I. Call to Order:

II. Introduction of Members

[P = Present  E = Excused  X = Absent]

2014-2015 University Assembly Membership

<table>
<thead>
<tr>
<th>President – Elizabeth Winfree</th>
<th>Vice President – Stacey Lucason</th>
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<td>APT</td>
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<td>Classified</td>
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<td>Kathleen McCoy</td>
<td>Katie Frost</td>
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<td>University Advancement</td>
<td>Health Sciences</td>
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<td>Melodee Monson</td>
<td>Chris Triplett</td>
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<td>Human Services</td>
<td>University Advancement</td>
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<td>Ryan Hill</td>
<td>Dave Robinson</td>
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<td>Residence Life</td>
<td>Financial Services</td>
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<td>Carey Brown</td>
<td>Ryan Buchholdt</td>
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<td>COH, Dean’s Office</td>
<td>Facilities/Campus Services</td>
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<td>Bryan Zak</td>
<td>Maureen Hunt</td>
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<td>KPC, AKSSDC</td>
<td>Mat-Su, Academic Affairs</td>
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2015-2016 University Assembly Membership

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<thead>
<tr>
<th>President -</th>
<th>Vice President -</th>
<th>USUAA</th>
<th>Alumni Association</th>
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<td>Staff Council</td>
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<td>Kathleen McCoy</td>
<td>Tara Smith</td>
<td>Jonathan Taylor</td>
<td>Rachel Morse</td>
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<td>University Advancement</td>
<td>Developmental Studies</td>
<td>USUAA President</td>
<td>Alumni Relations</td>
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<tr>
<td>Elizabeth Winfree</td>
<td>Dave Fitzgerald</td>
<td>Matthieu Ostrander</td>
<td>USUAA Vice President</td>
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<td>Center for Human Development</td>
<td>Information Systems &amp; Decision Sciences</td>
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<td>Chris Triplett</td>
<td>Toby Widdicombe</td>
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<td>John Moore</td>
<td>Polly Bass</td>
<td>Natural Sciences</td>
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<td>Integrated Sciences</td>
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<td>Marc Robinson</td>
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<td>University Advancement</td>
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III. Approval of Agenda (pg. 1-2)

IV. Approval of Summary (pg. 3-5)

V. President’s Report

VI. Administrative Reports

A. Chancellor, Tom Case
   i. Case Notes
   ii. Highlights
   iii. Staff Alliance Dispatch

B. Provost & Executive Vice Chancellor, Sam Gingerich

C. Vice Chancellor of Administrative Services, Bill Spindle

D. Vice Chancellor of Advancement, Megan Olson (pg. 6-8)

E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 9-12)

F. Director of the Office of Diversity and Compliance, Marva Watson (pg. 13)
VII. **New Business**

A. University Assembly Discussion
   i. Meeting Schedule
   ii. Transition and Continuance

B. Motion to Amend the Constitution and Bylaws of the University Assembly (pg. 14-25)

C. Officer and Committee Elections
   i. University Assembly President
   ii. University Assembly Vice President

D. Filling Summer Committees

E. Recognition of Members

VIII. **Old Business**

A. Student Employment Taskforce Update

IX. **Governance Reports**

A. System Governance Council – Kathleen McCoy
B. Faculty Senate/Faculty Alliance – Diane Hirshberg
C. Staff Alliance – Liz Winfree and Kathleen McCoy (pg. 26-29)
D. APT Council – Kathleen McCoy
E. Classified Council – Chris Triplett
F. Union of Students/Coalition of Students – Stacey Lucason
G. Alumni Association - Rachel Morse

X. **Information/Attachments**

A. Upcoming Governance Events (recurring item)
B. Collaborative Leadership: The New Leadership Stance (pg. 30-69)
C. UA Minors Regulations Draft and UA Protection of Minors Handbook (pg. 70-102)

XI. **Adjourn**
I. Call to Order: 9:00am

II. Introduction of Members

2014-2015 University Assembly Membership

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<tr>
<th>P</th>
<th>APT</th>
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<td>P</td>
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III. Approval of Agenda (pg. 1-2)

Approved

IV. Approval of Summary (pg. 3-4)

Approved

V. President’s Report

VI. Administrative Reports

A. Chancellor, Tom Case

Case Notes: [http://greenandgold.uaa.alaska.edu/chancellor/casenotes/](http://greenandgold.uaa.alaska.edu/chancellor/casenotes/)

Highlights: [http://www.uaa.alaska.edu/chancellor/communications/UAA-Highlights/index.cfm](http://www.uaa.alaska.edu/chancellor/communications/UAA-Highlights/index.cfm)

Discussion focused on the ideas and opportunities to restructure the university in key ways which strategically work towards the mission of UAA. On the Chancellor’s website, there is a Budget 101 presentation that was created by Kelly Thorngren; requested that all ideas on how to operate more effectively and less expensively by directed to this site.

Introduced Dr. Samuel Gingerich at the new UAA Provost and Vice Chancellor.

Discussed the Tanaina Child Care relocation and task force; expressed understanding of how important child care is near the campus. Currently, there are no plans to relocate Tanaina into the Wells Fargo Sports Complex.

Congratulated the School of Nursing for ranking #3 in the Nurse Journal: America’s Best Nursing Schools – 2015 Best of Western Region in regards to effectiveness, convenience, satisfaction, and values.

Congratulated the women’s basketball team on winning the GNAC title.

B. Provost & Executive Vice Chancellor, Sam Gingerich

C. Vice Chancellor of Administrative Services, Bill Spindle

D. Human Resources Director, Ron Kamahele

Discussed co-chairing a PBAC subcommittee made up of staff and faculty with Kelly Thorngren to evaluate personnel reduction measures; they are currently putting together a list to reduce those measures. Current topics being considered do include furloughs and voluntary reduction in assignments.
E. Vice Chancellor of Advancement, Megan Olson (pg. 5-7)

https://www.uaa.alaska.edu/advancement/giving/index.cfm

Commencement, Sunday, May 3rd – there are 5 tickets for every graduate. This is the first spring commencement in the Alaska Airlines Center.

University Advancement has launched a faculty and staff campaign calling for gifts to the university in order to expand the UAA’s excellence.

Updated on the Tanaina Taskforce; Student Services will move into the WFSC and Tanaina will not be returning. Currently working with St. Mary’s Episcopal Church is the short term which can serve a mediate term of 1-3 years. There is a vision being developed that would have Tanaina becoming a larger institution serving 2-3 times what can be accomplished on campus.

The long-term plan is looking into a partnership between UAA and Tanaina.

Student clubs will be hosting a mayoral candidate debate – this is the last debate before elections. KRUA will be broadcasting on the radio.

Annually, our fundraising goal is 8 million, on track to reach this. As of now, $20,000 has been raised in 6 weeks.

F. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 8-11)

Discussed the Department of Education in regards to program review – Title 4 is federal aid dollars received (Pell grants, federal loans for students, etc.) Beginning on March 30th, reviewers will look at records and student accounts that have received financial aid to ensure that UAA is in compliance with the Cleary Act, Campus Fire Safety Act, etc. The reviewers will be looking at evidence of consumer documentation and information.

Fall registration opens next Friday for graduate students. Current numbers depict 4.3% fewer seats and 5.1% fewer seats in GER. This is on par with the budget reductions and which courses are being offered.

Tuition has increased 5% which equates to $120 for 12 credits (resident). As more students take distance courses, and how these students pay for fees, this number will change.

Enrollment services worked with Chris Turletes and Pat Shier to work on a new interactive campus map – students can log in with their information to show their course schedules and where these courses are locate on their campus.

Considering declining recruitments – two new recruiters have been hired.

