



Board of Regents Program Action Request
Proposal to Add or Change a Program of Study
 University of Alaska

1a. UA University UAS	1b. School or College Arts and Sciences	1c. Department or Program Humanities and Social Sciences																																					
2. Complete Program Title: Interdisciplinary Bachelors of Arts Degree																																							
3. Type of Program:																																							
Undergraduate Certificate <input type="checkbox"/>	Associate <input type="checkbox"/>	Baccalaureate <input checked="" type="checkbox"/>																																					
Master's <input type="checkbox"/>	Doctorate <input type="checkbox"/>	Post-Baccalaureate Certificate <input type="checkbox"/>																																					
4. Type of Action: <input type="checkbox"/> Add <input type="checkbox"/> Change																																							
Implementation Semester:		Year:																																					
6. Projected Revenue and Expenditure Summary:																																							
Provide information for the 5 th year after program change approval if a baccalaureate or doctoral degree program; for the 3 rd year after program approval if a master's or associate degree program; or for the 2 nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify () and explain in the program summary attached. Note that revenues and expenditures are not always entirely new; some may be current (see 7d.)																																							
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Projected Annual Revenues in FY</th> </tr> </thead> <tbody> <tr> <td>Unrestricted</td> <td></td> </tr> <tr> <td>General Fund</td> <td>\$ -</td> </tr> <tr> <td>Student Tuition & Fees</td> <td>~\$250,000</td> </tr> <tr> <td>Indirect Cost Recovery</td> <td>\$ -</td> </tr> <tr> <td>TVEP or Other (specify):</td> <td></td> </tr> <tr> <td>Restricted</td> <td></td> </tr> <tr> <td>Federal Receipts</td> <td></td> </tr> <tr> <td>TVEP or Other (specify):</td> <td></td> </tr> <tr> <td>TOTAL REVENUES</td> <td>~\$250,000</td> </tr> </tbody> </table>	Projected Annual Revenues in FY		Unrestricted		General Fund	\$ -	Student Tuition & Fees	~\$250,000	Indirect Cost Recovery	\$ -	TVEP or Other (specify):		Restricted		Federal Receipts		TVEP or Other (specify):		TOTAL REVENUES	~\$250,000	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Projected Annual Expenditures in FY</th> </tr> </thead> <tbody> <tr> <td>Salaries & benefits (faculty and staff)</td> <td>No new faculty</td> </tr> <tr> <td>Other (commodities, services, etc.)</td> <td></td> </tr> <tr> <td>TOTAL EXPENDITURES:</td> <td>\$ -</td> </tr> <tr> <td colspan="2" style="text-align: center;">(These are costs in addition to the annual costs, above.)</td> </tr> <tr> <td>Year 1</td> <td>\$ -</td> </tr> <tr> <td>Year 2</td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> </tr> </tbody> </table>	Projected Annual Expenditures in FY		Salaries & benefits (faculty and staff)	No new faculty	Other (commodities, services, etc.)		TOTAL EXPENDITURES:	\$ -	(These are costs in addition to the annual costs, above.)		Year 1	\$ -	Year 2		Year 3		Year 4	
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Page # of attached summary where the budget is discussed, including initial phase-in:																																							
7. Budget Status. Items a., b., and c. indicate the source(s) of the general fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program indicate amount anticipated and expiration date, if applicable.																																							
Revenue source	Continuing	One-Time																																					
a. In current legislative budget request	\$ -	0																																					
b. Additional appropriation required		\$ -																																					
c. Funded through new internal UA university redistribution		0																																					
d. Funds currently committed to the program[1]		0																																					
e. Funded all or in part by external funds, expiration date		0																																					
f. Other funding source (specify type):		0																																					
8. Facilities. New or substantially (>\$25,000 cost) renovated facilities will be required.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No																																					
If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.																																							
9. Projected Enrollments (headcount of majors). If this is a program discontinuation request, project the teach-out enrollments.																																							
Year 1:	30	Year 2:	45	Year 3:	60	Year 4:	80																																
Page number of attached summary where demand for this program is discussed:																																							

<p>10. Number² of new TA or faculty hires anticipated (or number of positions eliminated if a program discontinuation):</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td>Graduate TA</td><td style="text-align: center;">0</td></tr> <tr><td>Adjunct</td><td style="text-align: center;">0</td></tr> <tr><td>Term</td><td style="text-align: center;">0</td></tr> <tr><td>Tenure track</td><td style="text-align: center;">0</td></tr> </table>	Graduate TA	0	Adjunct	0	Term	0	Tenure track	0	<p>11. Number² of TAs or faculty to be reassigned:</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td>0 Graduate TA</td><td style="text-align: center;">0</td></tr> <tr><td>0 Adjunct</td><td style="text-align: center;">0</td></tr> <tr><td>0 Term</td><td style="text-align: center;">0</td></tr> <tr><td>0 Tenure track</td><td style="text-align: center;">0</td></tr> </table> <p>Former assignment of any reassigned faculty: _____ For more information see attached summary page: _____</p>	0 Graduate TA	0	0 Adjunct	0	0 Term	0	0 Tenure track	0
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<p>12. Other programs affected by the proposed action, including those at other campuses (please list):</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:50%;">Program Affected</th> <th style="width:50%;">Anticipated Effect</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">None</td> <td style="text-align: center;">Phasing out of Bachelor's of Liberal Arts on Juneau campus</td> </tr> </tbody> </table> <p>Page number of attached summary where effects on other programs are discussed: <u>13</u></p>		Program Affected	Anticipated Effect	None	Phasing out of Bachelor's of Liberal Arts on Juneau campus												
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<p>13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none':</p> <p style="text-align: center;">None</p>	<p>14. Aligns with University or campus mission, goals, core themes, and objectives (list):</p> <p>Pages 4-5</p> <p>Page in attached summary where alignment is discussed: _____</p>																
<p>15. State needs met by this program (list):</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Increased interdisciplinary curricula</td></tr> <tr><td style="text-align: center;">Educate students to become informed and responsible citizens</td></tr> <tr><td style="text-align: center;">Advance research, scholarship, and creative activity</td></tr> <tr><td style="text-align: center;">Engage Alaskans via lifelong learning. Outreach, and community development</td></tr> </table>	Increased interdisciplinary curricula	Educate students to become informed and responsible citizens	Advance research, scholarship, and creative activity	Engage Alaskans via lifelong learning. Outreach, and community development	<p>16. Program is initially planned to be: (check all that apply)</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>Available to students attending classes at campuses</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Available to students via e-Learning</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Partially available to students via e-Learning</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p>Page # in attached summary where e-Learning is discussed: _____</p>	Available to students attending classes at campuses	<input checked="" type="checkbox"/>	Available to students via e-Learning	<input checked="" type="checkbox"/>	Partially available to students via e-Learning	<input type="checkbox"/>						
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<p>17. If this program is an addition, would program be eligible for State's Eligible Training Provider List program?</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (Click here for more information)</p>																	
<p>Submitted by: 2/19/20 Chancellor/Provost Date:</p>																	
<p>Consensus support of AC <input checked="" type="checkbox"/> Not supported by AC <input type="checkbox"/> Recommend approval by VPASR Date: May 18, 2020 Recommend disapproval by VPASR Date:</p>																	

²Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: Summary of Degree or Certificate Program Proposal Other (optional)

Revised: 11/11/2019

[1] Sometimes the courses required by a new degree or certificate program are already being taught by a UA university, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.



