UAS UNIVERSITY OF ALASKA SOUTHEAST

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MEMORANDUM
June 22, 2016

To Richard Caulfield, UAS Chancellor
Priscilla Schulte, UAS Interim Provost & UAS Ketchikan Director
Karen Carey, UAS Provost

From Robin Walz, Professor of History & Enhancing the Baccalaureate Experience Facilitator

Cc Karen Schmitt, Dean of Arts & Sciences
Deborah Lo, Dean of Education
Vickie Williams, Dean of Management
Paula Martin, UAS Sitka Director

Re Report: Enhancing the Baccalaureate Experience at UAS Workshop, June 6-10, 2016

Workgroup Participants: Heather Batchelder (School of Education), Brian Blitz (Math/GERs), Maren Haavig (School of Management, BBA), Kevin Krein (A&S Humanities), Sonia Nagorski (ENVS/URECA), Sol Neely (Honors), Sherry Tamone (A&S Natural Science), Lora Vess (A&S Social Science), Glenn Wright (Juneau Internships), Ali Ziegler (Ketchikan Campus, Distance BLA & BASS). Facilitator: Robin Walz (Professor of History)

The week of June 6-10, I facilitated a faculty workshop on "Enhancing the Baccalaureate Experience at UAS" with undergraduate-teaching faculty on the Juneau campus. The work group was charged with developing a series of recommendations to present to the entire UAS community during Fall Convocation in August.

Recommendations

- Maintain and strengthen robust baccalaureate programs by enhancing experiential and high impact learning opportunities.
- Articulate, develop, and more effectively market UAS's identity as the Alaskan university focused on high impact, experiential, and student directed learning.
- Prioritize interdisciplinarity within and across programs.
- Decolonize and indigenize curriculum at UAS.
- Affirm that academic authority resides with faculty (shared governance).

These recommendations are fully detailed below in Appendix I.

Background

This week-long faculty workshop was organized around and in direct response to UA President Jim Johnson's "Strategic Pathways" initiative (updated 13 May 2016), particularly the issues of:

- Establishing "lead campus" distinctions between UAA, UAF and UAS.
- Streamlining duplications and eliminating redundancies among the three campuses.
- Maintaining and further promoting dynamic programs at each university in a future of reduced operating budget appropriations by the Alaska State Legislature.

The workshop was also guided by Chancellor Caulfield's discussion proposal "Streamlining UAS Baccalaureate Degree Programs" (January 2016), which emphasizes "*interdisciplinarity* and *high-impact learning* as a core value of the UAS baccalaureate experience."

Before the June workshop, I led two "Enhancing the Baccalaureate Experience at UAS" meetings to solicit suggestions and establish priorities in terms of existing enhanced experiences, strengthening opportunities, and possibilities for innovation. An information-gathering workshop involving faculty, administrators, and staff from all three UAS campuses was conducted on January 29 (Appendix II). A follow up meeting of interested faculty to refine, focus, and prioritize those preliminary suggestions was held on March 25 (Appendix III).

The workshop also drew upon "Awards and Degree Trends" and "Baccalaureate Degrees by Major" provided by UAS Institutional Effectiveness (see Appendix IV). Although these charts and tables have not been fully reconciled with each other, the basic considerations were:

- The Juneau campus awards the large majority of degrees at UAS, with Ketchikan and Sitka providing critical assistance delivering courses for baccalaureate degrees (only issued by Juneau), as well as associate degrees, licenses, certificates, and occupational endorsements (master's degrees are Juneau only).
- Despite declining student enrollments on the Juneau campus, the production of baccalaureate degrees at UAS Juneau has increased significantly over the past seven years (UAS Ketchikan offers the BLA and BASS via distance, but the awards are through Juneau; distance-based BBA degrees are coordinated through Juneau).
- Baccalaureate degrees awarded by category (BA, BBA, BLA, BS) at UAS are well distributed and are either growing or holding steady over the past seven years.
- When considering degrees awarded by category (BA, BBA, BLA, BS), the numbers look strong. When considered by "major" (a misnomer in interdisciplinary degree programs such as the BLA, BA Social Science, BA & BS Geography, BS ENVS), the numbers seem scattered and small. The aggregated benefit of degree consolidation is strongly evident in the BBA numbers (three tracks, but only one award).
- Student demographic considerations: Over 2/3 of UAS undergraduates are women; the UAS student is increasingly less "white" and more ethnically diverse and mixed; the average age of a UAS baccalaureate graduate is 30+ years.

This data seems more meaningful than federally mandated retention rates, whose assumptions are tied to a traditionally aged undergraduate demographic and to financial aid eligibility.

Workshop Design

The workshop was tasked with a discrete charge: "To deliver a set of recommendations on strengthening and improving student experiences in our baccalaureate programs to the entire UAS community at fall convocation." The recommendations presented here fulfill that charge.

The weeklong workshop employed a dynamic training model where participants build upon each day's activities toward an action goal. Daily agendas for the week are included as Appendix V. The expectations participants brought to workshop are included as Appendix VI.

Reading assignments were also completed in advance for early workshop sessions (for readings, see agendas for Monday and Tuesday). The core text was Karen A. Holley, "Best Practices Related to Interdisciplinary Education" in *Understanding Interdisciplinary Challenges and Opportunities in Higher Education,* ASHE Higher Education Report 35, no. 2 (Wiley, 2009) (Appendix VII). The eight best practices highlighted in Holley's article focus on:

1. Dedicated Space
2. Student-Centered Pedagogy
3. Problem or Theme-Based Learning
4. Co-Curricular Learning (Multiple Settings & Ways of Knowing)
5. Culminating Project
6. Student Collaboration
7. Experiential Learning
8. Contemporary Issues

Holley's article also emphasized that interdisciplinarity applies across the curriculum. From this, as facilitator I prepared a chart, "Orientation: Multiple Approaches to Interdiscipinarity":

- Entire Degree Program
- Aspects of Degree Program
- Real Life Engagement
- Student-Centered Courses of Study
- Student-Directed Projects

As a workshop, we surveyed the eight practices and (1) identified ways in which UAS was already employing those practices in the undergraduate curriculum, from degree programs to class activities and student-directed projects, and (2) identified ways in which UAS could improve in these areas. The fruits of those discussions are expressed through the detailed content of the recommendations (many of which reference Holley's article).

The Recommendations

In the week following the group workshop, participants working in pairs prepared short reports on each recommendation according to the following format: summary, background, examples, benefits, and challenges. Those detailed recommendations are presented as Appendix I. Presented here in condensed form as the recommendation and summary statement:

- **Maintain and strengthen robust baccalaureate programs by enhancing experiential and high impact learning opportunities**. We recommend the preservation and enhancement of existing bachelor's degree programs by preserving and enhancing existing examples of high impact practices, and by promoting new examples of high impact practices. Many of these practices and programs need not be expanded or enhanced, but should be protected from budget cuts and, most importantly, should be facilitated, not blocked, by UAS administration.

- **Articulate, develop, and more effectively market UAS's identity as the Alaskan university focused on high impact, experiential, and student directed learning**. According to the UAS vision statement, we want to be recognized as a destination of choice. In order to be a destination of choice, there must be something that makes potential students want to come to UAS and this must be something different from what other Alaskan universities offer. The recommendation attempts to identify what is distinctive about UAS that is shared by, or could be developed in, all programs and campuses. It also suggests that all parts of the university use this identity to help guide the development of courses and programs.

- **Prioritize interdisciplinarity within and across programs**. Interdisciplinarity is a strength of the University of Alaska Southeast and should be further prioritized where appropriate and applicable. There is no one right way to realize interdisciplinarity; however, comprehensive interdisciplinarity occurs across multiple different levels within the university system. Although single discipline-focused study tends to be the dominant model at most universities, interdisciplinarity is often a more natural and flexible approach for research and study. Single discipline-focused approaches create silos defined by arbitrary boundaries between disciplines that can actually inhibit comprehensive understanding of topics and issues. Thus, we encourage greater integration of interdisciplinarity throughout the university system.

- **Decolonize and indigenize curriculum at UAS**. As an integral aspect of developing the UAS "lead campus" identity and enhancing the baccalaureate experience, we recommend a comprehensive and committed effort to decolonize the university and indigenize its curriculum. It is our recommendation that UAS take the lead on these efforts in our state. Decolonizing the university and indigenizing its curriculum requires comprehensive effort across multiple horizons that connect the specific histories and traditions of knowledge on *Lingít Aaní* to broader state, national, and global decolonial efforts. To move us forward, we offer the following recommendations.

- **Affirm that Academic Authority Resides with Faculty (Shared Governance)**. Baccalaureate degrees will be enhanced through faculty design, implementation, and assessment of academic program(s). Faculty feel they should be empowered with programmatic decisions that include, but are not limited to, assessment and some resource allocation. There is clearly a need for improved collaboration between the faculty and the administration on broader university planning, but particularly within baccalaureate programs, greater empowerment needs to be given to the faculty.

Next Steps

The immediate step is to decide how to organize and deliver these recommendations to the entire UAS community during Fall Convocation in August. Whether that is a presentation delivered by members of this workshop alone (3-4 participants), or whether this should be a coordinated effort with the Chancellor's and Provost's office, has yet to be determined.

Workshop participants feel strongly that such a presentation should occur *after* departments and programs have had a round of meetings at convocation. The "13 to 3" baccalaureate degrees model proposed by Chancellor Caulfield in the "Streamlining UAS Baccalaureate Degree Programs" discussion proposal from last January proved to be a complicated issue. Some baccalaureate programs seem fine "as is." Others might benefit from consolidation or could develop into new degree structures. But this representative group of UAS faculty charged with bringing forth these recommendations felt it was imperative for degree and program faculty to first weigh in before suggesting such a sweeping change. As you will note, the issue of shared governance came up repeatedly in these recommendations; we strongly affirm that principle.

Should UAS agree to pursue any or all of these recommendations, a shared governance procedure for deciding which to pursue and implement needs to be clearly established. Realizing some of these recommendations may be possible within a year, others may require a multi-year processes. A clear set of tasks and a timeline for accomplishing them needs to be developed.

A major difficulty encountered during this workshop is the fact that UAS does not have a "lead campus" identity. UAF is the "Research I University," UAA is the "Metropolitan University"; but what kind of university is UAS? (Not "Liberal Arts," which is only one aspect of our university and baccalaureate programs.) While the UAS mission, vision, and core values are solid and clearly articulated, these have not been encapsulated in a pithy word or short phrase. While the terms "high-impact," "experiential," "interdisciplinary" provided a heuristic focus during the workshop, the identity issue is much larger than the charge tasked to this workgroup. It is notable that one of the recommendations calls for the articulation, development, and marketing of this UAS university identity.

In the laundry list of attributes currently listed in the UAS column of the current "Strategic Pathways" chart summary (p. 3), the workshop affirmed these four programmatic emphases in baccalaureate programs as a "destination campus" for undergraduates:

- Marine Biology (requires a robust Biology program)
- Interdisciplinary Degree Programs (ENVS & BAs in Humanities & Social Science)
- Alaska Native & Indigenous Studies (locally Southeast, globally indigenous studies)
- Degree Completion (transfer & non-traditional students)

In terms of baccalaureate programs, this expresses a revision that emphasizes: (1) the addition of Alaska Native and indigenous studies (currently absent from "Strategic Pathways"), and (2) the separating out of interdisciplinary degree programs from degree completion (the two may be connected, but not necessarily).

List of Appendixes

I. Detailed Recommendations: summary, background, examples, benefits, and challenges.

II. "Enhancing the Baccalaureate Experience at UAS" Suggestions (January 2016).

III. "Enhancing the Baccalaureate Experience at UAS" Priorities (March 2016).

IV. "Awards and Degree Trends" and "Baccalaureate Degrees by Major" (UAS Institutional Effectiveness).

V. "Enhancing the Baccalaureate Experience at UAS" Workshop: Daily Agendas.

VI. Workshop Participant Expectations.

VII. Karen A. Holley, "Best Practices Related to Interdisciplinary Education" in *Understanding Interdisciplinary Challenges and Opportunities in Higher Education,* ASHE Higher Education Report 35, no. 2 (Wiley, 2009).

Recommendation: Maintain and strengthen robust programs by enhancing experiential and high impact learning opportunities

Summary

We recommend the preservation and enhancement of existing bachelor's degree programs by preserving and enhancing existing examples of high impact practices, and by promoting new examples of high impact practices. Many of these practices and programs need not be expanded or enhanced, but should be protected from budget cuts and, most importantly, should be facilitated, not blocked, by UAS administration.

Background

The American Association of Colleges and Universities recognizes ten teaching and learning practices as having a disproportionately beneficial impact on student achievement in higher education. A wide range of research provides evidence for the efficacy of these high impact practices[1], which include:

1. First-year seminars and experiences
2. Common intellectual experiences
3. Learning communities
4. Writing-intensive courses
5. Collaborative assignments and projects
6. Undergraduate research
7. Diversity/global learning
8. Service learning, community-based learning
9. Internships
10. Capstone courses and projects

The prevalence of high impact practices at UAS is one factor that differentiates us from the other Universities of Alaska, and small state schools around the Pacific Northwest. A second and related factor that differentiates UAS from competing institutions is the availability of experiential learning opportunities, which collectively comprise one of UAS' greatest strengths. However, the implementation and support of high impact practices has become more difficult in recent years as UAS and UA administration has erected a variety of bureaucratic barriers.

Here, we propose a series of specific recommendations to preserve and expand experiential and high-impact experiences. These recommendations can be summarized as follows:

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[1] Kuh, George D. 2008. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why they Matter.* American Association of Colleges and Universities.

1. UAS is hamstrung by an administrative culture in which administrators lack adequate trust in faculty--despite faculty's demonstrated commitment to and success in promoting student learning--and view high-impact experiences as time consuming extra-curricular activities, rather than a core component of the UAS educational baccalaureate experience. The chancellor's office should encourage a problem-solving attitude among administrators through which administrative staff would seek to work with faculty to remove, rather than erect barriers to experiential and high-impact learning opportunities.
2. High impact programs such as URECA, the UAS Honors Program, and the Legislative Internship program have been targeted for cuts by the administration. Faculty should be involved in budgetary decision making in order to make it possible to protect high impact programs and advising on where cuts can be applied. We recommend the university seek greater efficiency by turning budgetary authority to departments, where it rests at most other universities.
3. Faculty should explore the consolidation of some existing degree programs in order to promote shared student intellectual experiences and expand interdisciplinary options for students.
4. Programs that are supporting high-impact learning experiences already should be preserved and enhanced.
5. High-impact opportunities should be utilized as a core part of UAS's marketing brand.