G. Jerry Trew and Stephanie Whaley, Title IX Investigators on behalf of Director of the Office of Diversity and Compliance, Marva Watson

Discussed providing training the Board of Regents as coordinated by Diane Hirshberg.

On March 2nd, the climate survey was emailed out to 15,000 individuals and Statewide to gather information on what is understood and what areas need to be improved in regards to Diversity and Compliance’s education.

VII. Governance Reports

A. System Governance Council – Kathleen McCoy (pg. 12-14)

B. Faculty Senate/ Faculty Alliance – Diane Hirshberg

C. Staff Alliance – Liz Winfree and Kathleen McCoy

SA has been active – there has been an agreement with Senate regarding upcoming changes in regulation, there is an agreement that there needs to be 60 days.

D. APT Council – Kathleen McCoy (pg. 15)

Discussed merging of the councils. An electronic poll was sent out to vote on potential consolidation.
E. **Classified Council** – Chris Triplett (pg. 16-17)
   Discussion on the consolidation of APT and Classified Councils.

F. **Union of Students/ Coalition of Students** – Stacey Lucason

G. **Alumni Association** - Rachel Morse
   Great time to engage alumni on what is happening on campus.

VIII. **Old Business**
   A. **Student Employment Taskforce Update** (pg. 18)
      Students don’t often understand or know about the opportunities for campus positions. Looking at how to improve the process for what is available. If we’re looking at improving the process, when students give feedback they are going to need immediate response, but at this point in time with the budget this is not a timely opportunity. UAKJobs is being revamped.

   B. **Program Prioritization Update and Discussion**

IX. **New Business**
   A. PBAC Language on Furlough

   B. **University Assembly Scheduling Discussion for 2015-2016**
      Discussion on the third Friday of the month, two times a semester. Discussion included focusing on hot topic items and issues rather than informational reports.
      Subcommittee: Toby Long, Katie Frost, Ryan Hill, Harley Hedlund

X. **Information/Attachments**
   A. Upcoming Governance Events (recurring item)

   B. Emergency Revisions to R04.07.110 Layoff, Recall and Release and R04.08.060.G. (pg. 19-30)

   C. The deadline to complete required HealthyRoads rebate related activities is April 30, 2015
      This must be submitted to HealthyRoads by June 15th.

XI. **Adjourn:** 10:43am
Administration

- **2015 Spring Commencement**
  All guest tickets have been claimed by 725 of students participating in the May 3 commencement ceremony. 161 faculty have RSVP’d. Faculty will be seated behind the stage and it is imperative to RSVP to assure your seat is reserved. You may RSVP on the commencement website at [www.uaa.alaska.edu/commencement](http://www.uaa.alaska.edu/commencement) by visiting the Faculty tab on the left hand menu.

- **Retirees and Emeriti Reception**
  We will be honoring this year’s retirees and emeriti at a special reception to be held May 21 at the Chancellor’s residence.

- **Freshman Convocation**
  Convocation will take place Saturday, August 22. This year’s event will celebrate and welcome staff, faculty and new students to the UAA campus.

- **Grand Opening of the Engineering & Industry Building**
  Save the date for the grand opening of the Engineering & Industry Building! We will celebrate this new addition to our campus on Sept. 10.

Alumni Relations

- **Green & Gold Gala – Save the Date**
  Green & Gold Gala, the signature event for UAA alumni, will be held Sept. 26 in the Alaska Airlines Center. The formal event recognizes three Alumni of Distinction and raises funds for UAA alumni scholarship. This year’s Gala will build on the success of the $80,000 raised in 2014 and the $100,000 raised in 2013.

- **UAA Alumni Spirit Magazine**
  The third issue of UAA Alumni Spirit magazine went out in April to 41,045 alumni addresses around the world. The issue included profiles of alumni in Anchorage, Washington, D.C., and South Sudan, as well as a poem from an M.F.A. alumnus previously published in The New Yorker.

- **UAA Alumni Scholarships**
  In response to rising tuition costs, the Alumni Board elected to increase student support. This academic year, the UAA alumni scholarship quadrupled the number of recipients, distributing financial awards of $2,000 to 24 students.

- **Annual Alumni Assembly**
  The annual Alumni Assembly will take place in the UAA/APU Consortium Library on June 16. The event brings chapter leaders together with the Alumni Board and the Chancellor’s Cabinet to share ideas, gain insights and move their chapters forward.
• Alumni Chapters
The Alumni Association welcomed two new chapters this spring, for Colorado-area alumni and College of Arts & Sciences alumni. There are now 275 registered members in 16 alumni chapters.

• Green & Gold News
In the past year, Green & Gold News featured 42 alumni profiles, covering alumni contributions in Alaska, Oregon, Illinois, Texas... even Antarctica. The two most widely shared single-day stories on the website have both been alumni profiles.

• Alumni Mentors for CBPP’s Leadership Fellows Program
Alumni Relations continues to identify alumni mentors for CBPP’s Leadership Fellows program. This outreach builds on the department’s relationship with Dr. Terry Nelson—this spring, Alumni Relations partnered with master’s students in Dr. Nelson’s capstone class to organize an alumni event at the Governor’s Cup.

• Hooding Ceremony and AHAINA Graduation Reception
Alumni Relations will again host a breakfast for graduates and distribute UAA Alumni Association pins the morning of commencement. Alumni Relations will also attend the hooding ceremony and AHAINA graduation reception to welcome graduates to their next step as Seawolf alumni.

• Social Media Presence
The Alumni Association’s online channels continue to grow. The Facebook page has 254 followers, the LinkedIn group has 770 members. Additionally, five alumni chapters have their own Facebook groups, with a combined 259 members. Like our main alumni page at Facebook.com/AlumniUAA and follow along for alumni updates, stories and events.

• Mayor’s Midnight Sun Marathon
Alumni receive registration discounts for any of the races and relays at this year’s Mayor’s Midnight Sun Marathon by registering with the code “UAA Alumni.”

• 2014 Design Excellence Award
Meetings and events continue to fill the Alumni Center, which opened last spring. The Alumni Center received a 2014 Design Excellence honor award from the American Society of Interior Designers—Alaska Chapter.

• Graduation Gown Donations
The Alumni Center has been accepting donated graduation gowns for Mariana Morari, M.P.A. ’14. Mariana, who now lives in Anchorage, plans to send the gowns to her rural hometown in Moldova so high school students from her village can celebrate graduation in style.

• Traveling Spirit
Traveling Spirit has been coast-to-coast this year, visiting alumni and posing for photos in Portland, D.C., Phoenix, Chicago, Barrow, Juneau and more. If you want to take a flat suitcase-sized Spirit along on your summer travels, call the Alumni Center at 786-1942.
Development

- Overall total - approximately $7,721,241 anticipated *
- Total Donors – 2,635
- Donor Retention Rate – 34% to date
- Annual Giving - $597,854, an increase of nearly $50,000 over FY14
- Faculty Staff Campaign -$142,000 with 250 donors for FY15
- Phonathon - $131,007 with 1,195 donors over past academic year
- New Funds -- Donors established 17 new funds in FY15 supporting Athletics, CAS, CBPP, COEng, COH, Consortium Library, KPC and Student Affairs

*All numbers represent year to date snapshot and not final

University Relations

- UAA Social Media Presence
  - The pop-up Jack White concert on Monday, April 20, generated increased engagement on UAA's social media channels. The most popular post reached 24,656 people and resulted in 928 likes, comments and shares, and 394 post clicks.
  - Our Facebook page saw a huge spike in new "Likes" as a result of the concert—50 new likes in one day.
  - The concert also resulted in UAA being mentioned in several national media outlets, including Rolling Stone magazine.
  - UAA's Facebook page currently has 11,571 "Likes", with 238 new likes in April.