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February 11, 2020

TO: Paul Layer, VP for Academics, Student Affairs and Research
Statewide Academic Council

FROM: Karen Carey, Provost

RE: Interdisciplinary Bachelor's Degree

The University of Alaska Southeast is a "Comprehensive regional university focused on interdisciplinary & marine-oriented programs, teacher education, e-Learning, and workforce development" (University of Alaska, Strategic Pathways, 2018). Our research foci has been on interdisciplinary work and the environments of Southeast Alaska. Strategic Pathways identified UAS as the campus lead for the State of Alaska in "Marine-oriented programs (including joint programs with UAF), Teacher education (administration), Interdisciplinary degrees/ degree completion, Emphasis on regional workforce priorities, e.g., mine training" (University of Alaska, Strategic Pathways, 2018).

The Interdisciplinary Bachelor's Degree will further enhance the reputation of UAS as a premiere University in interdisciplinary studies. UAS was ranked 34th nationally among universities with accredited baccalaureate integrative studies programs by Best Colleges in 2018 and was ranked 20th as the Best Bachelor Degree in Interdisciplinary Studies by the Bachelor's Degree Center in 2019. This program will provide students with multiple ways to obtain their degree with different concentration core options in Alaska Native Language & Studies, Creative Expression, Cultural Studies, Outdoor & Adventure Studies, and Social Inquiry. Students are looking for new and unique ways of knowing through an interdisciplinary lens and this program will provide with the opportunity to engage in extensive personal study with faculty members as they design their own programs to meet their intellectual needs and career goals.

The program aligns well with the University of Alaska Mission (pages 4-5 in the attached Program Proposal document) and the University of Alaska Academic Master Plan (see pages 5-9 in the attached Program Proposal document). Program Learning Objectives include interdisciplinarity, local and global intersectionality, communicative competence, decolonization and social justice, community engagement, and research and creative activity. Each student will complete a capstone or thesis project at the end of their program and will deliver a public presentation of their project to demonstrate fulfillment of degree program outcomes.

This degree program has been in development for four years and the University of Alaska Southeast has the capacity to ensure its success, without additional resources.

**Program Proposal Summary as per University of Alaska Board of Regents Policy
R10.04.020.C**

1. Degree or Certificate title, university or community college unit responsible for the program:

Interdisciplinary Bachelor of Arts

2. University Unit Responsible for the Program:

Offered by the University of Alaska Southeast (UAS), School of Arts & Sciences, Departments of Humanities and Social Science.

3. Catalog Description:

The Interdisciplinary Bachelor of Arts provides integrated and experiential courses of study that relate multiple ways of knowing to empower students to advance environmental awareness, cultural responsibility, artistic expression, and social justice. From a shared basis of fundamental coursework in interdisciplinary studies and under close mentoring with faculty advisors, students craft a program of focused study in Creative Arts, Cultural Studies, Indigenous Studies, Outdoor and Adventure Studies, or Social Inquiry. Students who complete the Interdisciplinary Bachelor of Arts degree are well prepared to embark upon professional careers or graduate studies.

Admission Requirements

Students are admitted to the Interdisciplinary Bachelor of Arts program upon application and acceptance (<http://uaonline.alaska.edu>).

Degree Requirements

Candidates must complete the General Education Requirements (GERs) as well as the specific program requirements listed below for a minimum of 120 credit hours.

Courses in a degree program may be counted only once. Courses used to fulfill the major requirements cannot be used to fulfill the GERs. The degree must include 45 credits of upper-division courses (300 or above), 24 of which must be completed at UAS.

General Education Requirements

36 Credits

Recommended:

HUM 120	Sense of Place: Alaska and Beyond	3
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*Must include: **

ANS 101	Introduction to Alaska Native Studies	3 [Note: New GER]
ANS 263	Northwest Coast Art & Culture	3 [Note: New GER]

* These required GERs may be waived for students who have completed an Associate degree or for transfer, returning, and change-of-major students with 45+ credits.

Interdisciplinary Core

Concurrent with General Education courses, Interdisciplinary BA students complete the following courses as fundamentals of interdisciplinary study.

Language Competency (1-Year Sequence or Equivalency)		6
INDS 200	Interdisciplinary Inquiry	3
INDS 300	Interdisciplinary Theory & Practice	3

Major Requirements ***45 Credits**

The Interdisciplinary Bachelor of Arts Major has three components:

- Concentration Core
- Focus
- Culminating Project

*Students who have completed an Associate degree or who are transfer, returning, and change-of-major students with 45+ credits begin degree program at Major Requirements. Fundamentals of Interdisciplinary Inquiry include INDS 300 Interdisciplinary Theory & Practice (INDS 200 and GEOG 210 are waived). Students need to complete outstanding introductory prerequisite courses and the one-year language competency. Any outstanding UA GERs may need to be completed.

Concentration Core (27 Credits; Upper-Division 15 Credits Minimum)

Concentration Core options in the Interdisciplinary Bachelor of Arts are:

- Alaska Native Language & Studies
- Creative Expression
- Cultural Studies
- Outdoor & Adventure Studies
- Social Inquiry

Each track option has its own requirements in thematic content, theory and applications.

Focus (15 Upper-Division Credits)

Students and their faculty advisors develop an intensive study plan in INDS 300 Interdisciplinary Theory & Practice. The plan is organized around an approach to interdisciplinary inquiry, a transdisciplinary theme or problem, depth in a disciplinary field, or upon field experience immersion.

Culminating Project (3 Upper-Division Credits)

Students complete and deliver a public presentation of a significant project to demonstrate fulfillment of degree program outcomes through enrollment in and completion of either INDS 499 Capstone, ENGL 499 Thesis, or GEOG 499 Capstone (currently GEOG 490).

Total Credits Required for BA

120

4. Rationale for the new program and educational objectives, student learning outcomes and plan for assessment:

The University of Alaska Southeast is nationally recognized for its interdisciplinary baccalaureate programs.* The Interdisciplinary Bachelor of Arts replaces the Bachelor of Liberal Arts with an academically rigorous and flexible interdisciplinary degree program that maximizes faculty expertise and student interests. The Interdisciplinary Bachelor of Arts provides integrated and experiential courses of study that relate multiple ways of knowing to empower students to advance environmental awareness, cultural responsibility, artistic expression, and social justice. The degree program aspires to define and shape emerging relations in the 21st century, from the local to the global, by cultivating pedagogical innovation, indigenous intellectual authority, public dialog, social action, and by healing the wounds of historical violence.