Examples:

First year seminars and experiences. First-year introductory seminars such as HUM 120 and SSCI 200 are a core part of several of our academic programs. These courses are often interdisciplinary and are sometimes team-taught. *UAS should adopt a clearer framework for interdisciplinary teaching workloads that recognizes and supports the contributions of each faculty member.*

Common intellectual experiences. UAS's GERs and many core courses in various degree programs comprise common intellectual experiences for many of our students. *With the guidance of and agreement by faculty, UAS should consider the consolidation of some of our degrees (for example, collapsing the BLA and BASS into a single bachelor's degree) so that larger groups of students share common intellectual experiences. For some programs, consolidation of degrees may expand interdisciplinary and individualized degree options.*

Experiential learning. Field camp experiences, natural science labs (outdoor and indoor), outdoor skills classes, student teaching. *We recommend the adoption of a more flexible scheduling model that would allow for longer blocks of class time where appropriate to facilitate these experiences. This may include summer intensive classes as well as selected groups of classes offered in a block-style schedule over the course of a semester.*

Dedicated spaces to support specific programs as well as collaborative assignments and projects. Most instructional space in Egan is shared across multiple programs and

does not allow for program-dedicated space where supportive displays and materials can reside. Additionally, most upper division courses at UAS include some collaborative component. *UAS should work to further develop physical and virtual spaces for specific program needs and collaborative student work, including study/social clusters and shared study rooms, which are currently in short supply. This implies closer coordination between ITS and faculty and more attention to student needs by UAS physical plant personnel. Designated spaces for both instructional and collaborative projects aid in developing a sense of identity for students within programs and enhance their commitment and academic success.*[2]

Undergraduate research. UAS administration should support special courses and programs such as URECA, independent studies, and guided research. *URECA should be protected from further budget cuts. UAS should expand pre-submission support for faculty research grants.*

Diversity/Global learning. Most UAS degree programs, especially the Geography BA, BLA, and BASS degrees, include strong diversity/global learning components. Alaska Native Studies, Native languages, and study abroad experiences are a key part of the UAS experience for many of our students. *UAS should protect and expand existing programs that include a diversity or global learning component, including through marketing.*

Internships. Internships, especially the legislative internship program and internships in the natural sciences, serve as a culminating experience for many UAS students. *Internship opportunities in many degrees should be improved by increasing the number of permissible internship credits. Administrative support should be provided for internships, and administrators should seek to work with faculty to carry out individual internships with students.*

Capstone courses and projects. Capstones are degree requirements in several degree programs. *UAS should facilitate capstone projects rather than seeking to erect barriers to capstones. Degree programs other than the BLA and ODS designated emphases should consider the adoption of a capstone model.*

Benefits

The evidence in favor of high impact learning is clear--maintaining and expanding our instructional strengths by expanding high impact practices will benefit our students. In addition, marketing our existing strengths in high impact and interdisciplinary learning as a core component of UAS's brand will make it possible for us to more effectively differentiate UAS from the other Universities of Alaska and similar schools in the Pacific Northwest.

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[2] Holley, K.A. 2009. *Best Practices Related to Interdisciplinary Education.* In: Understanding Interdisciplinary Challenges and Opportunities in Higher Education. ASHE HIgher Education Report, Vol. 35, no 2. Wiley & Co.

Challenges

In general, most high impact practices have little or no additional cost to UAS. With few exceptions, fiscal limitations present no problems to expanding high impact and experiential learning. Instead, several barriers exist:

- Insufficient trust in faculty. Faculty frequently hear concerns that we would “run wild” if given more authority over high impact practices, despite a long history of faculty facilitation of high quality research, teaching, and service at UAS. Experiential learning experiences may be harder to fit into assessment-driven frameworks, but faculty need to be trusted that they are appropriately enabling student learning and job training when setting up internships, seminar courses, and other programs. Without more willingness to trust faculty to pursue the best interests of our students, high impact opportunities will degrade, not improve. If administrative management perceives problems with individual faculty members, perhaps they should seek to manage those individual problems.
- Administrative micromanagement. As above, mid-level administrators often create barriers to carrying out high impact practices, rather than seeking to problem solve with faculty how best to deliver a high-impact program.
- Budgetary authority is vested in administration, and administrators are seen as unwilling to provide faculty with sufficient access to budgetary information or decision-making. Typically, little effort is made to consult with departments on fiscal decisions.
- Some initiatives, including degree consolidation, may face challenges in reaching faculty consensus. UAS faculty leadership should consider these initiatives, even where 100% agreement cannot be reached among all faculty.

Recommendation: Adopt, develop, and more effectively market UAS identity as the Alaskan university focused on high impact, experiential, and student directed learning.

Summary

According to the UAS vision statement, we want to be recognized as a destination of choice. In order to be a destination of choice, there must be something that makes potential students want to come to UAS and this must be something different from what other Alaskan universities offer. The recommendation attempts to identify what is distinctive about UAS that is shared by, or could be developed in, all programs and campuses. It also suggests that all parts of the university use this identity to help guide the development of courses and programs.

We suggest that students should come to UAS because we provide high impact, experiential, student-directed learning opportunities that other universities in the UA system cannot offer. Given that this is our strength, adopting this identity will help UAS to distinguish itself from UAA and UAF in a way that clarifies what we do better than the other campuses, what we can do for students that the other universities can't, and explains why students should choose UAS.

Background, Information, and Considerations

The need for UAS to focus its identity has been apparent for a long time. This has been difficult as we have a difficult mission to fulfill – we act as a four-year undergraduate university, a community college, a center for career education, a school of management, and a school of education. This is combined with the fact that we offer courses locally at three different campuses and through e-learning. The various parts of UAS often fail to work together, or worse, compete with each other when we should coordinate our activities and support each other. A shared identity will help to facilitate coordination and mutual support.

This identity is implicit in our mission. Enhancing student learning by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska, requires high impact, experiential learning. Student learning enhanced by the environment of Southeast Alaska requires students to interact with those environments directly. Undergraduate research and creative activity requires students to be directly involved in the topic being studied and the process by which that study is accomplished. Adopting the identity of UAS as an institution focused on high-impact, experiential, and student-directed learning opportunities attends to and reinforces our vision and mission.

It is important to remember that most of the specific areas of study available at UAS are also available at UAA and UAF. This will continue to be the case. According to Strategic Pathways, all campuses will offer the GER's, Liberal Arts and Humanities, Distance Education, Career and Technical Education, and Alaska Native studies. It will be difficult

for UAS to distinguish itself by trying to offer specific programs or courses not offered elsewhere. We may attract some students to specific areas, but the identity of the university cannot be based in a single academic area. Instead, we propose that our strength and identity is in high-impact, experiential, and student-directed learning that includes interdisciplinary research and teaching.

Examples

This identity describes what many faculty feel are the strengths of our current baccalaureate programs, offered both on campus and though e-learning. Examples of what we are currently doing that is in line with this identity include:

- Seminar style classes are an important part of most programs.
- Individualized high-impact learning experiences: We offer student designed degree programs, independent study courses.
- Student-directed interdisciplinary degree programs across the arts and sciences: The Bachelor of Liberal Arts, BA Social Science, and BS and BA's in Geography are all interdisciplinary degrees in which students play a significant role in directing their course of study.
- Courses that blend field time with traditional academic curriculum: English 313: Environmental Literature and Philosophy 371: Perspectives on the Natural World both approach topics in environmental thought and literature while making use of time in the field to enhance the study of these topics.
- Opportunities for undergraduates to work as teaching, research, and lab assistants.
- Outdoor labs: Some science courses are able to conduct labs outside which showcase the environment of Southeast Alaska.
- Capstone Courses/Experiences. Students in many bachelor's degrees work with faculty to determine and complete capstone projects. Moreover, students occasionally present their work at national and regional conferences.
- Undergraduate students have opportunities to work as graders and tutors.

Personalized, high-impact learning is not limited to our on-campus offerings. Our e-learning options include student designed BLA and BASS degrees. School of Management provides high-impact opportunities for students that include taking part in the VITA program, in which students assist individuals in tax preparation on a volunteer basis, and opportunities for individual students to travel to conferences with faculty members.

We suggest that UAS continue these practices and enhance them. We also suggest the UAS consider further possible options for high-impact, experiential and student-directed learning:

- Theme or problem based courses or course blocks. Faculty from different fields work to offered course tied together with a particular theme or problem.
- Increase options for alternatively scheduled courses that allow for intensive, high-impact activities.
- Create a formal faculty structure (perhaps a department) that focuses on interdisciplinary curriculum and offerings.
- Embrace a pedagogical philosophy that, as Karri Holley puts it, "…focuses less on fulfilling requirements for credit hours or course completion and more on structuring a longitudinally designed curriculum that encourages individualized thinking" (Holley, Karri A. "Special Issue: Understanding Interdisciplinary Challenges and Opportunities in Higher Education." *ASHE Higher Education Report* 35, no. 2 (2009): 1-131).
- Adopt an approach, according to which, these types of activities are considered the norm, rather than the exception.

Benefits

UAS will benefit from this move because it will be better able to distinguish itself from the other UA campuses. I will also be helpful in explaining to perspective students why they should attend UAS. It will give UAS a direction in understanding who we are as a university and what we should strive to be. Finally, prioritizing high-impact, experiential, and student-directed learning will benefit UAS students because it will help faculty to develop our curriculum, offerings, and opportunities for students.

Challenges

As the examples above show, UAS already offers many opportunities for high-impact, experiential, and student-directed learning. However, the university community as a whole must agree if this is to be our identity. Further, if this is who we tell students we are, we must fulfill the promise that we make to them in doing so. This will require increase coordination across the university and between faculty and administration.

As well, high-impact and experiential learning structures may cost more in the short term than large class sizes and reduced attention to individual students. However, the long term success of UAS depends on its developing a reputation as a high-quality institution. We feel that this requires emphasizing our strengths and providing the best education we can for our students.

Recommendation: Prioritize interdisciplinarity within and across programs

Summary

Interdisciplinarity is a strength of the University of Alaska Southeast and should be further prioritized where appropriate and applicable. There is no one right way to realize interdisciplinarity; however, comprehensive interdisciplinarity occurs across multiple different levels within the university system. Although single discipline-focused study tends to be the dominant model at most universities, interdisciplinarity is often a more natural and flexible approach for research and study. Single discipline-focused approaches create silos defined by arbitrary boundaries between disciplines that can actually inhibit comprehensive understanding of topics and issues. Thus, we encourage greater integration of interdisciplinarity throughout the university system.

We recommend prioritizing interdisciplinarity through a faculty-led formal structure that supports interdisciplinary courses and programs. Our recommendation involves normalizing multiple approaches to interdisciplinarity through formal, flexible mechanisms for creating courses, aspects of programs, or entire degree programs.

Background Information and Considerations

One common way to promote interdisciplinarity is by creating interdisciplinary degree programs; this can occur both within a degree program, as demonstrated by the Bachelor of Science in Environmental Science at UAS, or across degree programs, as is found in the Bachelor of Liberal Arts (BLA) program that allows students to combine multiple different disciplines under the umbrella of one interdisciplinary degree. Another approach to interdisciplinarity at the degree-level is student-centered study, in which a student designs their own degree program by focusing on a specific topic or theme, rather than a singular discipline. This serves to increase interdisciplinarity and allows the student to comprehensively master a topic of their choice.

Interdisciplinarity can also occur at the course level. For example, one course can cross multiple disciplines in exploration of one common theme, problem, or topic (e.g., Traditional Uses / Preparation of Intertidal Foods which combines anthropology, biology, and Alaskan Native Studies perspectives). However, interdisciplinarity is not limited to traditional modes of learning and can be facilitated through programs beyond the classroom that encourage real-life engagement. Real-life engagement or high-impact learning can include internship programs or other types of experiential learning, which promote the integration of multiple disciplines as students are required to apply knowledge from a variety of fields in order to succeed in these hands-on learning experiences. Student-directed projects, including independent studies as well as other opportunities to collaborate more closely with faculty, also allow students greater options in the ways that they approach topics of interest and contribute to increased understanding.

Examples and Possibilities for Growth

UAS offers several important interdisciplinary programs and degrees both through e-learning and in traditional classroom settings. Students can earn a Bachelor of Social Science (BASS), an interdisciplinary degree that combines the fields of anthropology, economics, political science, history, psychology, and sociology into an integrated course of study offered both through Ketchikan e-learning and in seated courses in Juneau. The BLA is a comprehensive interdisciplinary undergraduate program, which allows students to design a course of study in the Humanities with additional study options in Math, Natural Science, and Social Science. The UAS BLA program has been listed among the best integrative studies programs in the country by BestColleges.com in conjunction with the Johnston Center for Integrative Studies. Alaska Native Studies, one of the minors available for BLA students provides an integrated course of study, developing students' skillsets in Humanities, Social Sciences, and Alaska Native languages. The BA in Geography and Environmental Studies and the BS in Geography and Environmental Resources are multi-disciplinary degrees offering a range of courses in categories such as: "Earth Systems," "Human-Environment," "Outdoor Skills," and "Geographic Analysis."

UAS also offers specific courses that are thematically interdisciplinary and classes that are team-taught by instructors across different disciplines. Popular courses include ANS 460: ANCSA and Tribal Governance; GEOG 350: Interdisciplinary Perspectives on Climate Change; and ANTH 280: Traditional Uses/Preparation of Intertidal Foods.

Notably, UAS also has a number of degree programs, including the BLA and the BASS, which currently require students to enroll in a capstone project or senior portfolio course prior to graduation. These types of culminating projects are a hallmark of interdisciplinary programs in that they require students to synthesize knowledge and skills obtained from a variety of courses and disciplines throughout their degree program.

UAS is already a leader in interdisciplinarity within the UA system; however, there are many possibilities for growth in interdisciplinary studies and programs at UAS including: normalizing and formalizing team-taught courses, building on co-curricular affiliations (i.e., community engagement), greater integration of 'menu' options for students, and experiential and collaborative learning. Our recommendation to make it easier to team-teach courses may have workload implications; however, team-taught courses are popular among students and build on existing UAS strengths and assets. A greater integration of options for students enhances opportunities for students through student designed independent degrees or thematic degree templates, alternatively scheduled course offerings, and experiential or high-impact learning (e.g., internships, project-based learning, senior projects, community service). These recommendations are intended to address the "sophomore slump," ground learning into the specific cultures and environments of Southeast Alaska, build on personal experiences, and incorporate ethics and social responsibility into the educational experience.

Lastly, we further recommend *consideration* of consolidation of certain degrees if done in a faculty-led way that enhances, rather than limits, student-interdisciplinary learning

opportunities. In part, the intent of this recommendation is to include greater integration of theme-based and project-based learning within certain degree programs. We do not advocate a universal model for all degree programs, but recognize that an interdisciplinary course of study may be most appealing to academically accomplished and self-motivated students.

