

c. Concurrent Enrollment Fees and Payment Responsibility Paul would like to move this towards a discussion. In his mind, what this talks about is cross campus teaching, how do we handle tuition, fees, etc? We have done this on an ad hoc basis, making it work with some programs. Does this serve as a barrier for other programs to get involved? Paul would like to work with the provosts on what we are doing now and what needs to be done with both concurrent enrollment and dual enrollment. Do we have formal processes for collaboration across the system between academic programs? Karen and John both agree that we do not, but would be beneficial to have this. Paul would like to see this on the working agenda. Susan This line item is focused on dual enrollment. This discussion belongs under the student tuition and fees title. Paul Concurrent enrollment and dual enrollment seems to be working with the MOUs that are working with the middle colleges and some of these other programs. These have pretty much gone forward. Fred There was a subcommittee working on the concurrent enrollment

following the 10 day cooling period. Faye Gallant is the project manager and Martha Mason. We are scheduling our larger kickoff meeting with the entire project team and some new individuals from the campuses on the implementation team. We are going to replicate the model and structure of the travel management project, which utilizes an implementation team, frontline, head down experts, a consultant team or feedback team, along with a project team, and decision making team. The travel management project has had great success. October 1st is the first actual day of the contract. The first 90 days there are a couple of goals. The implementation timeline is a total of 200 days, but the first 90 are the most important, because it falls in December.

7. Common Calendar Update Saichi, 5 min. There are drafts for AY21, 22 & 23 that were developed by the registrars, then given to the FA. Their subcommittee is going to provide feedback. We are currently waiting on that feedback. Chris The common calendar committee had some questions about the start dates for one of the years, but this has been resolved. They are going to meet one more time on this. Maria Megan Buzby, who is the chair of that, has sent out the proposed new dates and had asked each faculty senate to email that in case there were any questions or queries for faculty input. Paul At the Summit Team yesterday, the president latched on to the fact that although we have good alignment of our academic calendars, our fiscal calendars are not aligned, as far as fee payment, etc. He has charged Myron and Paul to start working on that. This has always been a barrier in the past and has been left to the side because of a lot of pushback. Paul will work with Myron. Maria These issues had been brought up at the last subcommittee meeting and one of the points was that because of the size of UAA that the registrar had pretty good justification as to why some of those dates are not going to be the same. Chris This was discussed during the retreat. Juneau also has a different date. Paul Would like to get down to the reason and resolve the issues. Saichi The only issue they were unable to resolve was the fee payment issue. All of these dates were discussed among all campuses. John The registrars should have input, but should not be driving the bus on this. Anupma Is Blackboard linked at the SW level or campus level? If the student is dropped from a class due to

campus wide physically, but being charged for a fee at another campus where they were just taking a class on line.

8. Evaluation of EMSI update Fred, 10 min We have a contract from 11/1 to 10/31 with EMSI Economic Modeling for a few products that we are using across the university system. One is called Analyst and the other is Career Coach. Career Coach is a career exploration site. We have been providing training to the campuses. Analyst is a deeper dive type of tool for setting economic development implication and workforce projections. EMSI has proprietary methodologies for analyzing information that is in the public domain, but it is not readily aggregated. The evaluation of EMSI is to determine whether we want to renegotiate the contract going forward. The first year has been very successful. He just went to an EMSI user conference last week. He learned that there were colleges there using EMSI data for accreditation purposes, including a graduate college operating in California. Per capita, Alaska is ranked #6 in using Career Coach, and that was only after 8 months of use. We have had over 7300 visits, which is about 1% of the population. One of the differences of EMSI, is the occupational forecasting of the state of Alaska. Traditionally, we would look at the Department of Labor data for 10 years out. EMSI took this information and created a mor0 G[8(o)-19(n)20()-9(a)-15(n)t00000000912 0 612 792 re