* "Best Integrative Studies Programs 2018," Best Colleges (<http://www.bestcolleges.com/features/top-integrative-studies-programs/>). UAS ranks 34th nationally among universities with accredited baccalaureate integrative studies programs and was ranked 20th as the Best Bachelor Degree in Interdisciplinary Studies by the Bachelor's Degree Center in 2019 (<https://www.bachelorsdegreecenter.org/best-bachelors-interdisciplinary-studies/>)

Program Learning Objectives

Interdisciplinarity. Students will identify interconnections between people, places, and socio-economic activities in ways that transform personal identity and transcend geographic, political, and even disciplinary boundaries.

Local and Global Intersectionality. Students will establish multiple connections between everyday life at the local level and the larger economic, social, and cultural forces that network them into a global community.

Communicative Competency. Students will develop a robust communicative competency through a foundation in argumentation, symbolic and institutional dimensions of discourses, media analysis, and also by attending to cultural practices and wisdoms of listening and responsiveness.

Decolonization and Social Justice. Students will analyze the roots and manifestations of colonialism, historical trauma, systemic inequalities, and experiences of discrimination that impact both victims and perpetrators and foster relationships that transform society and promote social justice, cultural safety, and equity.

Community Engagement. Students will develop a heightened sense of their responsibilities, power and purpose as public scholars, community members, and global citizens through relationship building with Alaska Native partners, private enterprises, non-profit organizations, and local, state, and federal agencies.

Research and Creative Activity. Through rich mentoring relationships with faculty, students will participate in substantial research or creative endeavors that demonstrate engagement and competency in their course of interdisciplinary study.

Program Learning Outcomes

Students who complete the Interdisciplinary Bachelor of Arts degree fulfill program objectives by demonstrating the ability to:

- Enact academic learning beyond the university classroom.
- Participate in public presentations, seminars, and workshops that demonstrate the reciprocal skills of listening and articulation.
- Contribute in meaningful ways to redressing historical violence and social inequity.
- Perform innovative analyses of diverse texts, forms, and practices by drawing upon indigenous ways of knowing and interdisciplinary methodologies.
- Apply critical thinking, persuasion, and argumentation toward socially responsible scholarship, professional development, and global citizenship.

5. Relevance to the university or community college mission, goals, (core themes, see #14) and objectives

This project directly supports priority objectives outlined in the *UAS Strategic and Assessment Plan 2013-2019*:

UAS Core Theme 1: Student Success. Provide the academic support and student services that facilitate student access and completion of educational goals.

Objective for Student Success: *Students are provided ready access to educational opportunities.* The development goal of this degree program is to increase the number of students who enter the workforce with robust communicative competency and skill sets demonstrating socially responsible scholarship, professionalism, and global citizenship. An important goal of the program is to increase the total number of students majoring in the UAS Bachelor of Arts degree programs in Humanities and Social Sciences by combining faculty resources and expertise across the campus.

UAS Core Theme 2: Teaching and Learning. Provide a broad range of programs and services resulting in student engagement and empowerment for academic excellence.

Objective for Breadth of Programs and Services: *Students are provided a broad range of programs and services.* The Interdisciplinary Bachelor of Arts degree will provide an interdisciplinary program pathway for UAS students in a baccalaureate program that encompasses and combines multiplies fields of study in Humanities, Social Sciences, and Natural Sciences.

Objective for Effectiveness and Efficiency: *Programs and services make effective and efficient use of available resources through expanded degree options; faculty who teach across a broad range of program levels; leveraging resources with partners.* The Interdisciplinary Bachelor of Arts program can increase efficiency and effectiveness of instructional resources across undergraduate programs levels through the combining the current BLA and BASS degrees into one interdisciplinary degree. Increasing faculty collaboration will invite greater development of research partnerships for UAS faculty with one another as well as with local, state, and federal agencies. Increased interdisciplinary research and creative activity will expand opportunities for undergraduate success in graduate programs and career opportunities.

UAS Core Theme 3: Community Engagement. Provide programs and services that respond to the economic, environmental, social, and cultural needs and resources of Southeast Alaska.

Objectives for Individual and Institutional Engagement at Local and Global Levels: *Foster individual and institutional engagement with communities at a range of scales, with special emphasis on Southeast Alaska.* The Interdisciplinary Bachelor of Arts will provide students with a heightened sense of their responsibilities, power, and purpose as public scholars, community members, and global citizens through relationship building through internships, research, and collaboration with Alaska Native partners, private enterprises, non-profit organizations, and local, state, and federal agencies.

UAS Core Theme 4: Research and Creative Expression. Provide programs and services that support research, scholarship, and creative expression by faculty and students.

Objectives for Research, Creative Expression, and High Impact Learning: Faculty and students are engaged in research, scholarship, and creative expression which serves to inform and foster student learning. Through creative activities, field studies, independent and mentored research, the performing arts, outdoor and urban studies, and exchange programs, students in the Interdisciplinary Bachelor of Arts degree will produce substantial interdisciplinary research and experiential learning projects.

UA Academic Master Plan (AMP) Alignment

The Interdisciplinary Bachelor of Arts degree aligns with and supports the goals of the UA Academic Master Plan. The specific AMP goals and objectives that the program will advance:

AMP Goal 1: Educate students to become informed and responsible citizens.

Objective 1: *Increase student retention and timely graduation rates.* The Interdisciplinary Bachelor of Arts degree achieves this objective by enabling more flexible curricular design within a rigorously coherent and integrated interdisciplinary framework. Student retention is promoted through the implementation of first-year

experience courses, the fostering of learning communities and cohorts, student-engagement programs, strong faculty mentoring, and a dynamic program for undergraduate research and community-based learning. The degree also provides ample opportunity for faculty to explore innovative teaching methods by promoting interdisciplinary collaborative teaching and learning.

Objective 2: *Increase access to post-secondary education in all parts of the state.* The Interdisciplinary Bachelor of Arts degree employs e-learning and draws from faculty positions and expertise across the region. By increasing access to post-secondary education in this way, the degree better serves and accommodates place-based and non-traditional students.

Objective 3: *Integrate education, training, research, and hands-on opportunities for students.* Community-based, engaged learning—including internships, service learning opportunities, and use of public facilities—is foundational to the mission, vision, and values of the Interdisciplinary Bachelor of Arts degree. As such, the degree both builds on and expands partnerships with industry and communities for student learning and success.

Objective 4: *Embrace the cultural diversity of Alaskans and promote cross-cultural understanding.* As a degree program founded upon the imperative for fostering and cultivating cross-cultural understanding, the Interdisciplinary Bachelor of Arts not only embraces cultural diversity of Alaskans but delivers the richest potential for such cross-cultural and interdisciplinary inquiry at UAS. With strong commitments to student empowerment, respect for indigenous intellectual authority, and community engagement prioritized in our degree mission, vision, and values, this degree stages interdisciplinary approaches that draw from a wide variety of cultures in curriculum and co-curricular activities. Moreover, this degree gives strong emphasis to local, regional, and global intersectionality so that it explicitly incorporates the knowledge and wisdom of Alaska Native elders while expanding opportunities for students to gain international knowledge and experience—both by incentivizing Study Abroad opportunities and drawing from faculty expertise. Finally, the degree program is founded with the intent to recruit, retain, and graduate a diverse student body that reflects the population of Alaska while recruiting and supporting a more diverse faculty and staff that reflects this diversity.