Benefits of Pursuing Greater Interdisciplinarity

We suggest that pursuing this recommendation to prioritize interdisciplinarity would lead to a number of direct benefits to the university. First and foremost, a greater focus on interdisciplinarity would contribute to our mission of providing enhanced learning experiences for undergraduate students at UAS. Furthermore, in accordance with the Strategic Pathways conceptual framework, we recognize that we are at a time when it is especially important to identify our niche and promote our unique contribution to the broader UA system, prioritizing interdisciplinary undergraduate education will help to define us and will help us to stand apart. All of the core themes identified as central to the university's vision can be improved by the prioritization of interdisciplinarity. This includes increasing *student success* by facilitating student access and completion of educational goals for students in multiple degree programs; *teaching and learning* through a broad range of programs and services that result in student engagement and empowerment; *community engagement* that connects students to opportunities on the local, state, national, and international level; and *research and creative expression* by supporting research, scholarship, and creative expression.

Challenging for Implementing Recommendation

We recognize that there are significant, but not insurmountable, challenges regarding implementation of greater interdisciplinarity. While we need to rethink the imperative to streamline programs, too much flexibility may not work well for many of our students who are working full-time or academically underprepared. Faculty advising will become more intensive as students are empowered to work with faculty advisors to design courses of study. As mentioned, this may complicate workloads as currently established. Closer mentoring and advising for each student will be needed not only in working with students but also answering to administration in terms of assessment. At other universities (e.g., Evergreen State College) faculty are compensated during the off-contract period to assist in the assessment evaluation processes. Coordination of courses in all departments will be important to avoid schedule conflicts.

We believe the structure for enhanced interdisciplinarity already exists at UAS, but requires greater administrative support and shared governance for full implementation. A growth in interdisciplinary or integrated degrees will require substantial buy-in from the university community. These challenges may be complicated should there be an administrative resistance or an unwillingness to relinquish authority over degrees. Finally, we note that there may be unexpected problems with the Registrar's office and Program Assessment.

Recommendation: Affirm that Academic Authority Resides with Faculty (Shared Governance)

Summary

Baccalaureate degrees will be enhanced through faculty design, implementation, and assessment of academic program(s). Faculty feel they should be empowered with programmatic decisions that include, but are not limited to, assessment and some resource allocation. There is clearly a need for improved collaboration between the faculty and the administration on broader university planning, but particularly within baccalaureate programs, greater empowerment needs to be given to the faculty.

Background

A recurring theme during the Enhancing the Undergraduate Baccalaureate Experience workshop was that faculty-student relations should not be overly mediated by the administration. At UAS, there needs to be greater trust among administrators that faculty is directing and advising students appropriately. As faculty, we are the professional experts in our fields and as such are the most capable to make academic decision surrounding degree requirements, assessment, course substitutions, and special courses. Administrative policies and procedures related to such decisions should be clear, predictable, and not overly burdensome as to get in the way of the teaching and learning experience. Instead, formal procedures should be created to allow flexibility, and faculty judgment that result in a more enriching learning experience for our students.

Examples

Discussion on initiatives to enhance the student experience at UAS are not new. Recently, at an August 2015 planning workshop, staff, faculty, and administrators agreed that enhancing learning communities and high impact learning opportunities were a strategic priority. Action steps towards this goal included identifying funding for these activities and barriers to increased student participation. However, ten months later we seem to have made little progress towards those ends.

During our week together, faculty shared several examples where administrators cited budget and workload implications as reasons for usurping faculty academic authority. We contend that high impact learning opportunities do not necessarily have a negative budget impact. When budget decisions need to be made surrounding these areas, we recommend that faculty be given the requisite budget authority.

Furthermore, the development of procedures designed to facilitate the implementation of high impact learning opportunities must include faculty. Again, during the week, faculty participants provided ample examples where weeks went by before faculty could inform a student whether or not an academic opportunity had been approved. This level

of bureaucracy is not necessary at an institution of our size and does not fit a student-centered model of education delivery.

Yet another example that the workgroup addressed included program assessment and the university-wide metrics used to evaluate the success of programs. Faculty feel that their overarching knowledge of and commitment to their programs should be tapped into when evaluating the broader data concerning program measures. For example when measuring the success of any program, there is greater value gained from a program that should be recognized other than just a count of the number of students who graduate.

Benefits

Faculty understand that baccalaureate programs require continual budget allocation, assessment and refinement to remain robust over the long term. Budget support at the level of the department is important for implementing program needs. Faculty that have access to departmental budget are better able to manage the immediate needs of their program. Faculty should be able to purchase supplies/materials that enhance their courses without multiple levels (department, associate dean, dean) of approval. Approval only at the departmental level will alleviate the burdensome process that faculty find when trying to support their teaching goals and program needs.

The “one-shot-fits all” assessment process mandated by administration does not necessarily enhance meaningful evaluation of the “success” of programs. For example, the question arises continually as to how faculty know that their programs are effective and how faculty know that students are learning. Faculty have developed detailed learning objectives/student outcomes for each of their courses, and through well documented and regular student assessment and student evaluation, have the best idea as to how to refine programs, improve course offerings, and enhance the baccalaureate experience, these assessment methods are more and more being driven by administrative mediation. Faculty also are best able to represent the value and success of their program with respect to the broader University mission. While the number of graduates within a given program may be low, the provision of high impact experiences or the contribution to other programs can be valuable.

The benefits of trusting professional faculty to determine the trajectory of their programs based upon faculty driven assessment and refinement is an enhancement of faculty/administration relations.

Challenges

The challenges discussed by the workgroup are most entirely a faculty and administration trust issues. Faculty and administration must come to an agreement on the academic authority of the faculty on programmatic function. These challenges are not insurmountable and can be overcome with communication and experience.

Recommendation: Decolonize and Indigenize Curriculum at UAS

Summary: As an integral aspect of developing the UAS "lead campus" identity and enhancing the baccalaureate experience, we recommend a comprehensive and committed effort to decolonize the university and indigenize its curriculum. It is our recommendation that UAS take the lead on these efforts in our state.

1. **Identify, elaborate upon, and clarify the recommendation**

   Decolonizing the university and indigenizing its curriculum requires comprehensive effort across multiple horizons that connect the specific histories and traditions of knowledge on *Lingít Aaní* to broader state, national, and global decolonial efforts. To move us forward, we offer the following recommendations:

   - **Make UAS a destination for Alaska Native and Indigenous Studies:** We recommend making Alaska Native and Indigenous Studies an integral part of the UAS identity, especially as it articulates and markets its "lead campus" identity as a destination for interdisciplinary and high-impact learning.
   - **Develop an interdisciplinary identity in accord with indigenous values:** Indigenous values are rooted in deep, sustainable connections to place and have addressed questions and research for thousands of years with a depth of inquiry far different from the colonial model that compartmentalizes knowledge into disciplines. As UAS builds its interdisciplinary emphasis, we recommend turning to indigenous intellectual values as a model for articulating this identity.
   - **Embed Alaska Native Studies courses in GER's:** A first step toward indigenizing curriculum at UAS is to require that all baccalaureate students takes some Alaska Native Studies content in the formative years of their study.
   - **Diversify administration, faculty, and student body:** In order to indigenize curriculum, we will need more indigenous faculty supported by diversified administration and student recruitment.
   - **Design and incentivize faculty development seminars:** There remains a great deal of confusion as to what "decolonizing" means for our university and how "indigenizing" curriculum will look. We recommend that faculty development seminars—as part of both service and professional development—be designed to address such confusion and to build support for such work. More importantly, however, attending such faculty development seminars ought to be incentivized as part of faculty workloads.

2. **Background Information and Considerations**

   As we prepare this recommendation, we want to take note of the fact that the UAS Bachelor of Liberal Arts program was listed by bestcolleges.com as one of the top 37 "integrated" undergraduate programs in the United States. Integral to the BLA experience at UAS is our designated emphasis area in Alaska Native Languages

and Studies. Our recommendation is to continue developing our “lead campus” identity as the destination for richly informed, integrated and high-impact learning by indigenizing our interdisciplinary opportunities, drawing from our region’s cultural history, resources, and knowledge.

As we developed these recommendations, we looked to the interdisciplinary baccalaureate programs at Northwest Indian College (NWIC) as one potential example for UAS to model and develop. NWIC offers four baccalaureate programs: (1) BA in Native Studies Leadership; (2) BA in Tribal Governance and Business Management; (3) BS in Native Environmental Science; (4) BA in Community Advocates and Responsive Education (CARE) in Human Service. These programs are all irreducibly interdisciplinary and born from indigenous values, histories, perspectives and needs. Moreover, they accord with the four core themes of NWIC’s strategic plan:

- **Engage Indigenous Knowledge** (cf. UAS core theme, “Teaching and Learning”)
- **Commitment to Student Success** (cf. UAS core theme, “Student Success”)
- **Access to Higher Education Opportunities at All Levels of Tribal Communities** (cf. UAS core themes, “Research and Creative Expression” and “Community Engagement”)
- **Advanced Place-Based Community Education and Outreach** (cf. UAS core theme, “Community Engagement”)

Adopting something like NWIC’s indigenized curriculum would promote UAS as a destination for Alaska Native and indigenous studies in our state. One NWIC program that stands out is the BS in Native Environmental Science, which indigenizes a typical environmental science education by focusing on (1) indigenous *sense of place* as supporting deep and sustained connections to the environment; (2) a rich sense of *relationality*, both in terms of ancestry and environmental kinship; (3) a tradition of inclusive *inquiry* embedded in relationality, place, and culture; and (4) an imperative for fostering intergenerational *communication* and transmission of such knowledge for cultural revitalization.

UAS ought to become a leader in the state of Alaska for indigenizing curriculum in such ways. We already have examples of this kind of work in its nascent forms, which we ought to foster and develop.

3. Examples (across fields): Currently at UAS and Possibilities for Growth

A serious effort to indigenize curriculum at UAS will draw from years of work and a build on a variety of examples currently in place that present the groundwork for growth:

- **PITAAS (Preparing Indigenous Teachers for Alaska's Schools)**
- **Partnerships with Sealaska Heritage Institute (SHI) and Central Council of Tlingit and Haida Indian Tribes of Alaska (CCTHITA)**
- **Alaska Native Languages and Studies at UAS:** Since Alaska Native Languages and Studies became a designated emphasis area in the BLA program, the focus on Tlingit language and culture revitalization at UAS has taken a dramatic turn for the better. Nevertheless, there is tremendous possibility for growth as we look to attract more Alaska Native and indigenous faculty.
- **Indigenized Interdisciplinary Endeavors at UAS:** Indigenizing curriculum at UAS will necessarily be an interdisciplinary endeavor, which we see already at work in key course offerings. Most recently, for example, Professors Lance X'unei Twitchell and Glenn Wright developed a class on "ANSCA and Tribal Governance" (ANS 493 / GOVT 493). Such courses ought to become standard for UAS and incentivized accordingly.
- **Pacific Northwest Coastal Arts:** Chancellor Caulfield's emphasis on developing a robust Pacific Northwest Coastal Arts program at UAS is a clear example of current efforts at UAS to indigenize curriculum. Moreover, Pacific Northwest Coastal Arts is already interdisciplinary by nature, requiring an enactment of aesthetic, linguistic, historical, cultural, political, biological, and pedagogical knowledge at once.
- **UAS Honors Program:** In its first four years, the UAS Honors Program has graduated six students, four of whom came through the Alaska Native Studies track. Additionally, the UAS Honors Program adopted a mission for indigenizing curriculum at UAS since its beginning, organizing annual Spring Honors Reading Seminars and accompanying symposia that contend directly with Alaska Native Studies in interdisciplinary ways.
- **School of Education:** We recommend that the School of Education adopt indigenous values as pedagogical models to prepare indigenous teachers for Alaska and to prepare non-native teachers to better attend to indigenous cultures, values, languages, and histories. There is an historical urgency in our state to make these reparative efforts, and UAS ought to become a destination for such work.

4. Benefits of Pursuing This Recommendation

Decolonizing and Indigenizing curriculum at UAS yields significant benefits to UAS for a variety of moral, pedagogical, and institutional reasons:

- **It develops a commitment to place through local-global connections:** Decolonizing UAS as one part of indigenizing curriculum requires a comprehensive accounting for the historical violence that has occurred here, which is connected to global colonial violence against indigenous peoples. Efforts

to decolonize and indigenize curriculum at UAS stage decolonial justice not only within our region but also in accord with state, national, and global efforts.

- **Indigenizing curriculum is already interdisciplinary:** Insofar as the compartmentalization of knowledge into disciplines is born of a colonial model of education, decolonizing UAS allows faculty and students to adopt richly edifying transdisciplinary ways of relating knowledge, wisdom, and cultural practice. Indigenous ways of knowing and intellectual authority, born of place, already offer a model of interdisciplinary practice.
- **It diversifies student body and faculty:** Indigenizing curriculum at UAS will help recruit Alaska Native and other indigenous students. However, this requires diversifying our faculty as well to better represent indigenous communities, values, and perspectives. Numerous social science studies show the benefit of diverse administrations for creative and imaginative problem solving.
- **Decolonization is a gift:** Indigenizing curriculum is not just about place-based education. It is about valuing knowledge from cultures born of the land on which UAS is situated. Everybody benefits from indigenizing curriculum because it does not take anything away from what already occurs at UAS. Decolonization is more than a moral imperative. It is a gift that enriches all of our interdisciplinary institutional, pedagogical, and community endeavors.

5. Challenges for Implementing This Recommendation

There will be a number of challenges, none of which are insurmountable, for implementing this recommendation. These include the following:

- Non-native faculty members typically have false notions of what decolonizing and indigenizing mean, so more faculty workshops are needed. While we have staged a number of these dialogues through the ANDORE (Alaska Native Dialogues on Racial Equity) method, we don't typically get broad faculty or administrative participation. To address this challenge, we need to better market these discussions and incentivize faculty and administrative attendance.
- We need developed faculty resources and tools that faculty can draw from in order to indigenize our curriculum.
- Perhaps the biggest challenge is the inadequate number of Alaska Native and indigenous faculty at UAS. Hiring more indigenous faculty members is imperative.