- #AmazingStories
  The University Relations team continues to tell UAA’s #AmazingStories:
  - A career in service at Service High
    [http://greenandgold.uaa.alaska.edu/blog/32823/a-career-in-service-at-service-high/?a](http://greenandgold.uaa.alaska.edu/blog/32823/a-career-in-service-at-service-high/?a)
  - Celebrating undergraduate research and creativity
    [http://greenandgold.uaa.alaska.edu/blog/33269/celebrating-undergraduate-research-and-creativity/?a](http://greenandgold.uaa.alaska.edu/blog/33269/celebrating-undergraduate-research-and-creativity/?a)
  - 'It probably would've saved me five bazillion steps'
    [http://greenandgold.uaa.alaska.edu/blog/32826/it-probably-would-have-saved-me-five-bazillion-steps/?a](http://greenandgold.uaa.alaska.edu/blog/32826/it-probably-would-have-saved-me-five-bazillion-steps/?a)
  - March Madness of debate comes to UAA
    [http://greenandgold.uaa.alaska.edu/blog/33028/march-madness-of-debate-comes-to-uaa/?a](http://greenandgold.uaa.alaska.edu/blog/33028/march-madness-of-debate-comes-to-uaa/?a)
  - 'I created my home away from home'
    [http://greenandgold.uaa.alaska.edu/blog/33326/i-created-my-home-away-from-home/?a](http://greenandgold.uaa.alaska.edu/blog/33326/i-created-my-home-away-from-home/?a)

# # #
Excellence. All awardees were selected by a panel of UAA faculty and staff who evaluated the applicants on academic performance, leadership and campus/community involvement. The winners received a trophy and will receive at least a three-credit tuition waiver for the fall 2015 and spring 2016 semester.

On Saturday, May 2, MCC hosted the AHAINA Spring 2015 Graduation Recognition Program at noon at the Alaska Airlines Center. A record number of 52 students have RSVP’d for this event and participation from family members, faculty and staff has almost doubled from last year. This event is highlighted by our “often emotional” rose dedication ceremony in which students are invited to come to the microphone and dedicate a single rose to a person who have supported them as they advanced toward graduation.

Native Student Services (NSS)
NSS Transition Advisor Sheila Randazzo was selected for as the UAA recipient of 2015 Staff Makes Students Count Award. She will be presented the award by President Gamble at the upcoming Board of Regents meeting on June 4 in Fairbanks. In addition to the 2015 Staff Makes Students Count Award, Ms. Randazzo also is the staff recipient of the 2015 Chancellor of Excellence Community Engagement and Service Award. With a commitment to UAA’s Culture of Care, Ms. Randazzo has tirelessly assisted UAA students in all aspects of their life to ensure their success at UAA.

On April 4 the Multicultural Center hosted its 20th annual Men and Women of Excellence Award Ceremony. This year, Alice Choi was named the 2015 Woman of Excellence and Adam Ward is the Man of Excellence. All awardees were selected by a panel of UAA faculty and staff who evaluated the applicants on academic performance, leadership and campus/community involvement. The winners received a trophy and will receive at least a three-credit tuition waiver for the fall 2015 and spring 2016 semester.
A reminder to staff, faculty, and especially academic advisors – the UAA Completion Grant is available to assist financially needy students striving to finish their degree on time by enrolling in 15 credits per semester. The grant is $2,000 for the academic year, and approximately $300,000 is available to UAA students. To receive a Completion Grant, students must meet basic eligibility criteria and be nominated by their academic or faculty advisor. The deadline for nominations is June 15. Advisors or students needing information should contact Enrollment Services.

Grades were due May 6. All end of term processes begin May 7, including awarding of degrees and satisfactory academic progress.

Priority registration for Fall 2015 went very smoothly. Thanks to some temporary workarounds for this term, the math renumbering was a non-issue for students.

Office of Student Financial Assistance (OSFA)

OSFA hosted their first Financial Literacy Month Extravaganza from April 9-15. Events kicked off with a Resource Fair in the Student Union where 14 university and community organizations set up tables. The remainder of the event included 11 workshops on varying topics such as “Renting vs. Owning a Home” with Alaska Housing Finance Corporation, “Avoid Fraud!” with Alaska Consumer Protection, and “Discover Financial Fitness” with Credit Union 1. The final workshop was a “Salary Negotiation and Inequality” panel discussion with Professor Frank Jeffries of CBPP, YWCA Alaska CEO Hilary Morgan, and YWCA Alaska Economic Empowerment Coordinator Tamiah Leibersbach. Overall, it was a huge success for the first year, and OSFA looks forward to empowering and educating students and the community on financial literacy issues annually in April to celebrate National Financial Literacy Month.

Last month it was noted in this report that UAA was selected for a routine Department of Education Title IV Federal Program Review. Two compliance officers spent four days reviewing policy, procedures and student files. The Department of Education has 70 days to return a report of their findings, and not until then will OSFA know the outcome. At the conclusion of their visit, however, the officers provided an exit briefing. At that briefing only two findings were noted. In both cases OSFA was already in the process of addressing these issues and no punitive action is expected at this time.

Admissions numbers for Fall 2015 are strong; UAA is in fact leading the UA system. Overall application and admission numbers are below. Of great importance, out-of-state applications are up: 11.1% for all types, 26.5% for first-time freshman applicants.

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<th>UA ANCHORAGE</th>
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<tr>
<td>Applied</td>
<td>4,072</td>
<td>3,933</td>
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<tr>
<td>Admitted</td>
<td>2,467</td>
<td>2,170</td>
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Career Services Center (CSC)
CSC collaborated with the Multicultural Center to hold “The Art of Career Development: A Workshop Series” with a total of nine workshops over the spring semester. The workshop covered internships, job searching, major and career exploration, professionalism, resumes, and interviewing.

“We’re Hiring Career Fair” hosted by CSC was held on March 27 in the Student Union. A total of 54 companies and organizations attended, seeking UAA students and other community members for seasonal, part-time, full-time, and internship positions. The fair has significantly grown over the past two years with more companies and organizations participating. By bringing employers and organizations to the UAA campus, students are exposed to many career and networking opportunities to help them prepare for their future.

Mapworks @ UAA
On March 25, the UAA Mapworks office and Student Access, Advising and Transition team hosted the 2nd annual Faculty Appreciation Reception. One hundred and two UAA faculty members were nominated by 535 UAA students this year. Students, while taking the Mapworks survey, were asked to name a faculty member who had helped them succeed in college this year. This annual event highlights the important role the faculty-student connections play in the success and retention of UAA students. The event was graciously sponsored by University Housing, Dining and Catering services along with Seawolf Catering. Of the 579 first-year students who took either or both the Mapworks fall transition and/or the fall check-up survey, 90% enrolled for spring 2015. This spring, first-year students reported they experienced the most problems with the following three issues: low social integration, test anxiety, and struggling in at least two courses. Sophomores reported they experienced problems with missing courses, test anxiety, and low peer connections.

New Student Orientation (NSO)
New Student Orientation will host the university’s first Howl Days (orientation for new students) of the 2015-2016 season on Tuesday, May 12. Visit www.uaa.alaska.edu/orientation for more details.

New Student Recruitment (NSR)
In partnership with the Alaska Commission on Postsecondary Education (ACPE), NSR welcomed almost 500 5th and 6th graders to campus on April 10 during the annual Kids2College event. The students participated in a variety of information sessions designed to stimulate early college awareness and interest in higher education. The group visit to UAA was the culmination of a series of classroom sessions that laid out the importance of being college ready and to learn about different careers. NSR extends its heartfelt thanks to the MANY volunteers who assisted in making this a wonderfully successful event.