AMP Goal 2: Advance research, scholarship, and creative activity.

Objective 1: *Support faculty scholarship, research, and creative activity.* One key feature of the Interdisciplinary Bachelor of Arts degree is the emphasis it gives to collaborative teaching and learning—both between faculty and students and among the faculty. In order to adopt the cultural responsibility dimension of the degree, focused on social justice, it is necessary to improve the infrastructure for research and faculty professional development. Moreover, this degree incentivizes collaborative faculty

scholarship, research, and creative activity to accomplish the program learning objectives.

Objective 2: *Engage students in scholarship, research and creative activity.* Through a unique scaffolding of 100, 200, and 300 level courses in interdisciplinary theory and practice, the Interdisciplinary Bachelor of Arts degree not only introduces undergraduate students to interdisciplinary research, scholarship, and creativity, it also guides them through their entire baccalaureate experience through more advanced levels of scholarship and inquiry. The degree is designed to enable increasingly sophisticated place-based, community engagement that culminates in a capstone experience that draws from this sustained critical attention to the possibilities of rich, cross-cultural interdisciplinary study.

Objective 3: *Focus organized research on areas in which special opportunities exist in Alaska, the circumpolar North, and the Pacific Rim.* Because of the way it is uniquely structured, the Interdisciplinary Bachelor of Arts degree facilitates leading research on Alaska-specific topics such as revitalizing Alaska Native languages and culture, rural health issues, climate change, and other pressing issues of the 21st century. Not only does the degree incentive collaborative research partnerships among faculty, it also seeks to partner with international agencies and universities in other countries, especially northern and Pacific Rim nations.

Objective 4: *Conduct research on state needs and priorities.* The Interdisciplinary Bachelor of Arts degree is grounded in place-based research, scholarship, and creative activities that enrich Alaska society—from helping faculty and students expand research on topics that support state needs to articulating strategic priorities that reflect contemporary needs in maintaining the arts, cultures, and languages of a richly diverse Alaska society. These efforts aims to develop educational opportunities that effectively respond to the challenges of our state's history and future.

Objective 5: *Contribute to the preservation and perpetuation of Alaska Native cultures, languages, and values.* The Interdisciplinary Bachelor of Arts degree represents the best effort to date to indigenize curriculum at UAS. Degree fundamentals (core curriculum) include Introduction to Alaska Native Studies (ANS 101) and Northwest Coast Art and Culture (ANS 263). More generally, the degree aims to improve knowledge of Alaska Native peoples and culture through a sustained concern for cultivating indigenous inspirations in the series of interdisciplinary seminars students are required to take. In more specific ways, the Alaska Native Languages and Studies track focuses efforts to continue and expand the recording, preservation, and revitalization of Alaska Native languages unique to this region.

Objective 6: *Engage communities and partner with business and industries to achieve a socially, environmentally, and economically sustainable State.* The Interdisciplinary Bachelor of Arts degree relies on partnerships forged within our local, regional, and state

communities—from businesses and industry to Native corporations, federal government departments, state agencies, and other entities. Such community engagement and partnership is facilitated through a variety of ways including internships, collaborative research, experiential learning, and rich faculty mentorship. Through such partnerships, student learning and faculty research are focused toward achieving social, cultural, environmental, and economic sustainability for the state of Alaska.

AMP Goal 3: Engage Alaskans via lifelong learning, outreach, and community development.

Objective 1: *Encourage partnerships and pre-college opportunities that connect youth with career pathways supported by UA programs.* Due to the nature of the degree program—as promoting place-based, culturally responsible and interdisciplinary study—the Interdisciplinary Bachelor of Arts aims to encourage more effective partnerships with the PK-12 education system in Alaska in order to prepare high school graduates to succeed in college. Built into the degree values and learning objectives is a concern for redressing the wounds of historical and colonial violence in Alaska, which entails articulating and enacting strategies for decolonizing and indigenizing curriculum not only within post-secondary education but also at the PK-12 levels.

Objective 2: *Cultivate an environment for place-based students in which learning is encouraged and supported.* The Interdisciplinary Bachelor of Arts degree is structurally designed to accommodate the needs of both traditional and non-traditional students. It is also designed to be delivered both on campus and through e-learning technologies. Place-based scholarship, research, and creative expression is an integral value of the degree, so students and faculty will have ample opportunity to expand partnerships with industry and communities and increase community involvement through internships, service-learning, and culturally responsive inquiry. Cultivating an environment for place-based students is a key value that shapes our program learning objectives.

Objective 3: *Meet the demand for continuing education and lifelong learning, including both credit and non-credit courses and other educational activities.* The Interdisciplinary Bachelor of Arts degree works to provide courses that meet the needs of community learners by supporting development of teaching technologies, including e-learning. The degree formally attends to recruiting, advising, and serving non-traditional students as a way of drawing from and respecting the rich cultural diversity of Alaska.

Objective 4: *Strengthen connections with Alaska communities.* Achieving this objective will be the real indication of the degree program's success, especially as it works to maintain connections with students after graduation and engage alumni as university ambassadors. Given the conditions of cross-cultural, interdisciplinary inquiry already at work at UAS, the potential for strengthening connections with Alaska communities is great.

Goal 4: Develop and enhance programs to respond to state needs.

Objective 1: *Support new programs of study of Alaska Native languages, cultures, and communities.* One of the primary purposes for developing the Interdisciplinary Bachelor of Arts degree is to institutionalize and formalize the UAS commitment to supporting new programs of study in Alaska Native languages and culture. In particular, the degree supports the new Northwest Coast Arts and Culture courses and the developing Alaska Native Languages and Study program as it consults with Alaska Native communities, corporations and tribes about their needs for new programs in language revitalization, the arts, and governance.

Objective 2: *Educate teachers for the PK-12 school system across Alaska.* The Interdisciplinary Bachelor of Arts degree aims to contribute to this objective by promoting and supporting participation of Alaska Native students in teacher-education programs and increasing access to teacher-preparation programs through multiple delivery methods.

Goal 5: Increase consultation, collaboration, and coordination across UA.

Objective 1: *Assist students with registration, and facilitate their understanding of how credits transfer between MAUs.* Students who satisfy their GERs at any of the UA MAUs may transfer directly into the Interdisciplinary Bachelor of Arts Degree at UAS and begin major requirements directly. Additionally, with statewide alignment initiatives, the degree will enable students to develop flexible curriculum choices that satisfy degree requirements across MAUs by improving faculty advising of students as an integral part of core interdisciplinary classes.

Objective 2: *Reduce institutional barriers to collaboration among MAUs and campuses.* One of the core values of the Interdisciplinary Bachelor of Arts at UAS is the emphasis on incentivizing collaborative teaching and learning. By drawing on statewide resources such as the Alaska Native Studies Council, we can extend this collaborative work across the MAUs and invite students to participate.