Enhancing the Baccalaureate Experience at UAS
January 29, 2016

Compiled and redacted by Robin Walz
Items in bold mean that multiple small groups agreed on the point

1. Existing Enhanced Experiences

***** Excellent faculty/student ratio**
• **Small**: campus, classes, urban community, library access

• **Alaska workforce programs**: School of Management (Fish Tech, Health Sciences, Law)
• **Experiential learning**: ice field, community service and engagement, Flying University
• **Interdisciplinary Studies**
• **Legislative Internship Program**
• **Local internships**, applied research, employment
• **Online Baccalaureate Degrees (100%): BBA, BLA, BSS**
• **Outdoor studies**
• **Place Bound Studies**: **Southeast Alaska Cultures & Environment**
• **Professor driven: excellence in teaching and research, high level of student access to professors, student-responsive faculty**, benefitting from professor research expertise
• ***Tidal Echoes*** (quality university journal)
• **Undergraduate research opportunities** (INBRE, ESPCOR, URECA)
• **Unique degree programs within UA system**: **Bachelor of Liberal Arts** (**Alaska Native Studies**, Interdisciplinary Studies, **Outdoor Studies**, Self-Design), **Environmental Science**, Geography, **Marine Biology**, **Rural Practicum** (School of Education), **Social Science**, Special Education

• Blended/hybrid/flex-learning on-campus and distance
• "Come Home to Alaska" (in-state residential tuition)
• Degrees designed to serve transfer, non-traditional, and veteran/military mobile studies (with some past coursework, but not yet a degree)
• Expanded learning opportunities
• GERs that support degree programs
• High touch structure to assistant underprepared students
• Honors Program
• Independent design opportunities
• Interdisciplinary co-teaching opportunities
• Low residency course and degree options
• Low residence community partnerships with affiliated programs
• Native arts programs available locally
• "Sitka Start": one-on-one faculty alignment with high school and new students
• Student success: learning and tutoring support

2. Strengthen Existing Opportunities

- **Alaska Native Studies**: Tlingit, Haida, Tsimshian languages, strengthen cultural ties with Alaska Native communities and organizations
- **Better coordination between 3 UAS campuses**
- **Better marketing strategies for recruiting both within and outside Alaska** (esp. Pacific Northwest, nationally)
- **Community building**: linkages between degree programs and community organizations

- Blend curriculums
- Build up and incentivize public service
- Cohort building within degree program
- "Come Home to Alaska" (in-state *distance* tuition)
- Establish student gathering spaces; socializing, impromptu activities (beyond Rec Center)
- Expand community partnerships, enhancements
- Faculty authority to enrich interdisciplinary and transdisciplinary studies
- Improve faculty technology training, esp. for distance courses
- Incorporate enhanced experiences into the curriculum (e.g., January/May term)
- Incorporate feedback from students and employers [in program reviews]
- Indigenize curriculum
- Integration of marketing, recruiting, and academics
- Interdisciplinary Studies: foundation for UAS Juneau identity
- More flexibility in summer programs and course offerings
- Market the on-campus experience
- Not putting on-campus and distance courses in competition with one another
- Support student systems (student initiatives)
- Support for faculty to engage in FYE (Fiscial Year End) development
- Undergraduate student showcase; e.g., "Art Meets Science" Week of Student Accomplishments

3. Innovations

- **Better approaches to completing degree programs**; i.e., unlocked from 6-year sequence, more cross disciplinary and interdisciplinary options, streamlined procedures
- **Develop ties within Juneau as the capital city**: state & federal agencies, tourism economies

- Better alignment of our baccalaureate programs with out-of-state Associate (two-year) programs
- Build programs around interdisciplinary clusters; e.g., social justice
- Create tracks or pathways for two-year students elsewhere in the UA system to complete their baccalaureate programs at UAS
- Credit for prior learning (seeking linkages with degree programs)
- Incorporation of new technologies; e.g., film, internet
- More direct pathways from two-year degrees to baccalaureate programs; e.g., AS fish tech to BA Marine Biology; keep students within the UAS community
- Student designed programs (but not for students who don't know what they want)
- Uncoupling this work [programmatic] from the 15-week semester

Enhancing the Baccalaureate Experience at UAS
Thursday, March 25, 2016 (Revised: 4/22/16)

Participants: Heather Batchelder, Maren Haavig, Ernestine Hayes, Kevin Krein, Sol Neely, David Noon, Jim Powell, Amanda Sesko, Richard Simpson, Bill Urquhart, Lora Vess, Glenn Wright
Moderator: Robin Walz

Our Charge: to deliver a set of recommendations to the entire UAS community at fall convocation on strengthening and improving student experiences in our baccalaureate programs.

I. Break Out Groups: Setting Priorities

From the compiled suggestions from the January 29 faculty, administration & staff meeting:

- **Existing Enhanced Experiences**
  * Experiential Learning
  * Place Based
  * Interdisciplinary & Independent Design
  * On-line Bachelor Programs

  Cut-Across Features: excellent faculty/student ratios, professor driven, small scale

- **Strengthen Existing Opportunities**
  * Interdisciplinary Studies as a foundation of UAS Identity
  * Greater Curricular Flexibility (hybrid, blended, team teaching…)
  * Student Cohort Building within degree programs
  * Develop Experiential & Service Learning through community partnerships
  * Promotion of Alaska Native Studies & Indigenizing the Curriculum

- **Innovations**
  * Better Approaches to Completing Degree Programs
  * Flexible & Student Led Curriculum & Degree Programs
  * Develop Ties with Juneau as Capital City (local, region, state)
  * Create Opportunities for Hybrid Learning (online + physical location)

II. Small Work Group to work over the Summer

- Week of Workshops, June 6-10 on the Juneau campus, 9 am – 1 pm
  Assignments to complete between sessions and schedule of summer due dates.

- Faculty Participants:

  * School of Education: Heather Batchelder
  * School of Management: Maren Haavig
  * A&S Humanities: Kevin Krein
  * A&S Math/Nat Sci: Sherry Tamone
  * A&S Social Science: Loss Vess
  * Ketchikan: Ali Ziegler
  * Honors: Sol Neely
  * Juneau Internships: Glenn Wright
  * URECA/Interdisciplinary Undergrad Research: Sonia Nagorski
  * GERs: Brian Blitz

Total Awards & Degrees 2010-2016

Institutional Effectiveness
11120 Glacier Hwy
Juneau, AK 99801

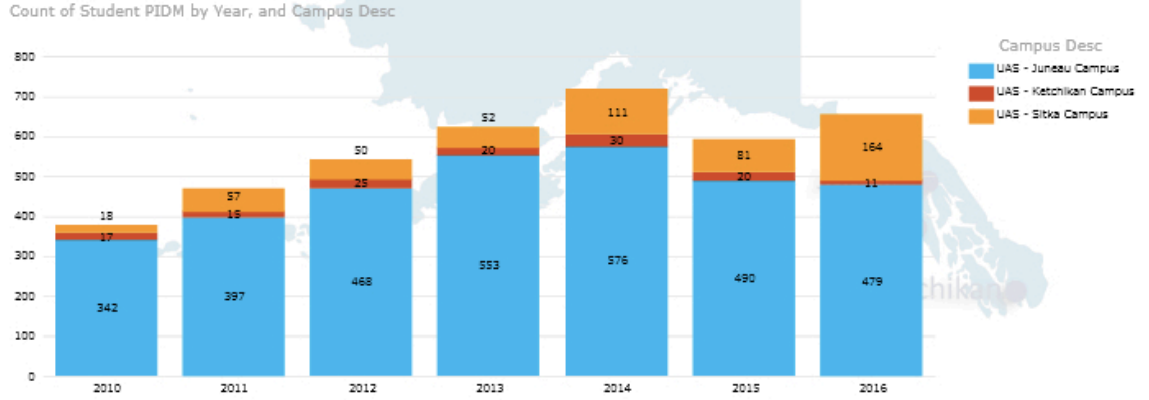
Awards and Degrees Trends

Institutional Effectiveness University of Alaska Southeast

| Total Awards |

Year	2010		2011		2012		2013		2014		2015		2016		Total	
Degree Type	Count...	Ave...	Count...	Ave...	Count...	Ave...	Count...	Ave...	Count...	Ave...	Count...	Ave...	Count...	Ave...	Student PIDM	Grad Age
Associate	65	31.74	79	32.73	108	29.69	104	31.59	138	30.10	137	31.42	103	29.47	**734**	**30.**
Baccalaureate	105	30.22	92	29.84	106	30.33	143	30.44	145	30.97	137	31.13	166	32.34	**894**	**30.**
Certificate	13	41.15	27	38.04	49	30.37	57	31.89	66	36.95	55	32.51	56	31.46	**323**	**33.**
Licensure/Post Certificate	60	37.38	62	40.68	96	38.88	104	40.30	108	36.94	61	38.95	48	39.35	**539**	**38.**
Master	107	35.08	137	37.80	129	36.00	154	36.54	153	38.40	138	37.96	134	35.03	**952**	**36.**
Occupational Endorsement	27	37.96	72	32.94	55	30.93	63	29.68	107	30.25	63	28.70	147	29.78	**534**	**30.**
Total	**377**	**33....**	**469**	**35....**	**543**	**33....**	**625**	**33....**	**717**	**33....**	**591**	**33....**	**654**	**32....**	**3,976**	**33.**

| Total



Total Baccalaureate Degrees 2010-2016 (Juneau + Ketchikan BLA & BASS)

Institutional Effectiveness
11120 Glacier Hwy
Juneau, AK 99801

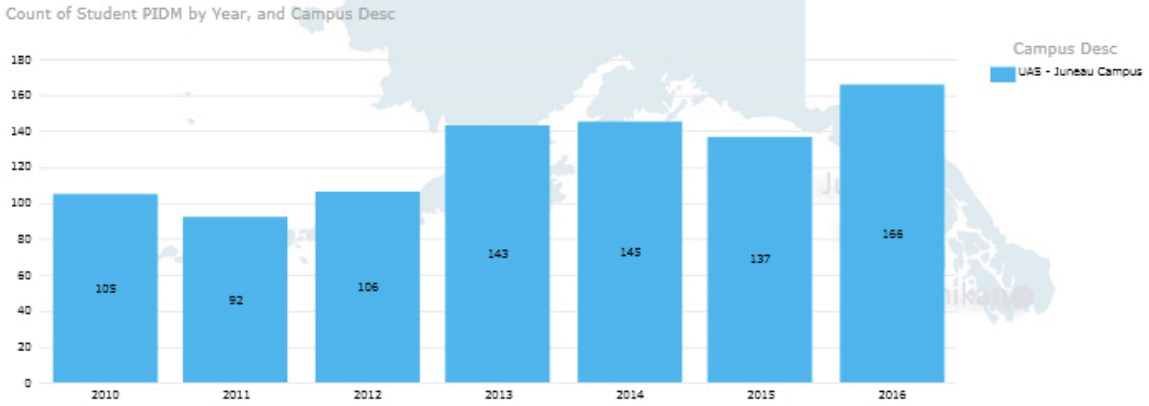
Awards and Degrees Trends

Institutional Effectiveness University of Alaska Southeast

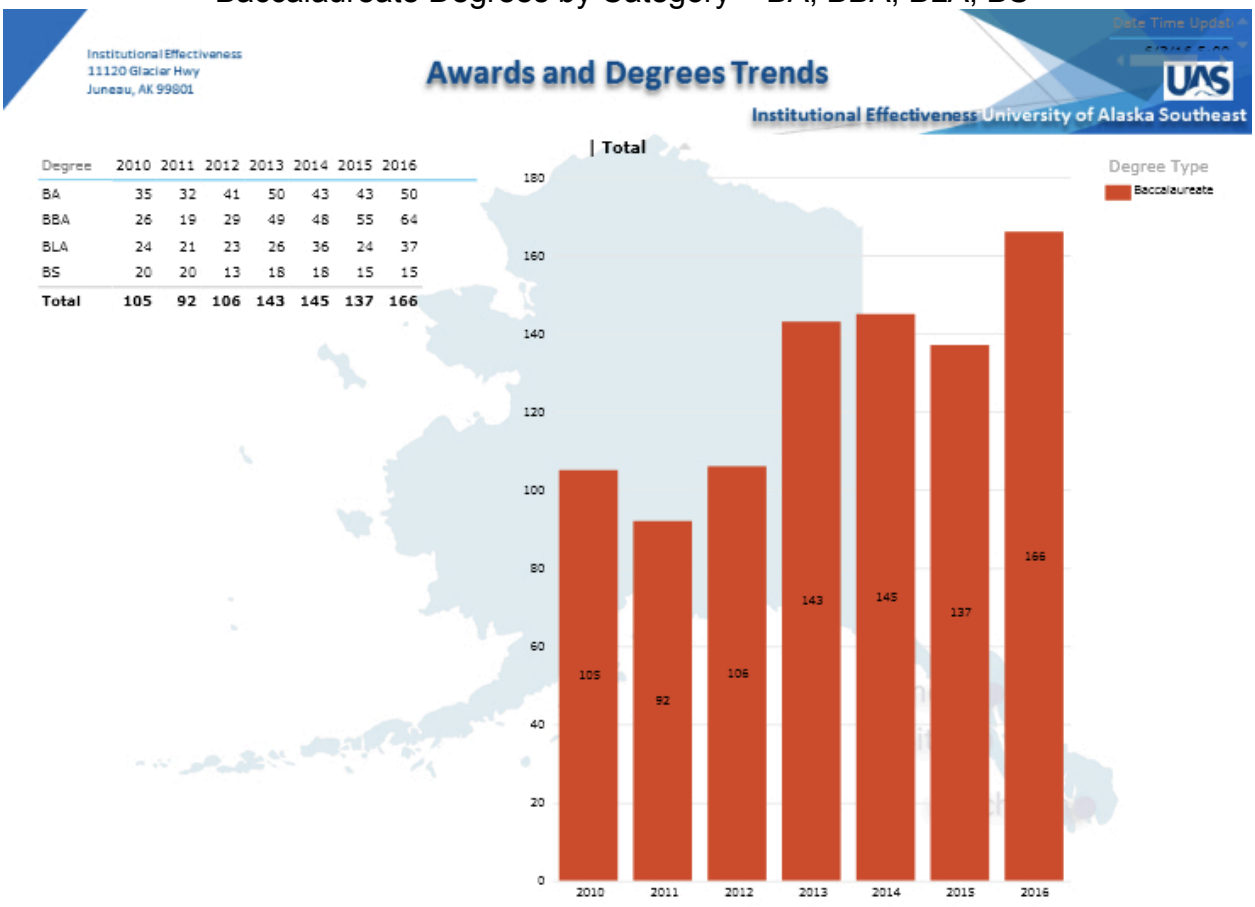
| Total Awards |

Year	2010		2011		2012		2013		2014		2015		2016		Total	
Degree Type	Count...	Ave...	Count...	Ave...	Count...	Ave...	Count...	Ave...	Count...	Ave...	Count...	Ave...	Count...	Ave...	Student PIDM	Grad Age
Baccalaureate	105	30.22	92	29.84	106	30.33	143	30.44	145	30.97	137	31.13	166	32.34	**894**	**30.**
Total	**105**	**30....**	**92**	**29....**	**106**	**30....**	**143**	**30....**	**145**	**30....**	**137**	**31....**	**166**	**32....**	**894**	**30.**