have seen, particularly for Alaska, income levels for those without degrees is almost inverse to those with degrees, that are noncredit programs or not currently being represented when people are looking for programs associated with occupations. However, EMSI has come up with a system within the last year to be able to sweep those things together and demonstrate those, which requires some mapping on our part to the programs and the occupations, and have created a streamline process to do that. With UAA already using ASAP to collect those and demonstrate them on a website, it helps to consolidate where we can get that information. It may be easier and faster than those campuses that do not have the information aggregated. This is the goal of the upcoming year. Priscilla Career Coach, the people using it are happy. Analyst has been more of a problem for a small community on an island, because they do not pick up employers with less than 25 employees. Alaska presents some special challenges. Paul Would like Fred to take a look into whether it is a value to track these types of things. Fred We are currently not utilizing all of the user licenses for Analyst and we will negotiate Alumni into the contract without raising the cost.

9. Workforce Summary project report Fred, 10 min Workforce Demand Summary has been developed for the aviation, construction, education, healthcare, IT telecom, maritime, mining, and oil and gas industry. Full reports were drafted for education and healthcare. We received input from all of the campuses and programs directly associated with the industries in the highest demand occupations. Data was gathered through EMSI with the help of Bonnie Nygaard and Teri Cothren and input from the campuses. We have given those reports to Paul, who has shared them with the president. They will talk with leadership about how to disseminate the information. Essentially it has the largest employers, highest demand occupations, gap analysis between the number of students produced vs the forecast for those different occupations, wages, etc. We are currently working with the Alaska Gas Line Development Corp to complete a UA plan for identifying and investing in programs for the LNG project. We have had our first conversation with them. They are hoping to get on a BOR agenda to share an update about the project itself and how the university can partner with them. They are already working with Petroleum Engineering. Paul The president is looking at them for reaching out to the major employers, Providence, BP with regards to some of these occupations and preparing this workforce and expanding our ability to prepare the workforce. We are not currently meeting this need. The president is thinking about this and will present it to the legislature for funding support. In regards to Gasline, we are looking at more than just construction jobs, but also legacy jobs that will be associated when it comes on line. They may need welders, but only for a year or

two, which leaves leftover welders when the job comes to an end. We want to look further out and train the petroleum engineers, process technology people. The conversations are going to include how to meet the immediate needs, including the legacy jobs.

10. TVEP Schedule Notification Fred, 5 min (attachment) The funding source comes from the state for workforce development. We have an annual process for both putting out the RFP and then evaluating that and then distributing the unencumbered funds. Over time, we have always tried to make sure there was input and awareness in the provosts office, because we do heavily rely on the provosts to evaluate the proposals that come from the campuses related to their program. We have modified the schedule many times with the input. The Workforce Development Committee that negotiates and puts the recommen

the AC at the time. They went on their own at the time in figuring out how SW works. The response to that was that no progress was going to be made. They are going to make another attempt. They had talked about the GER alignment process, which is now finished. Last year the GER coordinating task force has voted to disband itself. The task force may be brought back next year. They have considered assembling a different committee, a GER maintenance committee (GERM) to handle this in a different task and ensuring alignment, moving forward in

It was discussed having some of the GER seed committees participate or have some component that links them, to have conversations to keep in communications with everyone else. Paul Having the symbolic disbanding of the committee is a symbolic victory, as well as the regulation that is moving forward as a result of that. Showing that the faculty are still committed to this kind of alignment and moving this forward is also important and a good strategy. Chris Course block alignment The goal is to make course sharing easier to do. One of the obstacles is that very few course blocks align. One way to do that is to make sure all course blocks need the same link. Perhaps there are other ways to do it, and Paul asked the FA to come up with some of these other ways. FA would like the administrative side to address an obstacle to course sharing, revenue sharing,

Given that this language specifically focuses on minors, the committee was trying to figure out ways of informing faculty and others that a person was a minor. Of course, keeping in mind that if any person were in danger,

17. Ted Stevens Legislative Internship Paul, 5 min. (attachment) Through UAS the Ted Stevens Internship