Objective 3: *Commit to ongoing collaboration and transparent discussions on areas of potential collaborative academic programs.* The primary and relevant activity related to achieving this objective lies in the commitment of the Interdisciplinary Bachelor of Arts degree to collaborate with programs that utilize e-learning technologies. Additionally, the degree makes possible more robust collaboration in research for students and faculty across disciplines, schools, and MAUs.

UA Shaping Alaska's Future Alignment

The proposed Interdisciplinary Bachelor of Arts degree at UAS is not just a retooling of the existing Bachelor of Liberal Arts and B.A. Social Science degrees; rather, it takes shape as a response to student needs and is responsive to Alaska's future in the 21st Century. The new degree and academic program addresses many of the issues identified in the 80 plus listening sessions. The mission, vision, values, and program learning objectives of the IBA degree and program aims to address the "issues" and "effects" written in the *UA Shaping Alaska's Future* study and document. The following narrative provides a short summary of how the program will address the "issues" discussed under each Theme in *Shaping Alaska's Future*.

Theme 1: Student Achievement and Attainment

Students who satisfy their UA GERs may transfer directly into the Interdisciplinary Bachelor of Arts Degree at UAS and begin major requirements. The Interdisciplinary Bachelor of Arts will graduate the highest number of students for UAS, and its core courses leads to better scaffolded learning and student success at UAS, already nationally ranked and recognized for its interdisciplinary baccalaureate degree programs ("Best Integrative Studies Programs 2016," Best Colleges). An emphasis on academic advising and mentoring will improve student achievement academically and professionally. All students in the program will be required to participate in community engagement activities at all levels of the program. The program is responsive and nurtures a diverse student body by emphasizing a curriculum in Alaska Natives cultures, decolonizing theories and methods, and local to global intersectionality.

Theme 2: Productive Partnerships with Alaska Schools

There are no institutional barriers or prerequisites for admission to this degree program. All students admitted to the University of Alaska Southeast can immediately declare the Interdisciplinary Bachelor of Arts as their degree program and begin taking classes. In the core classes for the major, students will pursue learning objectives and outcomes within cohort groups. Once admitted to the program, students are assigned a faculty advisor and mentor who assists each student to plan and design an academically and personally meaningful program.

Theme 3: Productive Partnerships with Public Entities and Private Industries

Community engagement in both the private and public sectors is a key program learning objective: "Students will develop a heightened sense of their responsibilities, power and purpose as public scholars, community members, and global citizens through relationship building with Alaska Native partners, private enterprises, non-profit organizations, and local, state, and federal agencies."

Theme 4: Research and Development (R&D) and Scholarship to Enhance Alaska's Communities and Economic Growth

Research and creative activity is a key program learning objective: "Through rich mentoring relationships with faculty, students will participate in substantial research or creative endeavors that demonstrate engagement and competency in their course of interdisciplinary study."

Theme 5: Accountability to the People of Alaska

Program learning objectives of community engagement, decolonization and social justice, communicative competency, and respect for indigenous intellectual authority cultivate accountability to the people of Alaska.

6. Collaboration with other universities and community colleges:

This proposed program has been developed in close consultation and collaboration with faculty from the School of Arts and Sciences at the University of Alaska Southeast. The degree is awarded by the University of Alaska Southeast in Juneau with on-campus and distance-delivered instruction and support from the Juneau, Ketchikan, and Sitka campuses.

7. Demand for the program (citing manpower studies or similar statistics), relation to state of Alaska long-range development (state needs, see question 17 on PAR), relation to other programs in the University of Alaska that may depend on or interact with the proposed program:

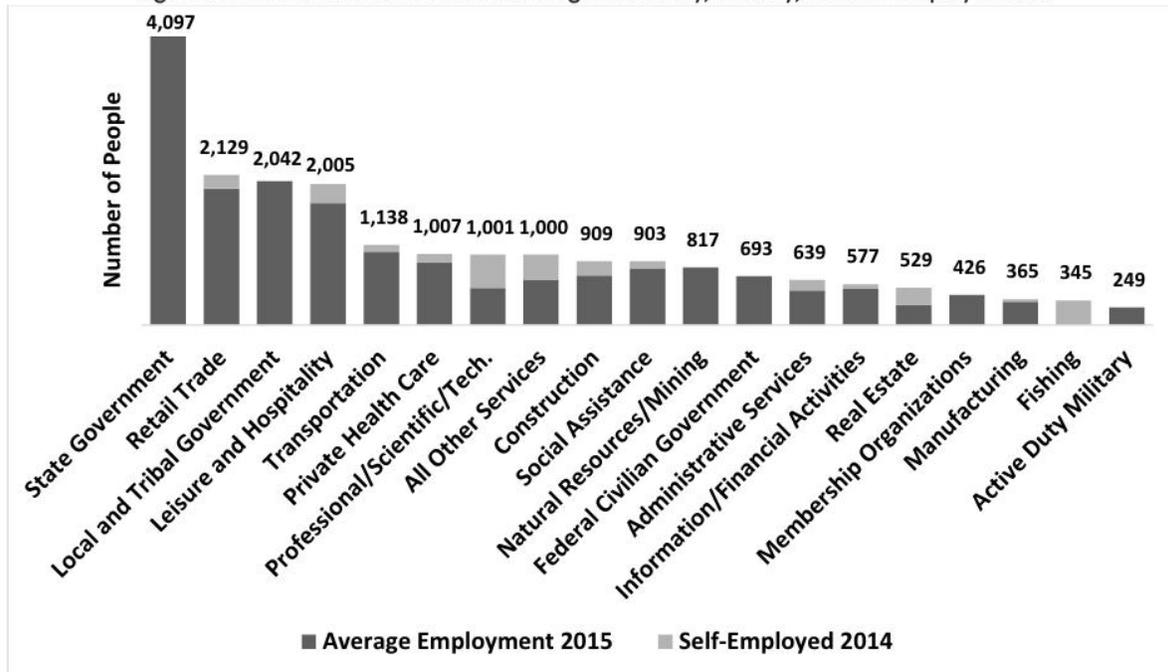
The Interdisciplinary Bachelor of Arts degree has been created in direct response to the Strategic Pathways Initiative led by UA President Johnsen. It capitalizes upon President Johnsen's call for greater efficiency in and streamlining of academic programs and establishes interdisciplinary studies as one of the "lead campus" identities for the University of Alaska Southeast.

According to the Juneau Economic and Development Council, the greatest demand areas for employment in Juneau and throughout Southeast Alaska for which graduates from this degree program are qualified are (prioritized by number of people employed): *

- State Government (5% filled by out-of-state employees)
- Retail Trade (35% filled by out-of-state employees)
- Local and Tribal Governance (7% filled by out-of-state employees)
- Leisure and Hospitality
- Private Health Care
- Professional/Scientific/Tech
- All Other Services
- Social Assistance
- Administrative Services

* 2016 *Economic Indicators Report*, Juneau Economic and Development Council

Figure 17: Where Juneau Works: Total Wage and Salary, Military, and Self-Employed Jobs



Source: Alaska Department of Labor and Workforce Development, 2015 Quarterly Census of Employment and Wages; US Census Bureau, 2014 Non-Employer Statistics

Graduates with an Interdisciplinary Bachelor of Arts pursue careers in (alpha order): *

- ANCSA Regional & Village Corporations (For-Profit & Non-Profit)
- Business
- Education PK-12
- State & Local Government
- Health & Human Services
- Hospitality Industry
- Journalism & Media
- Local & Tribal Government
- Travel & Visitor Industry
- University of Alaska Staff & Administration

* Based upon career placement by graduates in the current multidiscipline Bachelor of Liberal Arts and B.A. Social Science degree program, incorporated into this new degree.

