could get some more support and really make this a statewide program that everybody would benefit from it. We have people that are assigned to that program and it would make a lot of sense for us to all be working and make it a statewide program. This our Strategic Enrollment planning.

Susan - Marketing would be really helpful. We have a completion degree that's geared more toward technical folks. UAF has a completion degree focused on business. Maybe there's some thinking around how we get help from the system in marketing these programs for this purpose. If you look at the portal, that was the purpose of that, a one stop shop. What can we incentivize them with is another way of looking at that. The portal is not something that we just created and can walk away from it. It's something that we've invested in. It's got some purpose, but how can we integrate it into Finish College Alaska better? How can it integrate into some of these areas that we are looking at for college completion?

These reports are out there. The National Student Clearinghouse data is available. If people pick it up and saw that we have 111,000 Alaskans who did not finish college. Maybe, Alaska is a demographic where you don't need a college education to get a good job. But if you came to a university for purpose, there's something we need to take a look at.

We need to clean up how to actually register for classes. People all the time say, I tried to register and I couldn't figure out how to do it, so I just gave up. It is not easy. This has been brought up repeatedly to Mark Kondrak, and anybody who will listen. We're going to continue to be in the same boat because people are going to give up, it's too difficult. Registration for a class should be three clicks. This needs to be our highest priority, to simplify that system.

13. Roundtable and future agenda items - All

Karen – None

Larry – None

Maria – None

Priscilla – Had the face to face Community Campus Directors Council last week. We talked about apprenticeships that has been developing at UA, but is meant to be something for all universities. We're also talking about presenting next in March, some recommendations that we can share from each of our campuses on things that are working well for us.

Paul - Attended the CCDC. Had a meet and greet with Steve Patin, the new HR Chief Officer. Steve is just coming on board, and I met with him earlier this week and had a good discussion about some of the issues that are out there. Issues regarding some of the faculty, issues with the CBA. As we get closer to the CBA negotiations with faculty, that Steve meets with the team and with the provost to have some conversations. Talked about the issues around different levels and types of funding, whether it's fund one funding or fund two, or fund three funding or whatever. He's aware of some of those issues as well. It's good to have Steve on board. If you haven't met him yet, please reach out and talk to him about he's based in Anchorage.

Yesterday, the Faculty Senate meeting on the ALPACA program review process, the motion for that was approved. There were two separate motions and so that would expedite some of our program approval processes.

Anupma – Yesterday, the Faculty Senate meeting on the ALPACA program review process, the motion for that was approved. There were two separate motions and so that would expedite some of our program approval processes.

Jeff - For those that didn't hear the College received a \$1.7 million grant from Premera to expand nursing programs, and recruitment and retention of Alaska Natives into nursing. That will provide capital improvements in Bethel, Dillingham and Ketchikan. We're excited about not only those facility improvements, as it relates to nursing, but also the opportunity to grow other health programs using those facilities. We completed the Southeast Health Workforce needs assessment and will be working with us on how to implement some of the highest priority health programs in southeast. We're going to be looking at doing another health needs assessment in the YK-Delta region, which will then become our blueprint for how to expand health program in that region as well.

Susan – None

Teri – The TVEP cycle is upon us. Will be finalizing the RFP and sending that out later this week. Many of you are on that distribution list, so pass along goodies and directors, so that they can apply for funding and also FYI 20 unencumbered on next year.

Robin – None

Gwen – None

Steve – The college's accreditation process had the site visit last couple days. It was a very positive result at this point. We're pleased that we're past that and had a positive result.

Owen – Thanks to everyone for your time today and reach out if you have any questions about Advantage or if you hear anybody asking questions, direct them to me.

Kelly - I would like to request from the provost to send me the links to their program review updates that I could put them on our site.

Next Meeting - December 4th