UAA TRiO Programs
Educational Talent Search (ETS) & Educational Opportunity Center (EOC)
ETS and EOC staff participated in the Council of Opportunity in Education 35th Annual Policy Seminar and National College Opportunity Program Leadership Summit in Washington DC from March 14-18. The ETS staff also serve on the Alaska Association of TRiO Programs. The Alaska delegation escorted one alumni each from UAA and UAF to the event. The purpose was to provide insight and education to the 114th Congress and staff, along with President Obama’s administration officials about the history and success of TRiO Programs. The interest of Alaska’s low-income, first generation students, and students experiencing a disability. It provided an opportunity for Alaska TRiO to foster relationships with other TRiO staff across the nation.
Dean of Students Office (DOS)
Over the last two years, the Alcohol/Drug Sanctions Review Committee has been meeting with stakeholders to review sanctions assigned to students who are found responsible for violating UAA’s alcohol and/or drug policies. The committee has completed their review and will be proposing a new alcohol/drug sanctioning model for FY16.

On April 20, 2015, DOS and the DVSA Coalition for Change handed out t-shirts to 190 students. The shirts had the message “Can I Kiss You?” printed on them and were designed to sponsor a campus-wide dialogue about consent in intimate relationships.

Department of Residential Life (DRL)
Residence Coordinator Alicia O’Grady partnered with University Police Lt. Ron Swartz to provide a program, “Wilderness Recreation and Safety,” to residential students on April 16. Fifteen students attended.

Student Health & Counseling Center (SHCC)
In conjunction with the UAA Culinary Arts Program, the SHCC served pasta to 1,231 students during the April 21 & 22, Free Pasta Lunch event on April 21 and 22.

During the Free Pasta Lunch event, 188 students completed a survey asking them what health-related issues would they be most interested in learning about in the future. Of those who responded, 58% said they would like to learn more about stress management, 52% would like to learn more about sleep management, and 49% said they would be interested in learning more about organic eating.

Postvention Training was held on April 11 and 28 in Rasmuson Hall, Room 316. This training was offered to all interested Student Affairs personnel free of charge by Eric Boyer from the UAA Center for Human Development and the State of Alaska Department of Behavioral Health.

Student Life & Leadership (SL&L)
The Union of Students of UAA (USUAA) coordinated a very robust mayoral debate on April 2 in the Alaska Airlines Center. Several hundred faculties, staff, students, and community members attended the debate. The student organizers kept the candidates and audience engaged.

Student body elections were held April 7 and 8. The USUAA president and vice president positions as well as assembly members, Concert Board, and Media Board positions were on the ballot.

SafeZone Celebration week was the week of April 13. There was an event every evening, from documentaries to the Night of Noise Celebration on Friday, April 17. All events went very well, attendance ranged from as few as five people at some events to over 70 at others. There was a wide range of people who attended including students, staff, faculty, and community members.

Student Union & Commuter Student Services (SU&CSS)
SU&CSS hosted the spring Housing Fair on April 1. Of the students who participated in the survey, 54% reported they felt more informed about housing resources available to them as a UAA student while 66% felt more confident about navigating the local housing market as a result of attending the fair.

SU&CSS hosted the 2015 End of the Year Student Leadership Banquet for all of their students on April 19 at the Gorsuch Commons on the UAA Campus. The Banquet recognized 15 student leaders for the amazing accomplishments over the past academic year.
Report from Marva Watson, Director, UAA NCBI Team:
The UAA NCBI team (UAA Administrators, Faculty, Staff & Students) works to raise awareness and leads workshops on social inclusion and equity. NCBI works to build campus communities of belonging. The 5th Annual NCBI Leadership Retreat is scheduled for Thursday, May 7th at which time, the NCBI team will dedicate a half day to plan AY 16 strategies to serve UAA campus communities during the upcoming academic year. The team will explore meaningful ways to integrate NCBI methodology and philosophy into the institutional framework (academic/administrative units, workshops, listening tables, campus interventions, etc.). As of 2015, the NCBI concludes the successful delivery of thirty (30) NCBI, Social Inclusion & Equity Workshops to UAA constituents.

OCDC Compliance:
Respectful Workplace Training:
Throughout AY 14/15, Mandee Mlcek, UAA Compliance Specialist in the Office of Campus Diversity and Compliance delivered Respectful Workplace Training on the main campus, Eagle River, Kenai Peninsula College and Kachemak Bay Campus. A total of 275 employees and 43 supervisors successful completed Respectful Workplace Training. A huge thanks of appreciation to UAA faculty who attended the half day training session, August 2014. Respectful Workplace Training can be requested for a specific group or department anytime, by contacting Compliance Specialist, Mandee Mlcek at (907)786-4788 or msmlcek@uaa.alaska.edu.

Title IX:
Jerry Trew and Stephanie Whaley, Title IX Investigators, successfully delivered Title IX training to UAA constituents. As of Fall 2013 to March 2105, 1,700 employees (faculty & staff) completed Title IX training, inclusive of the main campus, Kenai Peninsula College, Kodiak, Mat-Su and Prince William Sound Community College. Approximately 77% employees attended in-person Title IX training, and 23% acquired training through the Skill soft on-line module. A huge thanks of appreciate to UAA leadership for dedicating resources to address Title IX standards and responsibilities. A special thanks to UAA faculty & Staff for your time and commitment to this important work of keeping our campus community safe and service to UAA students.
MOTION 2015-01
Motion to Amend the Constitution of the University Assembly

MOTION: The University Assembly of the University of Alaska Anchorage approves the following motion to amend the body’s Constitution.

The Assembly President shall present this motion to the Assembly for consideration and approval at the next regularly scheduled meeting. This motion will become effective immediately upon passage by a two-thirds majority vote of the University Assembly.

RATIONALE: It has been approximately a year and half since the University Assembly updated its governing documents. Several stylistic changes and updates are proposed. Additionally, the recent consolidation of the APT and Classified Councils has prompted a change in the governing documents of the University Assembly. Also included in the changes is the addition of a recall process for Assembly members who fail to attend meetings of Assembly, as well as the establishment of a Parliamentarian. The new constitution also vests parliamentary and interpretation power in the President. Finally, representation to System Governance Council has been removed since that is no longer a practice.

PROPOSED MOTION FOR APPROVAL BY UNIVERSITY ASSEMBLY
The University Assembly at the University of Alaska Anchorage approves the motion to amend the Assembly constitution. The changes follow this motion.

This motion shall be effective immediately upon passage.

University Assembly voted on: __________________

(Date)

Yes: __________

No: __________

Abstain: __________

Absent: __________

__________________________
Elizabeth Winfree, University Assembly President

Date
CONSTITUTION OF THE UNIVERSITY ASSEMBLY
OF THE UNIVERSITY OF ALASKA ANCHORAGE

ARTICLE I. NAME

The name of this organization shall be the University Assembly of the University of Alaska Anchorage (herein after referred to as called “the Assembly”).

ARTICLE II. PURPOSES, RESPONSIBILITIES, STRUCTURE, AND AUTHORITY

Section 1. Purpose

The purposes of the Assembly are:

A. to provide official representation for the alumni, APT (administrative, professional, technical) staff, classified staff, faculty, and students of the University of Alaska Anchorage in matters that affect the general welfare of the University and its effectiveness in pursuit of (1) its goal of excellence in teaching, research, and service, (2) the development of professional careers for all employees, (3) the rights of students, and (4) the concerns of the alumni.