Graduates with a Interdisciplinary Bachelor of Arts also pursue graduate and post-baccalaureate professional studies in: *

- JD Law
- MFA (Master of Fine Arts)
- MA Anthropology, Economics, English, Geography, Indigenous Studies, Linguistics
- MAT (Masters at Teaching)
- MPA (Masters in Public Administration)

- MSW (Masters of Social Work)
- PhD Anthropology, Ethnic Studies, Psychology

* Based upon career placement by graduates in the current multidiscipline Bachelor of Liberal Arts and B.A. Social Science degree program, incorporated into this new degree.

8. Effects of program on other academic units (e.g. GER course requirements):

The Interdisciplinary Bachelor of Arts degree relies upon existing faculty in the School of Arts and Sciences (Humanities, Social Science, Math and Natural Science). There are no additional GER course requirements. Only two GERs are identified as required courses: ANS 101 Introduction to Alaska Native Studies (Social Science GER) and ANS 263 Northwest Coast Art and Culture (Fine Arts GER). A one-year language competency sequence or demonstrated ability in a second language is required. Required fundamental courses include GEOG 210 Cultural Geography, INDS 200 Interdisciplinary Inquiry, INDS 300 Interdisciplinary Theory & Practice, and INDS 499 Interdisciplinary Capstone. While the Departments of Humanities and Social Science already have the faculty to teach these courses, we anticipate increased student enrollments in the courses now designated as core degree requirements. Therefore, with the growth of student enrollments, additional faculty with interdisciplinary training will be needed.

9. Availability of appropriate student services for program participants:

Student services available at UAS include the Egan Library, Food Services, Health and Counseling services, On-Campus housing, the Learning and Testing Center, Native and Rural Student Center, the Writing Center, Student Government opportunities, and a recreation center.

10. Opportunities for research and community engagement for admitted graduate and undergraduate students:

Research and community engagement are required in Program Objectives on “Community Engagement” and “Research and Creative Activity,” Program Learning Outcomes. The corresponding outcomes focus upon the student’s ability to “enact academic learning beyond the university classroom” and “participate in public presentations, seminars, and workshops.” Opportunities for internships, research, and practicums may be pursued through the major requirement of a “Culminating Project.”

11. Outline of schedule for implementation of the program:

The proposed degree as approved by the UAS Curriculum Committee (1/24/2020), will appear in the 2020/2021 UAS Academic Catalog, and will be available for enrollment in Fall 2021.

12. Projection of enrollments (FTE (full-time equivalent) and headcount) and graduates over next five years:

The Interdisciplinary Bachelor of Arts degree will be phased in over a five year period that corresponds to the phasing out of the Bachelor of Liberal Arts (BLA) and B.A. in Social Science (BASS) degree programs. Current student enrollments in the Interdisciplinary Bachelor of Arts will be captured through the transfer of formerly assigned BLA and BASS students - currently constituting the highest enrollments and greatest number of graduates annually in the School of Arts and Sciences - into this consolidated degree program. We anticipate growth in student enrollments in the Interdisciplinary Bachelor of Arts beyond beyond previous levels established by the BLA and BASS degree programs.

Past Student Enrollments (5 Years)	FY15	FY16	FY17	FY18	FY19
BLA	134	109	101	77	67

Source: UAS Institutional Effectiveness.

Projected Student Enrollments (5 Years)*	FY20	FY21	FY22	FY23	FY24
BLA	60	54	38	17	0
Interdisciplinary Bachelor of Arts	39	78	117	129	142

* Projections are based upon a *decrease* in BLA student enrollments by 31 annually (FY17 Enrollment on 4-year graduation schedule). The *increase* in Interdisciplinary Bachelor of Arts student enrollments equals the number of new BLA student admits (new, transfer, change-of-major) in FY17 (n=39), compounded to FY20, with 10% annual growth thereafter. Sources: UAS Institutional Effectiveness and the School of Arts and Sciences.

Baccalaureate Awards Earned	FY14	FY15	FY16	FY17	FY18
BLA	35	24	37	28	15

Source: UAS Institutional Effectiveness.

Projected Baccalaureate Awards Earned *	FY20	FY21	FY22	FY23	FY24
BLA	16	11	16	6	0
Interdisciplinary Bachelor of Arts	0	0	28	62	83

* Projected BASS and BLA baccalaureate awards earned based on average of previous 5 years, with declines from FY21 forward during the teach out. Projected increases in Interdisciplinary Bachelor of Arts baccalaureate awards and estimated teach out of BASS and BLA degrees, with an additional 5% in awards from FY23 forward.

13. Availability and quality and/or requirement for new faculty and/or staff to support the program:

Personnel and program reduction measures at the University of Alaska Southeast have resulted in the loss of six tenure-track faculty in the Humanities (2 Art, 2 Communications) and Social Sciences (1 Economics, 1 Clinical Psychology) on the Juneau campus. Concurrently, we have gained one position in Alaska Native Language and Studies (1 Northwest Coast Art). Despite the net loss of faculty, student enrollments in the current interdisciplinary baccalaureate degree programs at UAS, the Bachelor of Liberal Arts and B.A. Social Science, constitute the largest percentage of baccalaureate degree-seeking students and graduates in the School of Arts and Sciences. With combined student enrollment from those two degree programs in the Interdisciplinary Bachelor of Arts, we hope to add to the breadth and diversity of degree faculty with anticipated growth in student enrollments through this redesigned interdisciplinary undergraduate program.

14. Library, equipment, and similar resource requirement, availability, appropriateness, and quality:

The Cyril George Indigenous Knowledge Center located in the UAS Egan Library will be an invaluable resource for this degree program. Vans and licensed drivers are required for field learning. Additional required resources include “smart classrooms” in the Egan classroom wing of the Juneau campus (already established on the Ketchikan and Sitka campuses), with integrated video conferencing, online collaboration via the internet, and up-to-date audio-visual equipment for teaching film, video, and contemporary media. This equipment will improve teaching projections and presentations, required for both local and hybrid (local-distance) e-learning. A room designated for professional film and video screening that will not disturb adjacent classrooms is required as well. The Egan Library provides physical collections and electronic subscription services for student and faculty scholarship, research, and creative activities.

15. New facility or renovated space requirements:

Existing facilities at UAS are sufficient to begin this degree program. However, successful delivery of this degree program depends upon the maintenance and expansion of resources and equipment mentioned above (point 14).