| Total



Baccalaureate Degrees by Category – BA, BBA, BLA, BS

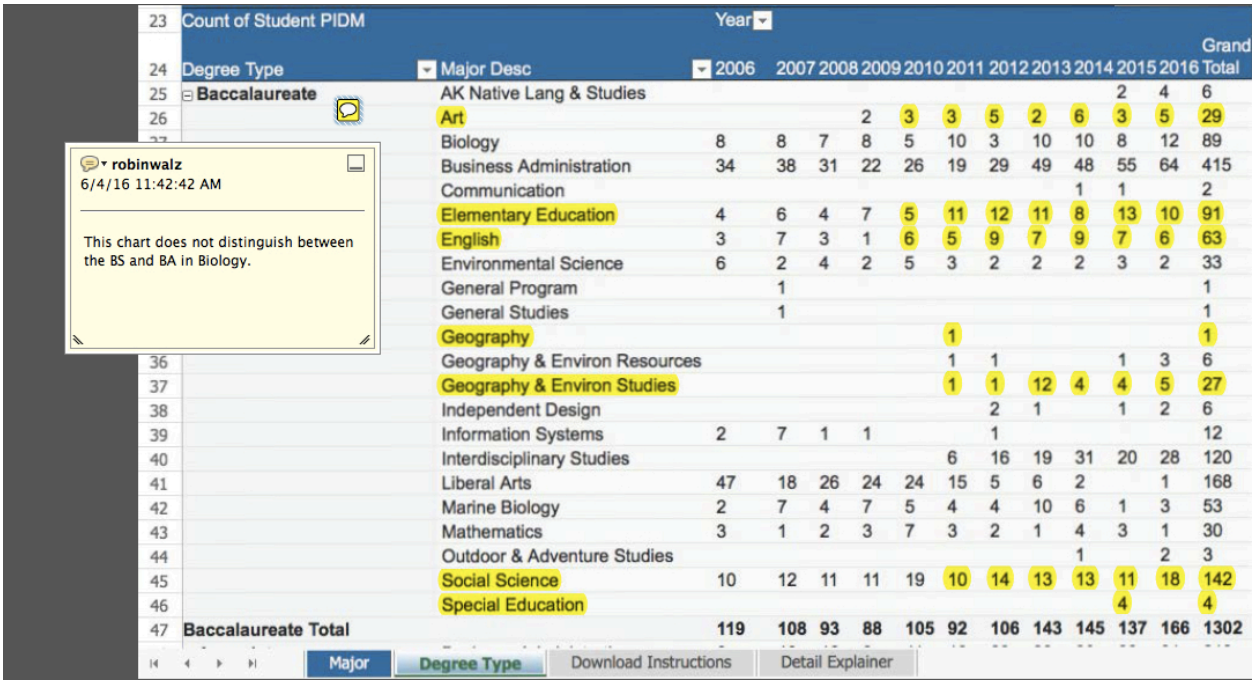


Baccalaureate Degrees by "Major"

23	Count of Student PIDM		Year											
24	Degree Type	Major Desc	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Grand Total
25	**Baccalaureate**	AK Native Lang & Studies										2	4	6
26		Art				2	3	3	5	2	6	3	5	29
27		Biology	8	8	7	8	5	10	3	10	10	8	12	89
28		Business Administration	34	38	31	22	26	19	29	49	48	55	64	415
29		Communication									1	1		2
30		Elementary Education	4	6	4	7	5	11	12	11	8	13	10	91
31		English	3	7	3	1	6	5	9	7	9	7	6	63
32		Environmental Science	6	2	4	2	5	3	2	2	2	3	2	33
33		General Program		1										1
34		General Studies		1										1
35		Geography						1						1
36		Geography & Environ Resources						1	1			1	3	6
37		Geography & Environ Studies						1	1	12	4	4	5	27
38		Independent Design							2	1		1	2	6
39		Information Systems	2	7	1	1			1					12
40		Interdisciplinary Studies						6	16	19	31	20	28	120
41		Liberal Arts	47	18	26	24	24	15	5	6	2		1	168
42		Marine Biology	2	7	4	7	5	4	4	10	6	1	3	53
43		Mathematics	3	1	2	3	7	3	2	1	4	3	1	30
44		Outdoor & Adventure Studies									1		2	3
45		Social Science	10	12	11	11	19	10	14	13	13	11	18	142
46		Special Education										4		4
47	**Baccalaureate Total**		**119**	**108**	**93**	**88**	**105**	**92**	**106**	**143**	**145**	**137**	**166**	**1302**

Major | Degree Type | Download Instructions | Detail Explainer

BA Degrees Awarded



robinwalz
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This chart does not distinguish between the BS and BA in Biology.

Count of Student PIDM	Year											
Degree Type	Major Desc	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Grand Total
Baccalaureate	AK Native Lang & Studies										2	4	6
	Art				2	3	3	5	2	6	3	5	29
	Biology	8	8	7	8	5	10	3	10	10	8	12	89
	Business Administration	34	38	31	22	26	19	29	49	48	55	64	415
	Communication									1	1		2
	Elementary Education	4	6	4	7	5	11	12	11	8	13	10	91
	English	3	7	3	1	6	5	9	7	9	7	6	63
	Environmental Science	6	2	4	2	5	3	2	2	2	3	2	33
	General Program		1										1
	General Studies		1										1
	Geography						1						1
	Geography & Environ Resources						1	1			1	3	6
	Geography & Environ Studies						1	1	12	4	4	5	27
	Independent Design							2	1		1	2	6
	Information Systems	2	7	1	1			1					12
	Interdisciplinary Studies						6	16	19	31	20	28	120
	Liberal Arts	47	18	26	24	24	15	5	6	2		1	168
	Marine Biology	2	7	4	7	5	4	4	10	6	1	3	53
	Mathematics	3	1	2	3	7	3	2	1	4	3	1	30
	Outdoor & Adventure Studies									1		2	3
	Social Science	10	12	11	11	19	10	14	13	13	11	18	142
	Special Education										4		4
Baccalaureate Total		119	108	93	88	105	92	106	143	145	137	166	1302

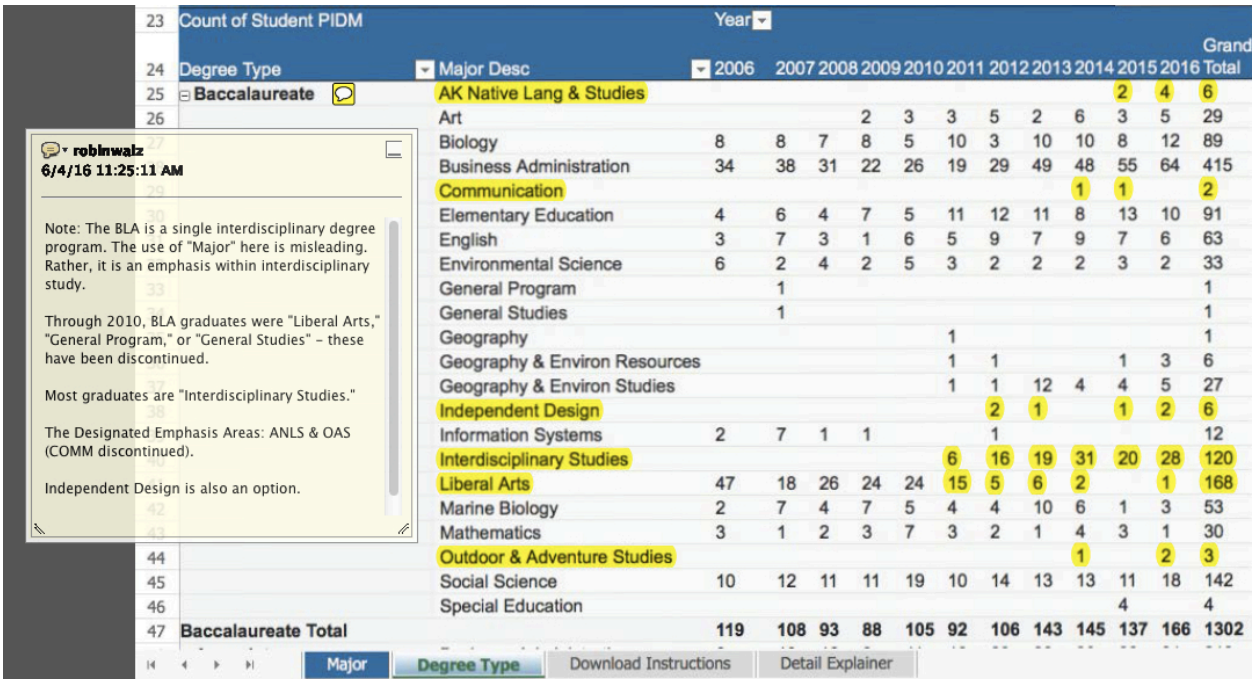
Major | Degree Type | Download Instructions | Detail Explainer

BBA Degrees Awarded

Count of Student PIDM	Year											
Degree Type	Major Desc	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Grand Total
Baccalaureate	AK Native Lang & Studies										2	4	6
	Art				2	3	3	5	2	6	3	5	29
	Biology	8	8	7	8	5	10	3	10	10	8	12	89
	Business Administration	34	38	31	22	26	19	29	49	48	55	64	415
	Communication									1	1		2
	Elementary Education	4	6	4	7	5	11	12	11	8	13	10	91
	English	3	7	3	1	6	5	9	7	9	7	6	63
	Environmental Science	6	2	4	2	5	3	2	2	2	3	2	33
	General Program		1										1
	General Studies		1										1
	Geography						1						1
	Geography & Environ Resources						1	1			1	3	6
	Geography & Environ Studies						1	1	12	4	4	5	27
	Independent Design							2	1		1	2	6
	Information Systems	2	7	1	1			1					12
	Interdisciplinary Studies						6	16	19	31	20	28	120
	Liberal Arts	47	18	26	24	24	15	5	6	2		1	168
	Marine Biology	2	7	4	7	5	4	4	10	6	1	3	53
	Mathematics	3	1	2	3	7	3	2	1	4	3	1	30
	Outdoor & Adventure Studies									1		2	3
	Social Science	10	12	11	11	19	10	14	13	13	11	18	142
	Special Education										4		4
Baccalaureate Total		119	108	93	88	105	92	106	143	145	137	166	1302

Major | Degree Type | Download Instructions | Detail Explainer

BLA Degrees Awarded



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Note: The BLA is a single interdisciplinary degree program. The use of "Major" here is misleading. Rather, it is an emphasis within interdisciplinary study.

Through 2010, BLA graduates were "Liberal Arts," "General Program," or "General Studies" – these have been discontinued.

Most graduates are "Interdisciplinary Studies."

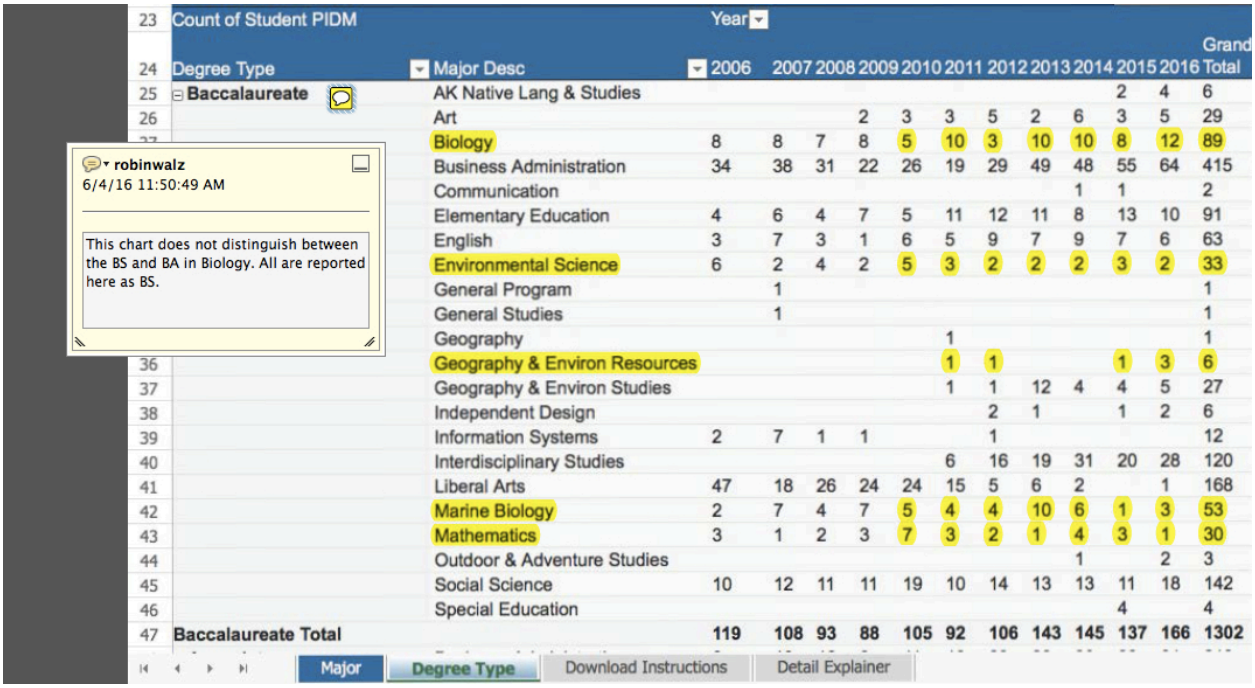
The Designated Emphasis Areas: ANLS & OAS (COMM discontinued).

Independent Design is also an option.