B. to function as an advisory, coordinating, and legislative body, having primary authority to initiate, develop, review, and recommend policy pertinent to the University of Alaska Anchorage including, but not limited to, issues not covered by collective bargaining agreements or applicable state or federal laws that relate to:
   i. Budget
   ii. Tuition and fees
   iii. Human Resources policies pertaining to health, and safety, and ethics
   iv. Security and transportation
   v. Space utilization and planning
   vi. Academic resource utilization-including computers, the library, and facilities
   vii. Parking
   viii. University obligation to students, faculty, staff and alumni
   ix. Academic Calendar
   x. Advisement, recruitment, and retention of students

C. function as an advisory body, upon request of the Chancellor, having secondary authority to review and recommend policy on:
   i. Review of instruction
   ii. Admission standards
   iii. Grading policies
   iv. Course availability
   v. Transfer policies

D. to provide consultative services to the Chancellor of the University of Alaska Anchorage by considering all matters referred to it by the Chancellor or by the Assembly constituency.

E. to provide consultative service to the representative groups on issues related to their respective areas of responsibility.

F. to provide for representation to the Systemwide Governance Council.
Section 2. Responsibilities

A. Specific Authority: the Assembly shall carry out its responsibilities and functions subject to the policies and procedures of the Board of Regents. The Assembly's actions will be binding subject to approval by the Chancellor, in accordance with ARTICLE X of this Constitution.

B. Delegated Authority: the Assembly delegates legislative authority to its component bodies as established in ARTICLE II, Section 3, of this Constitution. The Assembly may review, comment on, and recommend changes in any actions taken by its component bodies but the Assembly shall not have veto power over actions taken by its component bodies.

Section 3. Structure

The Assembly shall be composed of the following component bodies:

A. The University of Alaska Anchorage APT Council. (Herein called the APT Council).

B. The University of Alaska Anchorage Classified Staff Council (hereinafter referred to as the Classified Staff Council)

C. The University of Alaska Anchorage Faculty Senate (hereinafter referred to as the Faculty Senate)

D. The Union of Students of the University of Alaska Anchorage (hereinafter referred to as USUAA)

E. The University of Alaska Anchorage Alumni Association (hereinafter referred to as the Alumni Association)

ARTICLE III. MEMBERSHIP

Section 1. Representation

A. The Assembly shall be composed of representatives of all component bodies and others as provided in ARTICLE III, Section 2, of this Constitution.

Section 2. Membership

A. The Assembly shall consist of not more than five (5) voting representatives from each of the component bodies listed in Article II, Section 3, of this Constitution. Additionally, there shall be seven six (6) ex-officio members shall includeing: the Chancellor and the Chancellor’s Cabinet, five (5) administrative representatives appointed by the Chancellor, plus other representatives as specified in ARTICLE IV of this Constitution.

Section 3. Recall

A. Any member of the Assembly may be recalled by the electing constituency from which the member was chosen. Such recall shall be in accordance with the procedures established by the member's governance body.

B. Members of the Assembly may be recalled by a two-thirds majority vote of the Assembly for failure to attend two or more meetings.
ARTICLE IV. OFFICERS

Section 1. Officers

A. The Assembly shall, by a majority vote, choose two (2) officers: a President and Vice President.

B. The President shall have the authority to appoint a Parliamentarian.

Section 2. Term of Office

A. The President and Vice President will serve for a period of one year, and shall assume office at the last regularly scheduled Assembly meeting of the academic year.

Section 3. Election of Officers

A. The Assembly President and Vice President shall be nominated and elected by a majority vote from the Assembly, provided that the President and the Vice President are not elected from the same component body.

B. Those positions The voting seats vacated by the election of the Officers in the Assembly shall be replaced by alternates from their component groups.

ARTICLE V. COMMITTEES

Section 1. Standing Committees

A. The committees of the Assembly shall be those specified by the Bylaws of the Assembly.

Section 2. Governance Leaders

A. Governance Leaders shall consist of the University Assembly President, Vice President, and the Presidents from each component group or their designated representative.

Section 3. Committee Representation

A. The standing committees of the Assembly shall be elected by and from the Assembly. Members elected to the standing committees shall serve for the duration of their terms on the Assembly.

Section 3. Ad Hoc Committees

A. By a majority vote of those present at any meeting, the Assembly may establish any ad hoc committee it deems necessary for conducting Assembly business. The Assembly President shall appoint the members of any ad hoc committee, which may include, when appropriate, non-Assembly members.

ARTICLE VI. MEETINGS

The Assembly shall meet at least once each semester or more often in accordance with Section V of the Assembly Bylaws.
ARTICLE VII. QUORUM

A Quorum shall consist of 50% of the voting membership, plus one person, including at least one (1) representative from three (3) of the four (4) component bodies.

ARTICLE VIII. PARLIAMENTARY AUTHORITY

Section 1. Parliamentary Order
A. The parliamentary authority of the Assembly shall be the latest edition of Robert’s Rules of Order.

B. The interpretation of the Assembly governing documents and the establishment of parliamentary order shall be vested in the President.

ARTICLE IX. AMENDMENTS

Section 1. Proposal of Amendments
A. Members of the Assembly may propose amendments to the Constitution. Copies of the proposed amendment shall be sent to all members of the Assembly.

Section 2. Procedure
A. A first reading and discussion of the proposed amendment will be scheduled for the next meeting of the Assembly after distribution of the proposed amendment is achieved.

B. The proposed amendment shall be subject to a final vote no sooner than thirty (30) calendar days and not later than sixty (60) calendar days after the first reading. These requirements may be waived by a two-thirds majority vote of the Assembly.

Section 3. Approval
A. Approval of amendments to the Constitution requires a two-thirds vote of all voting members of the Assembly. The proposed amendment shall be subject to a final vote no sooner than thirty (30) calendar days and not later than sixty (60) calendar days after the first reading.

Section 4. Ratification
A. All amendments to the Constitution approved by the Assembly shall be transmitted to the Chancellor, System Governance, President, and the Board of Regents.

ARTICLE X. EFFECTIVE DATE OF ACTIONS

Section 1. Chancellor’s Action
A. All actions taken by the Assembly will be forwarded to the Chancellor within five (5) working days following that action.

B. An action of the Assembly will be considered approved if the Chancellor fails to respond to that action within thirty (30) calendar days of the Assembly’s forwarding the action to the Chancellor.
Section 2. Reconsideration of Component Body Action

A. Any action taken by any Assembly component body that affects any other component body or statewide policy shall be submitted to the Assembly.

B. The Assembly may refer any action back to the component body for reconsideration (with comment or specific recommendations) within five (5) working days of the date of the first Assembly meeting following that action. The component body should then respond to the Assembly in a timely manner within thirty (30) calendar days. Each action may be referred back for reconsideration only once.

Section 3. Appeal of Chancellor's Decision

A. Appeal of the Chancellor's decision shall be through the System Governance Office to the UA President. The decision to appeal the Chancellor's decision shall require a two-thirds majority vote of the UAA Assembly members eligible to vote.
MOTION 2015-02
Motion to Amend the Bylaws of the University Assembly

MOTION: The University Assembly of the University of Alaska Anchorage approves the following motion to amend the body’s Bylaws.

The Assembly President shall present this motion to the Assembly for consideration and approval at the next regularly scheduled meeting. This motion will become effective immediately upon passage by a simple majority vote of the University Assembly.

RATIONALE: it has been approximately a year and half since the University Assembly updated its governing documents. Several stylistic changes and updates are proposed. Additionally, the recent consolidation of the APT and Classified Councils has prompted a change in the governing documents of the University Assembly. Also included in the changes is the addition of a process to address vacancies in the officer positions. Upon recommendation of Assembly, the minimum number of meetings per year has been reduced. Additionally, the process for amending the Bylaws has been updated and now matches the process for amending the Constitution. Finally, representation to System Governance Council has been removed since that is no longer a practice.

PROPOSED MOTION FOR APPROVAL BY UNIVERSITY ASSEMBLY
The University Assembly at the University of Alaska Anchorage approves the motion to amend the Assembly constitution. The changes follow this motion.

This motion shall be effective immediately upon passage.