16. Other special needs or conditions that were considered in the program’s development (e.g. delivery mode, special faculty appointments, shared facilities, collaboration with other institutions) (e-learning)

As with the current multidisciplinary BLA and BASS baccalaureate degree programs, the Interdisciplinary Bachelor of Art degree will be delivered via e-learning methods and technologies from the Juneau, Ketchikan, and Sitka campuses.

The collaborative dimensions of this degree also require greater administrative flexibility with workload assignments to accommodate pedagogical innovations inherent in the Interdisciplinary Bachelor of Arts.

17. Consultant reviews, reports from visitations to other institutions, or names and opinions of personnel consulted in preparing the proposal:

In concert with the recommendations of the Strategic Pathways Initiatives, the Enhancing the Baccalaureate Experience faculty work groups (June 2016, Fall Semester 2016, May-June 2017) researched undergraduate interdisciplinary studies programs, and evaluated their use at UAS, from the following universities: Fairhaven College (Western Washington University, Bellingham, WA), Northwest Indian College (Bellingham, WA), Evergreen College (Olympia, WA), New College, West Campus (Arizona State University, Tempe, AZ), College of the Atlantic (Bar Harbor, ME), Colorado College (Colorado Springs, CO).

18. Concurrence of appropriate advisory councils:

[Note: this document needs to be circulated among the UAS Advisory Councils and the Native Advisory Board for UAS.]

19. Projected cost of all required resources, revenue from all sources and a budgetary plan for implementing and sustaining the program:

There are no new resources required.

20. Program Approval Summary of two pages in a form acceptable to SAC.

See attached.

University of Alaska Southeast Faculty Senate Meeting Minutes

January 31, 2020, 3:00 – 5:00 PM

Egan Library 211

In Attendance:

H. Batchelder, President	X
D. Noon, President Elect	X
R. Gilcrist, Past President	X
G. Sampson, AK College of Education	X
S. Nagorski, Nat. Sci. Dept.	X
J. Hamilton, Business & Public Admin. Dept.	X
J. Martin, Sitka Campus	X

J. Fantasia, Career Education	X
R. Landis, Ketchikan Campus	X
K. Krein, Humanities Department	X
K. DiLorenzo, Juneau Campus	
J. Ward, Library	X
D. Monteith, Social Sciences Dept.	X
K. Carey, Provost	X

Guests: C. Bennett, K. Handley, L. Klein, K. Maier, C. McKenna, J. Powell, R. Walz

- I. Call to Order (TC 4:25)
- II. Introductions (TC 4:30)
- III. Announcements (TC 4:55)
 - a. **Lori Klein, Kristin Handley, and Dave Noon: Retention through Intervention Project.** D. Noon explained that the three of them attended a Northwest Commission on Colleges and Universities (NWCCU) Accreditation Academy in November focused on student persistence and retention. They have developed a UAS project based on gateway courses, those with high enrollment that successful completion correlates with future program success, and failure often leads to abandonment of educational goals. The project goal is to identify strategies to help underserved students and first generation students successfully complete those gateway courses. This may be by changes in pedagogy and/or by early warning and intervention efforts. They have asked a number of faculty teaching gateway courses to participate in two task - submitting early progress reports by February 21 and submitting midterm grades by March 6. They will use the DFWI rate (D, F, Withdrawal, or Incomplete grades) to compare the results against previous semesters. Additionally, Dr. Timothy Renick of Georgia State University will lead a Zoom session for all UA campuses on April 10 focuses on student equity and success.
 - b. Student Success Network March 30 – See President’s Report on the shared drive.
 - c. OER Professional Development opportunity February 13 – See President’s Report on the shared drive.
 - d. **January 28, 2020 Update on Wilson and CBA Professional Development Funds**
 - Currently **\$4,000.00** remains unencumbered in the Evelyn Rhoads Wilson fund. Proposals up to \$500 may be submitted for qualifying travel to **present/chair** at a conference. Please see the [provost’s website](#) and the faculty handbook for more information about qualifying activity.
 - Currently **\$12,834.28** remains unencumbered in the UNAC CBA professional development fund. Proposals up to \$1,500 may be submitted for travel for faculty professional development.
 - NOTE: Anita will be away from the office from March 6-23, and applications submitted during that time will have a longer response time. **If you are considering applying for either fund, you are encouraged to do so before March 2.**

- IV. Approval of Agenda (TC 26:40) – *S. Nagorski moved to accept the agenda. J. Ward seconded. The motion passed without objection.*
- V. Approval of December 2019 Meeting Minutes (TC 27:01) – *J. Hamilton moved to approve the prior meeting minutes. D. Monteith seconded. The motion passed without objection.*
- VI. President’s Report (TC 27:25) – H. Batchelder highlighted the following from her written report on the shared drive and asked senators to please share with faculty.
 - The Chancellor’s response to questions about the budget can be found in the shared drive. Please share this with your faculty.
 - UAF has been given money to pilot a statewide dual enrollment program, and five districts in the Southeast region are participating including some home school programs. They are offering eLearning GERs at very low cost (\$495/class) throughout the state with funding from the president. There was no collaboration with UAS or UAA, and the provost and the chancellor have raised concerns that have not been answered. It is important for UAS to get their Dual Enrollment and Interstate Passport committees looking at ways we can attract dual enrollment students. If we do not actively pursue dual enrollment we risk losing more enrollments. Provost Carey wants UAS to be part of the statewide initiative. H. Batchelder wants to bring these concerns to Faculty Alliance.
 - UAF program reviews are looking beyond their own offerings and looking at UAA and UAS programs as well.
 - The president is considering ending the public testimony portion of Board of Regents meetings.
- VII. Provost’s Report (TC 47:32) – K. Carey’s written report can be found on the shared drive.
 - Her primary focus is the budget. UAS must cut about \$2.5 million dollars next year with approximately a million of it coming from academics. She is working with the deans and directors to streamline and consolidate with the hope of minimizing faculty layoffs.
 - On Friday February 7, there will be an initial meeting to review our mission statement and goals in order to prepare for meeting NWCCUs new accreditation standards. Wider input will be solicited moving forward if we elect to change the mission.
 - Program review recommendations will be reviewed by Faculty Alliance in March at their retreat and by the Academic and Student Affairs committee of the BOR. If faculty are terminated, they will be given notice based on the terms of th UNAC CBA.
- VIII. IT Report (TC 53:45) – C. Bennett’s written report can be found on the shared drive, and has also been emailed to all UAS staff as there are a lot of changes and updates coming.
 - Collaborate Original is going away at the end of 2020 (Web Meeting link in course menu.)
 - You can modify the dates your student course ratings start and end through the course tools menu. Students receive two email notices about completing the ratings.
 - Adobe Flash is also going away at the end of 2020.
 - The Helpdesk is offering training on the use of the Google Suite (G-Suite) of products to help people be more familiar with some of the functionality they may not be utilizing.
 - Dear Oaks is offering employee training Monday at 10:00 by webinar with a group viewing opportunity in the Glacier View Room with a discussion afterwards.
- IX. CELT Report (TC 2:02:15) – Please see the written report on the shared drive. R. Gilcrist has taken on the CELT Liaison position.
- X. Committee Reports

- a. Undergraduate Curriculum (TC 59:26) – C. McKenna’s written report can be found on the shared drive. Three documents related to the Interdisciplinary Bachelor of Arts (IBA) are on the shared drive. R. Walz was present to address questions about the IBA and K. Maier was present for the new Northwest Coast Arts emphasis area for the Associate of Arts. C. McKenna noted that a large number of proposals were submitted this year and the committee has had to schedule additional meetings.

