b. Mathematics K-8 Grad Certificate (UAS)
c. Math Education K-5 Grad Certificate (UAS)
d. Grad Certificate ï addition ï Cybersecurity (UAF)

4. Program Discontinuation ï Requiring Board Action ï 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 ï 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 ï 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 ï Paul will forward to the ASA Committee for the consent agenda.
   c. Undergraduate Certificate Architectural Technology (UAA)
      i. Suspend for rev-U

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 ï 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

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.

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

6. Review of Academic and Student Affairs Committee Meeting ï 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 residents, 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 ó22 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.

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 u thlt

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

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, ñI 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.ò 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

Gwen ï None
Steve ï 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 ï 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