----------------------------------

University Assembly voted on: _____________

Yes: _____________

No: _____________

Abstain: _____________

Absent: _____________

______________________________

Elizabeth Winfree, University Assembly President

______________________________

Date
BYLAWS OF THE UNIVERSITY ASSEMBLY
OF THE UNIVERSITY OF ALASKA ANCHORAGE

ARTICLE I. PURPOSES, RESPONSIBILITIES, STRUCTURE, AND AUTHORITY (Constitution Article II)

Section 1. The Assembly

A. The University Assembly of the University of Alaska Anchorage (hereinafter referred to as "the Assembly") has the only authority to amend the Constitution and shall be empowered to act on any matter not specifically prohibited by the Constitution or the Bylaws.

Section 2. Component Bodies

B. The component bodies of the Assembly shall be structured, organized, and shall operate according to the Constitution and the Bylaws of each respective group (i.e. Staff Council Faculty Senate, USUAA, and Alumni Association).

ARTICLE II. MEMBERSHIP (Constitution Article III)

Section 1. Voting Membership

A. The voting membership shall be composed of not more than twenty-five thirteen (25 13) members, including not more than:

i. five four (54) members of the UAA Classified Staff Council, to include the four officers of the council or their designees, and at least one of which shall be from a Community Campus;

ii. five four (54) faculty members, to include the three officers of the UAA Faculty Senate or their designees; and at least one faculty member from a Community Campus;

iii. five (5) members of the UAA APT Council; at least one of which shall be from a Community Campus;

iv. five three (53) members representing USUAA, at least one of which shall be from a Community Campus;

v. five two (52) members of the UAA Alumni Association

B. For the purposes of the Assembly Bylaws, the term “community campus” applies to the Kenai Peninsula College (KPC), Kodiak College, Matanuska-Susitna College, and Prince William Sound Community College campuses.

C. The President shall not be a voting member.

D. The Vice President shall only vote in the event of a tie.

Section 2. Non-voting Ex-officio Membership

A. Additionally, there shall be seven six (6) ex-officio members including: The Chancellor and the Chancellor’s cabinet shall be non-voting ex-officio members of University Assembly. five (5) administrative representatives appointed by the Chancellor.
Section 3. Nominations and Elections

A. The method of nominations and the election procedures for voting representatives shall be determined by each component body of the Assembly.

B. The Assembly Governance Leaders may, upon written request of ten (10) members of any individual component body, appoint an ad hoc review committee to determine if any election by a component body of the Assembly was conducted improperly. The ad hoc review committee will recommend to the Governance Leaders that the election be declared invalid or make other appropriate recommendations.

C. The President of the Assembly shall request component bodies to provide members to fill vacancies on the Assembly as they occur.

ARTICLE III. OFFICERS (Constitution Article IV)

Section 1. President

A. The President shall be the presiding officer of the Assembly, with the responsibility for appointing special committees of the Assembly.

B. The President shall chair the Governance Leaders.

C. The new President of the Assembly shall be elected by the May meeting.

D. The President shall be an ex-officio, non-voting member of all elected and appointed committees of the Assembly. The President may appoint the Vice President as the designated representative on such committees.

E. The President shall not be a voting member.

Section 2. Vice President

A. The Vice President shall preside at meetings in the absence of the Assembly President. The Vice President shall be elected by the May meeting.

B. The Vice President shall only vote in the event of a tie.

Section 3. Representation

A. The President and Vice President shall not be from the same constituency.

Section 4. Vacancies

A. In the event that the Presidency becomes vacant, the Vice President shall assume the role of the President.

i. The President shall then have the power to appoint a new Vice President. The appointed Vice President shall require a majority confirmation vote of the Assembly by the next regularly scheduled meeting of the Assembly in order to officially take office.
B. **In the event that the Vice Presidency becomes vacant, the President shall have the power to appoint a new Vice President. The appointed Vice President shall require a majority confirmation vote of the Assembly by the next regularly scheduled meeting of the Assembly in order to officially take office.**

Section 5. System Governance Council (SGC)

A. Representatives to the System Governance Council (SGC) shall be decided as follows. The Coalition of Student Leaders will select the student representatives. The Faculty Senate President or his/her designee shall represent faculty. The Assembly President or Vice President shall represent the staff, providing that one of those officers is a staff member. If neither Assembly officer is a staff member, the staff representative on the SGC shall be determined by a vote of the staff representatives to the Assembly.

**ARTICLE IV. COMMITTEES (Constitution Article V)**

Section 1. Standing Committees

A. The Standing Committees of the Assembly are:

   i. the Governance Leaders;

   ii. the Calendar Committee.

Section 2. The Governance Leaders

A. The Governance Leaders shall consist of the President, Vice President, and the presidents of the component bodies or their designated representatives.

A. The Governance Leaders shall be empowered to act in the name of the University Assembly.

B. The duties of the Governance Leaders shall consist of the following:

   i. recommend ad hoc committees deemed necessary to facilitate Assembly business.

   ii. recommend the establishment of additional standing committees and will, annually, review the need for existing standing committees.

   iii. serve as a liaison with statewide bodies and the Office of the President as necessary to ensure open communications on University matters.

   iv. certify that elections which affect the Assembly membership are conducted in a manner which protects each individual member’s right to vote privately.

Section 3. The Calendar Committee

A. The Calendar Committee shall function as an advisory body to initiate, devise, revise, and recommend policy for the academic calendar.

Section 4. Committee Representation

A. The standing committees of the Assembly shall be elected by and from the Assembly.
B. Members elected to the standing committees shall serve for the duration of their terms on the Assembly.

ARTICLE V. MEETINGS (Constitution, Article VI)

Section 1. Meeting Regulations

A. There shall be a minimum of eight four regular meetings each academic year.

B. Other meetings may be held by special call of the President of the Assembly or a majority of the Governance Leaders.

C. All meetings of the Assembly, the Governance Leaders, standing and ad hoc committees are open to all members of the University and the general public; however, only members of the Assembly may participate in the meeting. A period for comment by non-members of the Assembly may be provided for on any item of business at the discretion of the President.

D. Items for business may be presented only by a member of the Assembly. All proposals, except those made by a member during a meeting, will be presented to the Assembly President for listing on the agenda. All proposals must be submitted in writing by the mover of the proposal.

E. Any regular or special meeting of the Assembly or of any of its bodies may be conducted by audio conference.

F. The agenda of each regular or special meeting of the Assembly shall be distributed electronically to the members of the Assembly at least two (2) calendar days prior to the meeting and posted on the Governance web page.

i. Email shall be considered the official method of distributing Assembly public meeting notices, agendas, minutes, and general information.

ii. In the case of special meetings, if, at the direction of the Governance Leaders, the urgency of the occasion will not permit the usual notice, notice (by phone and email) shall be given as far in advance as possible, together with a statement of the reasons for the lack of normal notice.

ARTICLE VI. PARLIAMENTARY AUTHORITY (Constitution, Article VIII)

Section 1. Time Constraints

A. No speaker shall speak for more than five (5) minutes on any one topic unless approved in the agenda.

B. The Governance Leaders President may set time limits on each item on the agenda. When this time limit is reached, discussion may be extended or carried to the end of the agenda by a two-thirds vote of the members present.

ARTICLE VII. AMENDMENTS AND OTHER ACTIONS (Constitution, Article IX)

Section 1. Procedures

A. These Bylaws may be amended by the Assembly by a simple majority vote of the members present and voting at any meeting of the body. A first reading shall be held and action shall not be taken on the proposed amendment until a second reading at the next meeting of the
Assembly. Proposed amendments to the Bylaws shall be distributed in writing to Assembly members prior to the meeting at which the amendments will be voted on.