The committee recommends the following fourteen Category A proposals for final Faculty Senate approval.

- **AKL S105 Beginning Tlingit I (GER):** Update description and add SLOs.
- **AKL S109 Beginning Tsimshian I (new GER):** Add course to Humanities GERs and add SLOs.
- **ART S295 Career Development for the Artist:** Change course level from 400 to 200-level (for use in new Associate of Arts), Northwest Coast Arts emphasis, edit course description, and add SLOs.
- **BIOL S115 Fundamentals of Biology I (GER):** Change course number, description, and SLOs for UA GER alignment.
- **BIOL S116 Fundamentals of Biology II (GER):** Change course number, description, and SLOs for UA GER alignment. Update prerequisite to new course number.
- **ENGL S261 Introduction to Creative Writing (GER):** Update SLOs.
- **ENVS S475 Field studies in Environmental Science:** Create new field course.
- **RUSS S101 Beginning Russian I (GER):** Deactivate course.
- **RUSS S102 Beginning Russian II (GER):** Deactivate course.
- **INDS S200 Fundamentals of Interdisciplinary Studies:** Create new course for Interdisciplinary IBA.
- **INDS S300 Interdisciplinary Theory and Practice:** Create new course for Interdisciplinary IBA.
- **INDS S499 Interdisciplinary Capstone:** Create new course for Interdisciplinary IBA.
- **Associate of Arts:** Add emphasis in Northwest Coast Arts to Associate of Arts degree.
- **Interdisciplinary, I.B.A.:** Create new program.

J. Ward moved to accept the fourteen listed proposals for final Faculty Senate approval. D. Monteith seconded. The motion passed without objection. It was noted that the next steps for getting the IBA into the catalog are for the provost to submit a program action request (PAR) to P. Layer, who submits it to the Academic and Student Affairs committee of the BOR. From there it goes to the full BOR.

- b. Graduate Curriculum (TC 1:04:11) – H. Batchelder reported that a few MAT Secondary courses were sent back for revision.
- c. Research and Creative Activities (TC 1:04:28) – J. Powell’s written report is on the shared drive. Four student Undergraduate Research and Creative Activity (URECA) applications were funded. The students and mentors had their program orientation today. The URECA symposium is scheduled for April 22. The committee may put out another call for applications. Vice Provost for Research Tom Thornton put together a

power point report for the BOR about research and creative activity at UAS. D. Tallmon will be taking over as chair in February.

- d. Sustainability (TC 1:06:50) – S. Nagorski referenced the memorandum on the shared drive from the committee regarding a carbon offset program proposal. They want campus leadership to make an active commitment to carbon neutrality. This would first mean having the ability to calculate the carbon footprint of activities (the new travel system has this built in) and then either reducing them or offsetting them. UAS could create its own offset system or create a partnership with the [Juneau Carbon Offset Program](#) of Renewable Juneau. *Please take this to your faculty and be prepared to vote on a memo to leadership.*

XI. Other/Shared Governance

- a. Chancellor's Advisory Committee on Equity and Cultural Safety – S. Neely
- b. Master Plan Implementation Committee (MPIC) – L. Hoferkamp
- c. Regional Teaching & Learning Technology – S. Feero
- d. Title IX Committee (TC 1:19:33) – The Title IX Coordinator search has yielded three candidates who will be visiting campus, including C. Parkey who is in the acting position. H. Batchelder is on the committee and L. Klein is chairing the search.

XII. Old Business

- a. Interstate Passport (TC 1:20:48) – D. Noon will serve as the Faculty Senate liaison for this committee. Currently J. Dumesnil, J. Ward, S. Nagorski, S. Neely, and D. Carl are on it. Sitka and Ketchikan still need to be represented. D. Kline of UAA is ready to assist. *The committee is asked to meet and provide a timeline by **February 14** with a project completion date scheduled prior to the **April 3** Faculty Senate meeting.*
- b. Dual Enrollment (TC 1:21:50) – R. Gilcrist will serve as the Faculty Senate liaison for this committee. L. Klein, T. Lee, J. Markis, K. Deal, A. Dewees, J. Liddle, L. Zacher, B. Urquhart, B. Morgan, T. Powers, K. Smith, and Kia Henrickson will be on the committee. Senators and the provost discussed possible dual enrollment options and the potential for it to be a recruitment tool in addition to bolstering enrollments. *The committee is asked to meet, review the charge, and provide a timeline by **February 14**. The committee should provide an update to senate at the **March 6** meeting so senators can take suggestions to faculty prior to the **April 3** meeting. A vote on suggested Dual Enrollment options will happen at that meeting.*

XIII. New Business

- a. Faculty Handbook committee (TC 1:44:20) – H. Batchelder will chair the committee. Additional volunteers beyond the defined membership include K. DiLorenzo, P. Schirmer, C. Ianuzzi, J. Straley, and P. Bahna.
- b. Common Calendar Committee Feedback and update (TC 1:46:05) – M. Buzby sent out information about Inter-University Course Sharing course block schedules. *Please review the schedules, share with your faculty, and submit feedback to Megan.*
- c. Vote on request for the UNAC Organizational VP to be part of Faculty Senate as a non-voting member (TC 1:47:00) – K. Krein moved to hold a vote on adding a non-voting seat on Faculty Senate for the UNAC Organizational VP. J. Hamilton seconded. Discussion focused on the ability for all faculty members to attend senate meetings. *The motion failed with 2 yes votes, 6 no votes, and 1 abstention.*

- d. Open Educational Resources and Low Cost Section Feedback Vote (TC 1:55:48) – Senators discussed the proposal outlined by J. Lamb at the last meeting. Support was voiced for the concept but concerns were raised about determining the cost threshold, the specifics of who would do the research and reporting on costs, and textbook vendor and purchasing options. Senators declined to act until more information is available.
 - e. Student Government Update (2:01:54) – No report
 - f. Update on the chancellor search (TC 2:02:40) – R. Gilcrist reported that the Position Description (PD) was assembled by the search committee and sent to the president. He made some edits and it is back for review by the committee. Hopefully it will be sent back to the president by Monday. It will be posted on the UA Careers website when finalized. Please review the list of outlets where the PD will be announced and if you have suggestions of other places it should go, let R. Gilcrist know. The consultants are also reaching out to prospective applicants.
- XIV. Juneau Business (TC 2:07:30)
- a. Local TLTR – The request to add whiteboards to Egan 218 and Egan 219 was approved. H. Batchelder will follow up to see if the work has been accomplished.
- XV. Adjourn (TC 2:09:12) – K. *Hamilton moved to adjourn the meeting shortly after 5:00. J. K. Krein. The motion passed without objection.*
- XVI. Faculty Discussion