Count of Student PIDM	Year											
Degree Type	Major Desc	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Grand Total
Baccalaureate	AK Native Lang & Studies										2	4	6
	Art				2	3	3	5	2	6	3	5	29
	Biology	8	8	7	8	5	10	3	10	10	8	12	89
	Business Administration	34	38	31	22	26	19	29	49	48	55	64	415
	Communication									1	1		2
	Elementary Education	4	6	4	7	5	11	12	11	8	13	10	91
	English	3	7	3	1	6	5	9	7	9	7	6	63
	Environmental Science	6	2	4	2	5	3	2	2	2	3	2	33
	General Program		1										1
	General Studies		1										1
	Geography						1						1
	Geography & Environ Resources						1	1			1	3	6
	Geography & Environ Studies						1	1	12	4	4	5	27
	Independent Design							2	1		1	2	6
	Information Systems	2	7	1	1			1					12
	Interdisciplinary Studies						6	16	19	31	20	28	120
	Liberal Arts	47	18	26	24	24	15	5	6	2		1	168
	Marine Biology	2	7	4	7	5	4	4	10	6	1	3	53
	Mathematics	3	1	2	3	7	3	2	1	4	3	1	30
	Outdoor & Adventure Studies									1		2	3
	Social Science	10	12	11	11	19	10	14	13	13	11	18	142
	Special Education										4		4
Baccalaureate Total		119	108	93	88	105	92	106	143	145	137	166	1302

Major | Degree Type | Download Instructions | Detail Explainer

BS Degrees Awarded



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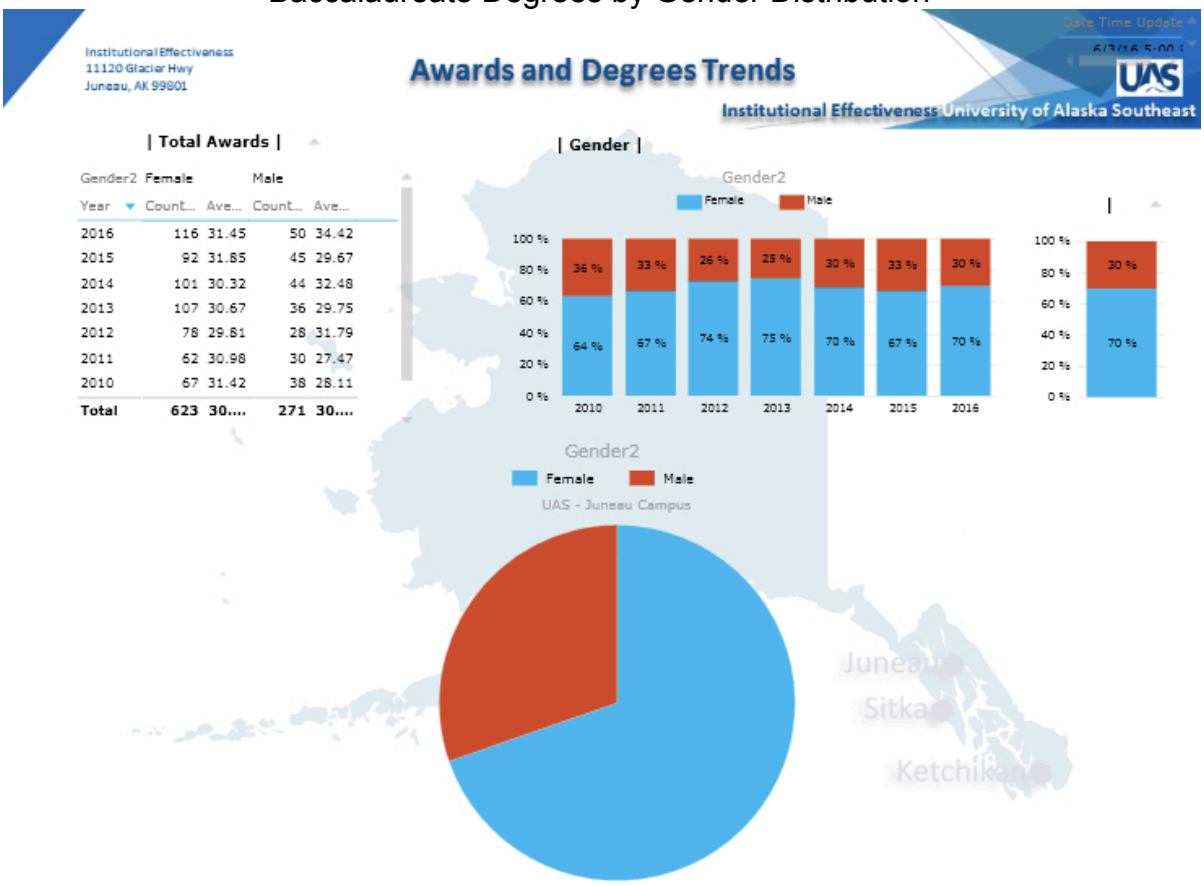
This chart does not distinguish between the BS and BA in Biology. All are reported here as BS.

Count of Student PIDM	Year											
Degree Type	Major Desc	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Grand Total
Baccalaureate	AK Native Lang & Studies										2	4	6
	Art				2	3	3	5	2	6	3	5	29
	Biology	8	8	7	8	5	10	3	10	10	8	12	89
	Business Administration	34	38	31	22	26	19	29	49	48	55	64	415
	Communication									1	1		2
	Elementary Education	4	6	4	7	5	11	12	11	8	13	10	91
	English	3	7	3	1	6	5	9	7	9	7	6	63
	Environmental Science	6	2	4	2	5	3	2	2	2	3	2	33
	General Program		1										1
	General Studies		1										1
	Geography						1						1
	Geography & Environ Resources						1	1			1	3	6
	Geography & Environ Studies						1	1	12	4	4	5	27
	Independent Design							2	1		1	2	6
	Information Systems	2	7	1	1			1					12
	Interdisciplinary Studies						6	16	19	31	20	28	120
	Liberal Arts	47	18	26	24	24	15	5	6	2		1	168
	Marine Biology	2	7	4	7	5	4	4	10	6	1	3	53
	Mathematics	3	1	2	3	7	3	2	1	4	3	1	30
	Outdoor & Adventure Studies									1		2	3
	Social Science	10	12	11	11	19	10	14	13	13	11	18	142
	Special Education										4		4
Baccalaureate Total		119	108	93	88	105	92	106	143	145	137	166	1302

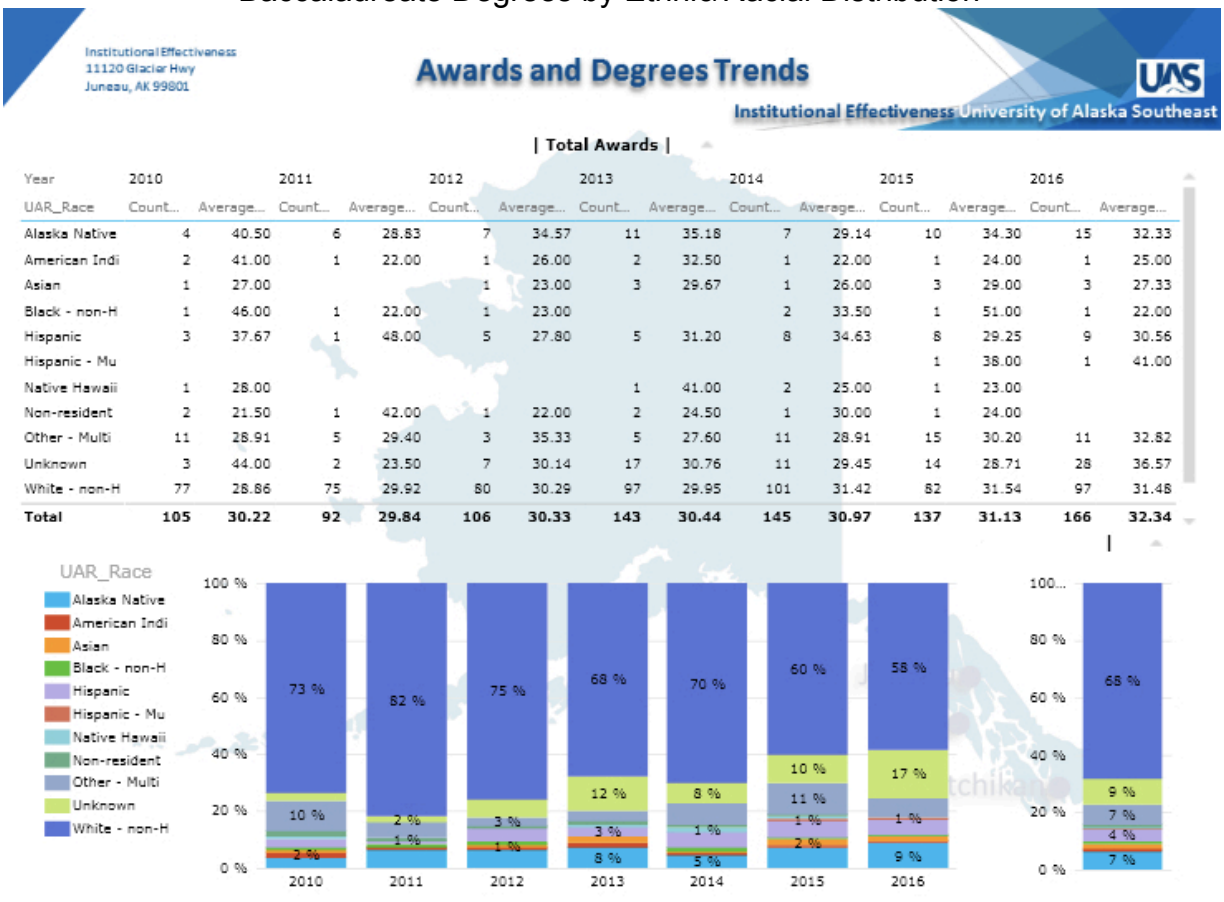
Major | Degree Type | Download Instructions | Detail Explainer

Baccalaureate Degrees by Gender Distribution



Gender2	Female		Male	
Year	Count...	Ave...	Count...	Ave...
2016	116	31.45	50	34.42
2015	92	31.85	45	29.67
2014	101	30.32	44	32.48
2013	107	30.67	36	29.75
2012	78	29.81	28	31.79
2011	62	30.98	30	27.47
2010	67	31.42	38	28.11
Total	623	30....	271	30....

Baccalaureate Degrees by Ethnic/Racial Distribution



Year	2010		2011		2012		2013		2014		2015		2016	
UAR_Race	Count...	Average...	Count...	Average...	Count...	Average...	Count...	Average...	Count...	Average...	Count...	Average...	Count...	Average...
Alaska Native	4	40.50	6	28.83	7	34.57	11	35.18	7	29.14	10	34.30	15	32.33
American Indi	2	41.00	1	22.00	1	26.00	2	32.50	1	22.00	1	24.00	1	25.00
Asian	1	27.00			1	23.00	3	29.67	1	26.00	3	29.00	3	27.33
Black - non-H	1	46.00	1	22.00	1	23.00			2	33.50	1	51.00	1	22.00
Hispanic	3	37.67	1	48.00	5	27.80	5	31.20	8	34.63	8	29.25	9	30.56
Hispanic - Mu											1	38.00	1	41.00
Native Hawaii	1	28.00					1	41.00	2	25.00	1	23.00		
Non-resident	2	21.50	1	42.00	1	22.00	2	24.50	1	30.00	1	24.00		
Other - Multi	11	28.91	5	29.40	3	35.33	5	27.60	11	28.91	15	30.20	11	32.82
Unknown	3	44.00	2	23.50	7	30.14	17	30.76	11	29.45	14	28.71	28	36.57
White - non-H	77	26.86	75	29.92	80	30.29	97	29.95	101	31.42	82	31.54	97	31.48
Total	105	30.22	92	29.84	106	30.33	143	30.44	145	30.97	137	31.13	166	32.34

Enhancing the Baccalaureate Experience

AGENDA
Monday, June 6, 2016

I. Introductions
- Name, years at UAS, role in this workshop
- What you bring to the table this week (background, experience, aspirations)

II. Expectations
- What do you expect this workshop to produce this week?
- What this workshop isn't

III. Why are we here?
- "Strategic Pathways" – A curiously binding directive from Pres. Johnson & BOR. Identified UAS Baccalaureate Programs: Marine Biology & Interdisciplinary degrees/degree completion (Management & Teacher education "under review").
- UAS Vision Statement – "The University of Alaska Southeast is recognized as a destination of choice for students seeking excellent academic programs and engaging in learning opportunities that integrate the environment and cultures of southeast Alaska."
- Chancellor Caulfield's Vision – "Encourage *interdisciplinarity* and *high-impact learning* as a core value of the UAS baccalaureate experience."
- "Enhancing the Baccalaureate Experience" – Our Charge: To deliver a set of recommendations on strengthening and improving student experiences in our baccalaureate programs to the entire UAS community at fall convocation. (That is, translate vague bureaucratic directives and slogans into concrete actions.)

Break

IV. Review: UAS Baccalaureate Awards & Degrees 2010-2016
- Charts and tables from UAS Institutional Effectiveness
- Discussion: What do these "data" and "trends" tell us about our baccalaureate programs? What more do we need to know for our work this week?

V. Task: In pairs, investigate an identified "interdisciplinary" or "high impact learning" college or university program.[1]
- What are the basic features of the program?
- What features of that program might be applicable to UAS?
- What challenges might we face in implementing a similar program at UAS?
  Prepare a 1-page handout for distribution in tomorrow's workshop (12 copies)
  Example: The Evergreen State College (handout)

VI. Homework: Read – Karen A. Holley, "Best Practices Related to Interdisciplinary Education" in *Understanding Interdisciplinary Challenges and Opportunities in Higher Education* (Wiley, 2009).

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[1] Some Possibilities: Fairhaven College of Interdisciplinary Studies/Western Washington University (https://fairhaven.wwu.edu/); New College of Interdisciplinary Arts and Sciences (ASU West Campus, Phoenix (https://newcollege.asu.edu/); Northwest Indian College/Lummi Nation (Bellingham, WA) (www.nwic.edu/); Marlboro College (VT) (https://www.marlboro.edu/); College of the Atlantic (Bar Harbor, ME) (https://www.coa.edu/). Especially look for degrees, areas of study, programs.

Enhancing the Baccalaureate Experience

AGENDA
Tuesday, June 7, 2016

Workshop Participant Expectations

* Keep Natural Science degrees robust
* A Faculty Vision of what UAS is – and how the parts relate to each other
* Distinguish UAS from UAA & UAF
* Articulate the form of UAS to President Johnson, Board of Regents, UA systemwide…
* All in this together – not compartmentalized – integrated
* Recognition of and build upon programmatic strengths & distinctions
* Retain what we do well – and develop that into more complex programs
* Create an integrated plan for undergraduate interdisciplinary studies – non-"Ivory Tower" (decolonizing and indigenizing curriculum, service learning, universal design for learning)
* Programs for "best and brightest" students to excel – e.g., research, honors…
* Discuss some of our perceived weaknesses (to avoid getting targeted)
* Make focused, concrete recommendations
* Keep a focus on serving Southeast Alaska communities

I. Interdisciplinary Programs & High-impact Learning in other Baccalaureate Programs

- What are the basic features of the program?
- What features of that program might be applicable to UAS?
- What challenges might we face in implementing a similar program at UAS?

Report Out

- Arizona State University New College, West Campus: Lora & Sherry
- College of the Atlantic: Glenn & Sonia
- Colorado College: Brian & Kevin
- Fairhaven College: Ali & Maren
- Northwest Indian College: Heather & Sol

Observations: What aspects of these programs might we consider at UAS?

II. Taking a Step Back – What do UAS Undergraduates Study?
Review: UAS Baccalaureate Awards & Degrees 2010-2016

- Presentation: Charts and tables from UAS Institutional Effectiveness
- What do these "data" and "trends" tell us about UAS baccalaureate programs?

III. Eight Elements of Interdisciplinary Practice

Reading: Karen A. Holley, "Best Practices Related to Interdisciplinary Education" in *Understanding Interdisciplinary Challenges and Opportunities in Higher Education* (2009).