B.—A first reading and discussion of the proposed amendment will be scheduled for the next meeting of the Assembly after distribution of the proposed amendment is achieved.

C.—The proposed amendment shall be subject to a final vote no sooner than thirty (30) calendar days and no later than sixty (60) calendar days after the first reading.

D.—Actions of the Assembly shall be forwarded to the Chancellor of the University of Alaska Anchorage by the Governance Leaders President. Motions of the Assembly are acts of legislation for the University of Alaska Anchorage and resolutions of the Assembly are generally advisory in nature unless specifically stated otherwise.

Section 1. Proposal of Amendments

A. Members of the Assembly may propose amendments to the Bylaws. Copies of the proposed amendment shall be sent to all members of the Assembly.

Section 2. Procedure

A. A first reading and discussion of the proposed amendment will be scheduled for the next meeting of the Assembly after distribution of the proposed amendment is achieved.

B. The proposed amendment shall be subject to a final vote no sooner than thirty (30) calendar days and no later than sixty (60) calendar days after the first reading. These requirements may be waived by a two-thirds majority vote of the Assembly.

Section 3. Approval

A. Approval of amendments to the Bylaws requires a simple majority vote of all voting members of the Assembly.

Section 4. Ratification

A. Actions of the Assembly shall be forwarded to the Chancellor of the University of Alaska Anchorage by the Assembly President. Motions of the Assembly are acts of legislation for the University of Alaska Anchorage and resolutions of the Assembly are generally advisory in nature unless specifically stated otherwise.

ARTICLE VIII. ACTIONS OF THE ASSEMBLY (Constitution, Article X)
Monique Musick, chair of Staff Alliance reported on her April 6 meeting with President Gamble. Much of what she reported has been disseminated through the BOR or other channels. Key points include:

- Legislature declining to fund its half of university compensation
  Question out of voluntary furloughs: employees asking can I have my full contract back? But university is looking for permanent cuts.
- Returning approved positions but no way to fill, return them to the state, or close them down. Don’t keep them on the books anymore. Unrealistic to think we will get back there.
- Why did the university hire three studies of statewide and do nothing the reports recommended? Komasar report: the university had just reorganized community campuses under MAUs (now simply universities). McTaggert and Fisher – still did nothing. With McTaggert, the universities weren’t communicating well with each other then. Fisher, now more possible because of Summit Team.
- Successes include common calendar, GRE

Presidential Search – results given to BOR. They are extending timeframe. Why? Monique suspects fiscal year; not sure. Does not mean they were dissatisfied with the candidates.

Monique reporting from BOR:
Gamble on staffing levels and right sizing the university. Referred to a national study that indicated 3 staff to 1 faculty is a good ratio. We are at 2:1. If you add in temporary and student workers, our ratio is 2.5-1. So we are understaffed by that measurement.

Some staffing numbers:
- Executive positions: 139; we are staffed at 125
- Faculty positions: 1,538, but filled 1337
- Staff positions: 3257 but have filled 2693. 700 vacancies.

Total payroll: $31.4 Million

Statewide Review – Michele Risek meeting with governance groups shortly, more on that soon.

Why ORP went away. It was a different retirement plan that was available to executives, faculty prior to 2008. In 2008 it was offered to staff. Because it represented a "better retirement" staff went for it. Eventually the university faced paying $2M a year in fines for not contributing to PERS, due to so many people choosing ORP. Now ORP is rolled back to 2008 levels, meaning executives and
faculty can still choose it but staff cannot. Erik Seastedt offered that once the penalty to the state diminished, the university may once again open it up to staff. So sounds like this was a corrective measure, not a permanent on.

**Why students prefer tuition increases to fees:** financial aid applies to tuition, but not to fees.

**Common Calendar:** the first joint date for all three universities will be the withdrawal date for Spring 2016.

**LayOffs and Furloughs:** We should get news by the end of April, beginning May. Need to be able to implement changes starting July 1.

** Athletics** is a sensitive topic due to costs of travel, but on the other side, important to alumni and an athletics center supports them. So basically just a touchy subject....

**Office of Civil Rights** realized how difficult to contact our widespread student bodies so is reaching out to all eLearning students this week, still assessing the climate on campus

**NEW BUSINESS**

**UAF Staff Council** passed resolution offering their view of the layoff regulations and asking that grievance be reinstated. Erik Seastedt explained a lot about the layoff process. He said any single person layoff would trigger a more complex oversight. The regs were designed to make larger scale no harm, no foul (no poor performance at all) layoffs possible. He said the in any layoff situation the university has to prove three things:

It is nec as a result of

1) Not enough work
2) Not enough money to pay workers
3) A reorganization that made the layoff possible.

Employees can not file a “Why me” complaint. They can also say there is enough work, there is enough money, or this reorg did not remove my work.

Faye Gallant of the compensation committee said the UAF staff council was just concerned that there was a fair process for employees.

Seastedt said that any layoff of a single person would be looked at closely. He also said that the review and grievance process follow the same chain – it goes to the chancellor and the statewide hr director. That did not change. UAF staff council was concerned that a review might be done by the department head who crafted the layoff. But Seastedt said that is not possible.
**ACTION ITEM:** Monique thinks a task force to review the process and make recommendations would still be a good idea. Looking for statewide involvement. Even though the regs are in place, changes could still be made and it is worth getting staff feedback.

**Staff Health Care Committee:** rates will be going up $5-$8 on average. Open enrollment is April 15-May 15. No forms will be sent home. A letter will come out from statewide HR alerting employees to the process.

**One change** – dependents will have a separate form this year instead of being listed on the employee’s form. And the dependent’s social security number will be needed because of Affordable Care Act reporting requirements.

**Rebate qualifications:** last report of use is March 5. Erika Van Flein expects that usage has leaped since then since employees do things at the last minute. A cleaning does not constitute a dental exam, so you won’t get credit for a cleaning. You need to have an exam. Issues like that will surface after the april 30 deadline.

**Question** – since Healthy Roads and UAA is moving to outcome based results, if people missed the $600 rebate this year, will they still be able to sign up for it next year. Some discussion on how JHCC will need to be careful on setting the requirements for next year, but Erika says everyone gets a shot at it every year. Not doing it this year will not prevent you from doing it next year. And legally, there have to be many alternative ways to earn your points, even if you are out of range on some of the health measurements. Erika says 50 percent utilization of this rebate program would be considered a success.

Due to the stressful times, remember to remind people of the **EAP program**, which is really rated well and underused – Monique

**Compensation Committee** – met before the senate cut the university half and the legislative half of the salary increase, meaning no raise this year. They would like to record this so that when times are better that compensation committee will have an accurate record. Also they would like to see COL and step increases though they know that will not happen this year. Looking at other ideas, generous leave, personal holidays, 37.5 workweek, which was not universal on this committee.

So more coming from them later.

Erik Seastedt suggested one idea is to get things to cost less for university employees – he encouraged the committee to look for those opportunities – **group buys, group rates etc.**

**Core Values** – someone at UAF got excited about this and is working on it. We had as an alliance responded to the Summit Team that we did not understand the
process and wanted to start over. Seems strange for UAF to suddenly get engaged but Monique thought it OK. We are still waiting for feedback from Summit Team.
COLLABORATIVE LEADERSHIP: THE NEW LEADERSHIP STANCE

By Patrick Sanaghan & Jillian Lohndorf
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PATRICK SANAGHAN
PRESIDENT, THE SANAGHAN GROUP

Dr. Sanaghan serves as the head of The Sanaghan Group, an organizational firm specializing in leadership development, executive coaching, strategic planning, and leadership transitions. Pat has worked with over 200 campuses and hundreds of organizations in the last twenty-five years. He has taught leadership to thousands of leaders in higher education, and helped over one hundred campuses conduct collaborative, transparent strategic planning processes.