Orientation: Multiple Approaches to Interdiscipinarity

- Entire Degree Program
- Aspects of Degree Program
- Real Life Engagement
- Student-Centered Courses of Study
- Student-Directed Projects

Group Exercise

- **How are these eight interdisciplinary elements currently practiced at UAS?**
  1. Dedicated Space
  2. Student-Centered Pedagogy
  3. Problem or Theme-Based Learning
  4. Co-Curricular Learning (Multiple Settings & Ways of Knowing)
  5. Culminating Project
  6. Student Collaboration
  7. Experiential Learning
  8. Contemporary Issues

- **What might be fruitful "next steps" for each interdisciplinary element at UAS?** (Parallel reporting on a second flip chart)

Big Idea: "Workforce Development" ≠ one student – one degree – one job

IV. Summary: Preliminary List of Recommendations

From our discussions so far, what are possible "recommendations for enhancing the baccalaureate experience at UAS"?

V. Reading Homework

- Jeffrey J. Selinco, "Rebuilding the Bachelor's Degree" (*Chronicle Review*, 2016)
- Michael W. Clune, "Degrees of Ignorance" (*Chronicle Review*, 2015)
- Todd Rose and Ogi Ogas, "The Faculty Foundation of American Colleges (*Chronicle Review*, 2016)
- Doug Anderson, "The Self-Obliterating Professor" (*Chronicle Review*, 2016)
- Paul Voosen, "If American Wants to Kill Science, It's on Its Way" interview with Hope Jahren, Professor of Geobiology (*Chronicle Review*, 2016)
- Shelly Fisher Fishkin, "Literature and the Future of the Past" (*Chronicle Review*, 2016)
- Sarah Brown, "Can Courses on Diversity Make a Real Difference?" (*Chronicle of Higher Education*, 2016)
- Mark Kantrowski, "With Performance-Based Funding, the Neediest Students Lose" (*Chronicle of Higher Education*, 2016)
- Quoctrung Bui, "Hidden Side of the College Dream: Mediocre Graduation Rates" (*New York Times*, 2016)

Looking Ahead

Wednesday – Challenges & Realities
Thursday – Exploring Innovations & Reorganization
Friday – Five Recommendations

Enhancing the Baccalaureate Experience

AGENDA
Wednesday, June 8, 2016

UA Administration Perspectives to Keep in Mind

We face tough choices. How do we pursue our mission and our opportunities for service to Alaska at the same time our budget is being cut? […] And as we look across the University system at our three universities and numerous community campuses, (1) how can each campus build on its unique strengths to lead in meeting Alaska's needs for higher education, and (2) how can we reduce unnecessary differences among our campuses to enable our students to reduce costs and improve their progress?
– UA President Jim Johnson, UA Outreach Memo (May 12, 2016)

For Discussion Purposes: Streamlining UAS Baccalaureate Degree Programs. Condensing current 13 degrees into three, allowing students to design their own majors under faculty supervision. […] Encourage *interdisciplinarity* and *high-impact learning* as a core value of the UAS baccalaureate experience.
–UAS Chancellor Rick Caulfield, Draft Proposal for Discussion (January 13, 2016)

I. Eight Elements of Interdisciplinary Practice
Reading: Karen A. Holley, "Best Practices Related to Interdisciplinary Education" in *Understanding Interdisciplinary Challenges and Opportunities in Higher Education* (2009).

Orientation: Multiple Approaches to Interdiscipinarity
- Entire Degree Program
- Aspects of Degree Program
- Real Life Engagement
- Student-Centered Courses of Study
- Student-Directed Projects

Group Exercise (continued)

How are these eight interdisciplinary elements currently practiced at UAS?
1. Dedicated Space
2. Student-Centered Pedagogy
3. Problem or Theme-Based Learning
4. Co-Curricular Learning (Multiple Settings & Ways of Knowing)
5. Culminating Project
6. Student Collaboration
7. Experiential Learning
8. Contemporary Issues

What might be fruitful "next steps" for each interdisciplinary element at UAS?
(Parallel reporting on a second flip chart)

II. Task: Generate a Preliminary List of Recommendations

Established Priorities: "Enhancing the Baccalaureate Experience" at UAS

- **Existing Enhanced Experiences**
  - * Experiential Learning
  - * Place Based
  - * Interdisciplinary & Independent Design
  - * On-line Bachelor Programs

  Cut-across features: excellent faculty/student ratios, professor driven, small scale

- **Strengthen Existing Opportunities**
  - * Interdisciplinary Studies as a foundation of UAS Identity
  - * Greater Curricular Flexibility (hybrid, blended, team teaching…)
  - * Student Cohort Building within degree programs
  - * Develop Experiential & Service Learning through community partnerships
  - * Promotion of Alaska Native Studies & Indigenizing the Curriculum

- **Innovations**
  - * Better Approaches to Completing Degree Programs
  - * Flexible & Student Led Curriculum & Degree Programs
  - * Develop Ties with Juneau as Capital City (local, region, state)
  - * Create Opportunities for Hybrid Learning (online + physical location)

Large Group (15 min): From our discussions so far, what are possible recommendations for enhancing the baccalaureate experience at UAS?

III. Challenges to making UAS a "lead campus" and a student "destination of choice"

Large Group (10 min): Challenges for making UAS the UA destination campus in:

- Marine Biology
- Interdisciplinary Degree Programs
- SE Alaska Native & Indigenous Studies
- Degree Completion (Transfer & Non-Traditional Students)

Prioritize the toughest challenges

In 3 Small Groups (30 min): On a flip chart page, identify the challenge and list 3-4 responses that might be persuasive to stakeholders (UA President Johnson, BOR, UAS Community).

Report Out from Small Groups to the Large Group.

Second Round of addressing challenges (time permitting – or, homework?)

Looking Ahead

Thursday – Exploring Innovations & Reorganization of UAS Baccalaureate Programs
Friday – Five Recommendations to the UAS Community (Fall Convocation)

Enhancing the Baccalaureate Experience

AGENDA
Friday, June 10, 2016

Task: Develop 5 recommendations for enhancing the baccalaureate experience at UAS to present during fall convocation.

UAS's "Lead Campus" Identity: UA's High-Impact Learning University. We focus on student-centered and experiential learning in Southeast Alaska. (*Note: heuristic definition for today's discussions*)

UAS as a "Destination Campus": UAS is the UA university of choice for undergraduate students in:
- **Marine Biology** (Robust Biology Program)
- **Interdisciplinary Degree Programs** (ENVS & BAs in Humanities & Social Science)
- **Alaska Native & Indigenous Studies** (locally on Southeast, globally on indigenous studies)
- **Degree Completion** (Transfer & Non-Traditional Students)

I. Review: Work We Have Already Done (40 minutes)

"Enhancing the Baccalaureate Experience" Priorities (March 25, 2016)

- **Existing Enhanced Experiences**
  * Experiential Learning
  * Place Based
  * Interdisciplinary & Independent Design
  * On-line Bachelor Programs

  Cut-across features: excellent faculty/student ratios, professor driven, small scale

- **Strengthen Existing Opportunities**
  * Interdisciplinary Studies as a foundation of UAS Identity
  * Greater Curricular Flexibility (hybrid, blended, team teaching…)
  * Student Cohort Building within degree programs
  * Develop Experiential & Service Learning through community partnerships
  * Promotion of Alaska Native Studies & Indigenizing the Curriculum

- **Innovations**
  * Better Approaches to Completing Degree Programs
  * Flexible & Student Led Curriculum & Degree Programs
  * Develop Ties with Juneau as Capital City (local, region, state)
  * Create Opportunities for Hybrid Learning (online + physical location)

This Week's Workshop (Posted Flip Charts)

- **Our Workshop Expectations**
- **Interdisciplinary & High-Impact Learning Elsewhere**
- **Eight Elements of Interdisciplinary Practice** – at UAS & Next Steps
- **Preliminary Recommendation Ideas**
- **Degree Consolidation & Reorganization** – Willing to Consider: Requires Further Discussion in Departments & Schools (at Convocation *before* recommendations)

Group Task: What are the repeating themes and issues? (Write out on flip chart)

II. Selecting the Five Recommendations (75 minutes)

Small Group Task (30 minutes): In three small groups (mix of different departments or schools), develop a list of five recommendations on "enhancing the baccalaureate experience at UAS" to bring forth to the UAS community at fall convocation. Strive for themes or issues that include multiple considerations and cross courses of study. Write them out on a flip chart.

Report Out (30 minutes): Present your list and briefly elaborate upon each item.

Creating a Group List of Five (15 minutes):

Option 1: Combine & Refine. Is there enough overlap among these issues to identify five leading recommendations? If yes, make a group list of five. If not…

Option 2: Weighted List of Individual Priorities. Complete a ballot of your five recommendations in order of priority. Items will be weighted and tallied (i.e., 1st choice = 5 point, 5th choice = 1 point; doesn't change the results, just makes them easier to see).

III. The Five Recommendations & Writing Rationales (60 minutes)

Distribute the Recommendations among Workshop Participants: Two participants for each recommendation.

Brief Group Discussion of Recommendations: Each pair of participants take notes.

1. Identify, elaborate upon, and clarify the recommendation (abstract).
2. Background information and considerations.
3. Examples (across fields) – currently at UAS, possibilities for growth.
4. Benefits of pursuing this recommendation.
5. Challenges for implementing this recommendation

Assignment: Each pair of participants writes up a rationale for the selected recommendation (2-3 pages, single spaced, double space between items). Organize by these five categories.

Written rationales are due to Robin by Friday, June 17 (rrwalz@alaska.edu)

IV. What is UAS's "Lead Campus" Role? Open Discussion (time permitting)

What is UAS's identity as a university?
How can that be articulated in a pithy phrase?
What undergraduates (traditional, transfer, non-traditional) would find it attractive?
Why would Chancellor Caulfield accept this?
How could President Johnson and the BOR find it acceptable ("Strategic Pathways")?

This is a discussion issue for the entire university community

V. Workshop Feedback – Written & Oral (20 minutes)

Enhancing the Baccalaureate Experience

AGENDA
Thursday, June 9, 2016

For Discussion Purposes: Streamlining UAS Baccalaureate Degree Programs. Condensing current 13 degrees into three, allowing students to design their own majors under faculty supervision. […] Encourage *interdisciplinarity* and *high-impact learning* as a core value of the UAS baccalaureate experience.

–UAS Chancellor Rick Caulfield, Draft Proposal for Discussion (January 13, 2016)

I. UAS Challenges (continued)

In 3 Small Groups (30 min): On a flip chart page, identify the challenge and list 3-4 responses that might be persuasive to stakeholders (UA President Johnson, BOR, UAS Community).

Report Out from Small Groups to the Large Group.

II. "From 13 Degrees to 3" – Reorganization Exercise

1. BA (Hum & Soc Sci): Common Design? Proposal "For Your Consideration"
   Ali, Kevin, Lora, Sol, Glenn, Robin

2. BBA + BA Ed: Hybrid & High-Impact E-Learning Possibilities?
   Maren, Heather

3. BS (Biology, Marine Biology, Math): ENVS two-tracks (Research, Resource)?
   Sherry, Sonia, Brian

Consider within Each Degree Program:
- Core (lower-division requirements, including all GERs)
- Major
- Interdisciplinarity Courses: High-Impact, Current Topics, Culmination

Task (60 min): Talk through your issue(s) with your faculty cohort. Write up your summary findings on a flip chart.

Report Out (45 min)

III. Open Discussion
- UAS Identity: Are our mission & values enough? More pithy phrase?
- Marketing UAS: Why would a student want to complete a baccalaureate degree here?

Looking Ahead to Friday – Five Recommendations to the UAS Community (Fall Convocation)

Enhancing the Baccalaureate Experience
Monday, June 6, 2016

Workshop Participant Expectations

* Keep Natural Science degrees robust
* A Faculty Vision of what UAS is – and how the parts relate to each other
* Distinguish UAS from UAA & UAF
* Articulate the form of UAS to President Johnson, Board of Regents, UA systemwide…
* All in this together – not compartmentalized – integrated
* Recognition of and build upon programmatic strengths & distinctions
* Retain what we do well – and develop that into more complex programs
* Create an integrated plan for undergraduate interdisciplinary studies – non-"Ivory Tower" (decolonizing and indigenizing curriculum, service learning, universal design for learning)
* Programs for "best and brightest" students to excel – e.g., research, honors…
* Discuss some of our perceived weaknesses (to avoid getting targeted)
* Make focused, concrete recommendations
* Keep a focus on serving Southeast Alaska communities

Karri A. Holley, Understanding Interdisciplinary Challenges and Opportunities in Higher Education: ASHE Higher Education Report, Vol 35, no 2 (Wiley, 2009).

Best Practices Related to Interdisciplinary Education

A CERTAIN IRONY exists with regard to the institutionalization of interdisciplinary practices in American higher education. Interdisciplinary programs foster individualized student learning experiences that allow for the innovative integration of multiple fields of study. Engagement in interdisciplinary research enables distinctive collaborations and the pursuit of far-ranging questions. Yet such goals are tempered by the university's organizational structure, which determines boundaries between the disciplines, sets criteria that must be met related to student learning, and influences perceptions of research outcomes. This inherent tension exists at an institutional level but also within the structure of interdisciplinary experiences themselves.

How might interdisciplinary experiences be facilitated in a disciplinary academy? This chapter outlines those elements of interdisciplinary practice most common in colleges and universities. It concentrates on components of interdisciplinary education but also acknowledges that many of these practices can be used to facilitate collaborative research. Successful interdisciplinary programs require the collective engagement of faculty, administrators, and students from across the institution (Project Kaleidoscope, 2007). These programs reflect a dynamic process that incorporates people, ideas, and artifacts from multiple disciplines in a manner that achieves a distinctive outcome. Interdisciplinary engagement is heightened through "flexibility; a natural, unforced pace of work; and policies that promote borrowing and sharing within and between disciplines" (National Academy of Sciences, 2004, p. 110).

Existing programs offer templates by which these ideals can be achieved. This chapter serves as a summary of the preceding text and offers practitioners specific strategies to consider when devising a range of interdisciplinary experiences.

The prevalence of interdisciplinary activity in higher education has been likened to an "interdisciplinary arms race" (Rhoten and Pfirman, 2007), where the expansion of such programs has occurred at a progressively rapid rate. Although certainly each program exists in the cultural context of the institution where it is housed and is shaped by participation from faculty and students, common practices exist to foster interdisciplinary engagement. The argument throughout this monograph has been that the disciplines represent sociocultural structures in the academic organization. These structures give meaning, form, and power to behavioral practices that afford legitimacy in the academy. Interdisciplinary work exhibits similar characteristics: a socially constructed activity that emerges from change in the institutional structure and culture. Fostering interdisciplinary change begins by understanding the principles that give meaning to the tasks of teaching and learning.

Discussing the structural components of the curriculum, Ratcliff (1997) observed, "Courses . . . are like logs on a stack of firewood from which the students select a few to ignite the flames of intellectual inquiry" (p. 6). Faculty provide the match to light the fire, students bring kindling, and the arrangement of the logs occurs in a prescribed, sequential manner that best facilitates student development. An interdisciplinary curriculum faces many of the same inherent requirements. Faculty must agree on the purpose, structure, and outcomes of the curriculum; the institution provides support for the program; assessment is instituted in a manner that aligns with expectations for the program and the institutional culture; and various learning formats (such as seminars, internships, lectures, and field experiences) are included. Determining the purpose, content, and structure of an interdisciplinary experience depends on the alignment of institutional, faculty and student components that best facilitate engagement across disciplinary boundaries. The best practices associated with interdisciplinary programs are summarized in Exhibit 7.

EXHIBIT 7
Best Practices Related to Interdisciplinarity

Practice	*Rationale for Practice*
Dedicated Organizational and Physical Space	Offers institutional legitimacy and facilitates contact among individuals who might otherwise be spread across campus
Student-Centered Pedagogy	Encourages students' independence and critical-thinking skills; allows students' interests to shape issues of application
Focus on Problem- or Theme-Based Learning	Shifts role of curriculum from mastery of disciplinary content to the critical integration of multiple bodies of knowledge relative to a specific question
Curriculum Shaped Through a Variety of Interdisciplinary Learning Experiences	Recognizes that learning does not occur solely in a formal classroom environment or through formal faculty-student exchanges; recognizes the shifting epistemological boundaries (internal and external to the university) that affect the acquisition of knowledge
Culminating Capstone Project or Senior Portfolio	Gives students the opportunity to apply their skills to a particular problem or topic; allows for a greater focus to interdisciplinary curriculum; sets measurable learning outcomes
Focus on Collaborative Learning Rather Than Mastery of Particular Content	Recognizes the value to be gained from interaction with multiple groups, including faculty, peers, and community
Use of Independent Study, Internships, and Experiential Learning	Offers students the opportunity for theory to practice understanding gained through application
Goal to Prepare Students for a Complex Modern, Interdisciplinary Future	Encourages students' engagement with social problems; facilitates the application of students' knowledge to contemporary issues

Dedicated Organizational and Physical Space

The role of interdisciplinary space influences interactions across the barriers defining the university. These barriers are evident in the structure of academic buildings and the organization of academic programs. A space for interdisciplinary inquiry can occur as part of a revised organizational structure in the institution. Interdisciplinary programs can also be supported through the construction of interdisciplinary facilities or the use of existing buildings for interdisciplinary collaboration. The integration of laboratory and lecture spaces in science, engineering, and mathematics fields, for example, cultivates a flexible environment that fosters innovative pedagogy. Referring to the increasingly interdisciplinary nature of science, a report from the NSF-funded Project Kaleidoscope concluded, "Science is changing and so must our teaching and the spaces in which we teach" (Project Kaleidoscope, 2007, p. 2). The newly constructed Schaap Science Center at Hope College is one model of a campus facility designed to foster interdisciplinary collaborations. The building complements "the college's on-going emphasis on collaborative student-faculty research as a teaching model, and is organized to facilitate connections between departments" (Hope College, 2008). Interdisciplinary space, however, is found not only in campus facilities. At the University of Chicago, the College of Arts and Sciences sponsors the interdisciplinary Chicago Studies program. Working in conjunction with the University Community Service Center, undergraduates use the city as a classroom. The curriculum offers courses examining film history, black culture, housing, poverty, and urban studies. The courses are supplemented by service-learning opportunities and internships.

The success of an interdisciplinary program relies on financial and cultural support from the institution. Often this support translates into the development of an independent freestanding interdisciplinary unit in the university, complete with full-time faculty, dedicated campus space, and a distinct admission process. The School of Interdisciplinary Studies at Miami University, also known as the Western College Program, was originally founded in 1974 as "an experimental cluster college in a traditional university" (Newell and others, 2003, p. 35). The program was situated on the site of the former Western

College for Women and required students to live on the Western campus for at least two years. Western recently lost its divisional status; as of summer 2009, the program will become part of the Miami College of Arts and Sciences, although it remains a distinct organizational entity. New College at the University of Alabama experienced a similar change in 1997, when an unpopular merger folded the program into the College of Arts and Sciences. New College remains under the helm of a full-time faculty director, however, and includes nine full-time faculty (although some professors hold joint appointments across campus). The cultural implications of an autonomous interdisciplinary program are significant for an institution. Such programs are afforded the independence granted to traditional colleges and disciplines; they are also granted the autonomy to determine academic policies, faculty hiring, student admissions, and curricular decisions.

Interdisciplinary programs are frequently housed under the auspices of a traditional disciplinary college. By facilitating organizational bridges between often separate structural units, these programs can be shaped to a student's individual interests. At Lehigh University, interdisciplinary undergraduate degrees in computer science and business, integrated business and engineering, arts and engineering, and applied product development encourage students' interests at the nexus of technology and application. The computer science and business degree, as one example, is a joint initiative between the Colleges of Business and Engineering. Students complete the core requirements for baccalaureate degrees from both schools, supplementing their courses of study with electives from across the institution.

Student-Centered Pedagogy

A hallmark of interdisciplinary programs in American colleges and universities has been an emphasis on student-led interests. Students, working in conjunction with a faculty advisory committee, often individually fashion their programs. Thus interdisciplinary programs achieve the goal of authorship by the student and a practical, applied concept of knowledge (Haynes, 2002). At the Gallatin School of Individualized Studies at New York University, individuals work closely with a faculty advisor who also shares the student's

research interests. The advisor is not necessarily a Gallatin professor. Close to two hundred faculty from across the institution serve as Gallatin advisors (New York University, 2008), working with students to prepare an interdisciplinary course of study that features breadth, depth, and coherence. "With access to a large, urban university," the program's bulletin notes, "the advisor becomes the student's guide as well as career counselor, confidant, and above all, intellectual mentor" (New York University, 2008, p. 19). The University of Alabama's New College follows a similar approach. Students work with a faculty advisory committee to design a contract, which guides learning experiences over the course of study. Although the program director must approve the contracts, students are encouraged to develop innovative, individualized programs that highlight their specific interdisciplinary interests.

The Donald C. Harrison Honors Program (2008) at Birmingham–Southern College has built student-centered interests into its interdisciplinary mission. Designed for students who are "highly motivated, intellectually curious, and willing to be challenged academically," the program encourages students to construct an individualized curriculum that fulfills the institution's general education requirements. Participants help develop the topics of interdisciplinary seminars; working with program advisors, they design a program of study focused on a topic of interest and complete a senior project in the field. One student summarized his experiences in the college: "It has required me to develop new viewpoints [with] which to view the world, and it has made me a better critical thinker." This pedagogical philosophy focuses less on fulfilling the requirements for credit hours or course completion and more on structuring a longitudinally designed curriculum that encourages individualized thinking.

Focus on Problem- or Theme-Based Learning

The organization of interdisciplinary programs commonly allows for students to determine a concentration for their course of study. This decision provides structure to required formal coursework as well as the opportunity to engage in coordinated experiential learning. The thematic organization of content is particularly apparent during the first two years of interdisciplinary

undergraduate study. This approach can occur in a college or, more broadly, across the campus. Undergraduate engineering students at the University of Denver engage in an initial course sequence designed to foster teamwork, communication skills, and knowledge of engineering across multiple subfields. The four semesters of the so-called "common curriculum" serve as a shared interdisciplinary experience before students engage in more specialized study for the junior and senior years (Newman and others, 2003). Other programs encourage students to devise a series of courses that draw on university resources to fulfill an individual interest. For example, the program in individualized studies at the University of Washington allows students to determine their own major and draft a course of study to fulfill those interests. The program also offers "faculty-designed" interdisciplinary majors in disability studies, ethnomusicology, public health, and technical writing. At Michigan State University, the interdisciplinary studies program features eight possible areas for student concentration, including community relations, environmental policy, human aging, and public policy studies. The goal is twofold: to enable a strong liberal arts foundation through the completion of a disciplinary cognate and to encourage specialization in an interdisciplinary thematic area. As noted earlier in the monograph, faculty bear responsibility for ensuring that a student's program of study is not too broad and articulate a goal that can be measured in some acceptable format. The assessment of interdisciplinary outcomes commonly includes senior projects, portfolios, or culminating papers that connect different learning experiences related to the shared theme.

Curriculum Shaped Through a Variety of Interdisciplinary Learning Experiences

The process of engagement necessary for interdisciplinary learning, as opposed to a monolithic cognitive model, can occur in a variety of different formats. Almost all interdisciplinary degree programs feature a seminar component supplemented by student coursework in traditional or disciplinary-based courses. The Hutchins School of Liberal Studies at Sonoma State University, founded in 1968, offers students an integrated general studies program, which includes

content knowledge from the humanities, social sciences, and natural sciences. The distinctive feature of the Hutchins model is the organization of these courses by problems or themes rather than a traditional disciplinary approach. In the freshman year, students complete interdisciplinary seminars on the craft of writing; the "human enigma," which examines the development of individual and cultural values in society; "in search of self," focusing on how interactions between the environment and the individual shape self-definition; and the nature of knowledge. The Hutchins model also includes four core areas in which students must select an additional concentration. These options include "the individual and the material world" and "the arts and human experience." A similar approach exists at Western Washington's Fairhaven College, where students work in small seminar classes as a means to foster collaborative learning and engagement with peers and faculty.

Another common approach to foster undergraduate interdisciplinary experiences is reliance on living and learning communities or a common social space on campus. The goal of the shared space is to encourage students' learning well beyond the formal classroom. The Residential College at the University of Michigan in Ann Arbor encourages creative participation in an interdisciplinary curriculum, requiring all freshman and sophomore students to live in the Residential College residence hall. Winona State University also offers a residential college, where students take part in social and community activities directed by a team of faculty residents. "This is a great place to experiment with interdisciplinary studies. The more co-curricular programs we offer, the more our students will be able to build their own education," concluded the College's director (Johnson, 2005).

Culminating Capstone Project or Student Portfolio

As discussed in "Interdisciplinarity, Learning, and Cognition," the field of interdisciplinary assessment is still in its infancy (Field and Stowe, 2002; Klein, 2002; Lattuca, Voigt, and Fath, 2004). Similar elements of evaluation can be found in a range of undergraduate interdisciplinary programs. Variations of a capstone project or cumulative portfolio offer students the opportunity to

demonstrate a synthesis of information related to their interdisciplinary topic (Hutchings, 1990; Wolfe and Haynes, 2003). Students in the interdisciplinary studies program at the University of Maryland, Baltimore County, are required to complete a capstone project during their senior year. Working with a faculty advisor, students develop a research paper, video, or composition that highlights their interdisciplinary field of study. The project not only develops independent thinking and cognitive practice but also offers the opportunity for students to work closely with faculty mentors in different disciplinary areas. At George Mason University, students in New Century College complete a graduation portfolio, which highlights mastery of key interdisciplinary competencies. The program structures its interdisciplinary curriculum around the competencies of communication, critical thinking, strategic problem solving, valuing, group interaction, global understanding, effective citizenship, aesthetic awareness, and information technology. The portfolio is a "reflective look at what [students] have accomplished, starting with an introductory statement, a demonstration of learned competencies along with a copy of [the student's] resume" (New Century College, 2008). With these guidelines, the portfolio offers a means for program faculty to assess the student's development as well as for potential employers to understand the student's degree program.

Focus on Collaborative Learning Rather Than Mastery of a Particular Content

Interdisciplinarity is a social and cognitive process that celebrates critical thinking and epistemological integration. This active process does not demean the significance of knowledge acquisition. Instead, the process encourages students to develop skills that enable collaboration, discussion, and reflection. An outcome of interdisciplinary experiences is the ability to critically analyze knowledge from multiple fields and to actively integrate this knowledge related to a problem or topic. Often these goals are embodied through collaborative learning. At Western Washington University, Fairhaven College operates as a liberal arts college featuring a small integrative learning community that encourages student responsibility and engagement with learning. The curriculum

concentrates on the process of inquiry and the advancement of knowledge. Since its origin in 1967, the objective of the program has been to "promote independence [and] to teach students how to approach problems by refining questions and providing them with the skills and knowledge needed to respond to them" (Newell and others, 2003, p. 15). The self-styled community of learners aims to teach students "how to learn in the community and to learn without teachers" (p. 15). The core Fairhaven curriculum is characterized by small seminar classes that feature shared learning. The seminars are enhanced by formalized peer interaction, including a required freshman course for which advanced students serve as peer mentors. In addition to their participation in the freshman course, students teach degree-planning workshops, independent study sessions, and an introduction to the college's narrative assessment process. Fairhaven also features a student-run garden and a weekly world issues forum designed to encourage collaborative, interdisciplinary engagement.

Use of Independent Study, Internships, and Experiential Learning

The multiple approaches to facilitate interdisciplinary engagement recognize that learning is not always a linear process or confined by the boundaries of the disciplines or even the institution. The program in interdisciplinary studies at Michigan State University, for example, requires students to engage in at least one external learning experience, including study abroad programs, service learning, internships, or community engagement. At the Hutchins School of Liberal Studies at Sonoma State University, external learning "helps students relate their education to specific career choices, greater intellectual understanding, and their place in an ever-larger world" (Hutchins School, 2008). Ensuring the value-added nature of experiential learning to the interdisciplinary experience requires consideration to the overlap between the formal curriculum and external opportunities. Such opportunities promote self-reflection and growth as well as critical application of content knowledge to multiple and changing contacts, all desired outcomes of interdisciplinary education.

Goal of Preparing Students for a Complex, Modern Interdisciplinary Future

The rhetoric of interdisciplinary engagement exhibits a tireless optimism in its approach. In a message to parents, the dean of the Gallatin School at New York University notes, "We teach students how to face a world of many possibilities by asking appropriate questions and searching for creative answers" (Gallatin School, 2008). The mission of George Mason University's New Century College (2008) is to "prepare students to solve some of society's most pressing problems, integrating knowledge and practical experiences from a variety of disciplines and fields." New College at the University of Alabama shares a similar goal: "to promote the creativity, flexibility, and adaptability necessary for effective participation in the emergent communities of the future" (New College, 2008). In short, modifying disciplinary barriers to more closely align with the dynamic state of knowledge outside the academy enables the institution to provide a unique educational opportunity for students. The university community replaces the disciplines as the site of learning, professors engage with each other and their students in a variety of educational formats, and scholars select the best knowledge of the disciplines, using it to engage with widespread social challenges. Such are the promises of interdisciplinarity.

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