He is the co-author/author of six books, numerous articles, and several monographs in the fields of strategic planning, leadership, and change management. His most recent books include: *Collaborative Leadership in Action* and *How to Actually Build an Exceptional Team*.

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Jillian is a Librarian at The Chicago School of Professional Psychology, Chicago campus, a graduate school focusing exclusively on psychology and related behavioral sciences, where she supports the Organizational leadership and Business Psychology departments. Since receiving her Masters of Library and Information Science from the University of Illinois, Urbana-Champaign, Jillian has worked in both corporate archives and higher education. As a research associate at The Sanaghan Group, Jillian also provides background research, content editing and handles all bibliographic work for a variety of publications.

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This practically focused, two-day conference will provide you with the tools and strategies you need to lead collaboratively. Through a series of forward-thinking and introspective sessions, you will learn how to engage others, build coalitions, and mobilize your campus to action.

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WHAT IS COLLABORATION?

Collaboration is a word that is used carelessly in higher education. Leaders tend to toss the word about when discussing semi-cooperative or collective efforts on their campuses. It sounds as idealistic as “mom and apple pie” and “democracy”; after all, who wouldn't like more “collaboration”? But those rare and effective leaders who are truly collaborative in style, philosophy, and action understand how difficult authentic collaboration really is.

Here is a working definition:

“Collaboration occurs when people work with others from different external organizations (e.g. local community, vendors, another campus, businesses) or within their own institution (e.g. across silos, functions, schools, divisions) to achieve a clearly understood and mutually beneficial, shared set of goals and outcomes that they could not achieve working by themselves.

“Collaboration involves a transparent and trusted communication process where all parties feel informed and can provide feedback and ideas to others with whom they work. Most importantly, collaboration involves shared decision making, where the decision rules are understood by everyone and all involved parties can inform or influence important decisions that can potentially impact them, especially resource allocation decisions.”
WHAT YOU WILL FIND IN THIS PAPER

In the pages that follow, we will:

- Set the context for the need for collaborative work, with a description of “adaptive” change and its implications for leadership in higher education
- Look at a different leadership skill set that will be needed in the future—as leaders engage in collaborative work
- Create an informal “snapshot” of higher education leaders who have been collaborative throughout their careers, and identify some common traits among them
- Identify “barriers” to collaborative work
- Share “deep lessons” about collaborative work
- Provide advice for senior leaders to consider as they engage in the journey of collaborative leadership
- Share some resources to help leaders in their collaborative efforts, including:
  - A description of an open space meeting, and a meeting effectiveness evaluation tool.

WHY COLLABORATION? WHY NOW?

Effective collaboration is very disciplined, highly focused, and consistently attentive to outcomes and results. It is a powerful way to garner campus stakeholders’ commitment to achieving results. This is essential to remember: **Leaders use collaborative practices to achieve results, not to make people “feel” engaged or “feel” involved.** Feeling engaged and involved is a byproduct of authentic collaboration.

I believe that real collaborative practices are vital to dealing with the pervasive challenges facing higher education. We are at the limits of traditional approaches to managing change and complexity. We simply cannot attack these problems and challenges in a piecemeal, hierarchical, and disconnected manner. We need collective and coherent responses to these emerging challenges, or many of our campuses will not thrive in the future.
Too often, collaboration is *relationship*-based; we collaborate with people whom we already know and find pleasurable to work with. There are obvious limitations to this approach because a sphere of influence or professional network is finite. Leaders need to go beyond the relational restrictions and create the opportunities, protocols, and organizational mechanisms needed for wide-ranging, cross-boundary idea-sharing, work, and action. It will become an increasing responsibility of senior leadership on campuses to build their own “collaborative intelligence” (Leavitt & McKeown, 2013) in the face of the complex challenges that face higher education. This will test the mettle of leaders as they:

- Search for very different and more effective ways to lead; this will take courage because they will be learning in public while everyone is watching them.
- Collectively create new and better strategies to tackle pressing problems *together*.
- Support intelligent risk taking and creative approaches to solving complex and sticky challenges, with a “tolerance for failure” (Farson & Keyes, 2002). Mistakes will be made; that’s guaranteed. How leaders, *especially* senior leaders, handle such incidents will determine the quality of “collaborative capital” that will be created on their campuses.
- Consciously develop the leadership that is “distributed” (Spillane, 2006) throughout their campuses, shedding the impression that:
  - They alone are supposed to come up with the “right” answers to complex and ambiguous problems
  - They are to act as the “decider” for their institutions.
UNDERSTANDING THE DIFFERENCE BETWEEN TECHNICAL AND ADAPTIVE CHANGE

We’re well-equipped, in higher education, to meet technical change head-on. We’re often less equipped for *adaptive change*. This is a distinction Ron Heifetz drew, first in his thought-provoking book *Leadership without Easy Answers* (1998) and later with Martin Linsky in *Leadership on the Line* (2008).

With *technical* challenges, situations arise where current knowledge, expertise, and resources are enough to deal with these challenges effectively. A technical problem is not necessarily trivial or simple, but its solution lies within the organization’s current repertoire of resources (such as updated technology, takeaways from past experience, or decisions to invest more money or people).

With *adaptive* challenges, there are fewer clear answers. Adaptive challenges cannot be solved with current knowledge and expertise, but require experimentation, risk taking, creativity and the ability to use “failures” as learning opportunities.

The problem is that we too often treat adaptive challenges as technical ones.
On top of this, many people tend to resist or deny adaptive challenges (e.g., Khan Academy, MOOCs, mobile technology in the classroom) because these challenges could dramatically change the way they think and act. Often, these people expect their leaders to come up with the solutions to the adaptive challenges because that’s their job. Unfortunately, leaders will be unable to do this because they will need a collaborative and collective approach to solution-finding that will authentically engage multiple stakeholders across their campuses. The challenge is: How do you actually do that?

When leaders face adaptive challenges, they might start with some suppositions:

1. **Complexity and ambiguity will be the new normal.** There are no easy answers anymore; only the tough, complex and sticky challenges remain.

2. **The pace of change will continue to increase** over time.

3. Leaders will have to be able to “foster adaptation,” (Heifetz & Linsky, 2002) and help their people develop “next practices” that will enable their organizations to thrive in a complex environment. Resilience, agility and a tolerance for ambiguity will be essential leadership qualities.
A DIFFERENT LEADERSHIP SKILLSET

“The organizational adaptability required to meet a relentless succession of challenges is beyond anyone’s current expertise. No one in a position of authority – none of us in fact – has been here before.” (Heifetz, Grashow & Linsky 2009).

“Often organizations try and discourage or minimize differences but that only stifles the free flow of ideas and the rich discussion innovation needs.” (Hill, 2014).

The core leadership qualities of character, integrity, competence and compassion will remain, but, in a rapidly changing world filled with pervasive complexity and ambiguity, leaders will also have to:

- **Build cross-cultural bridges** with diverse groups in service of their institution's mission and values to identify best practices and then share expertise across the campus and beyond. This will include transferring knowledge across institutional boundaries and silos to meaningfully involve campus stakeholders so that they can help produce creative solutions to complex campus issues (e.g., student retention, branding, visioning, student debt).

- **Create a sense of authentic community** across their campus. This goes beyond “school spirit,” toward a deep sense of shared values and a sense of purpose.

- **Deal with complex and thorny issues** in a way that brings people together rather than polarizing them.

- **Understand the power of true collaboration** and how difficult it is to achieve.

- **Have the courage to take intelligent risks** and try creative and different approaches to solving campus problems and challenges.
Tolerate ambiguity and a little “messiness.” As campus stakeholders share ideas, and even disagree about issues and approaches, it can get messy. With collaborative practices, there is a great deal of trial and error; mistakes will be made as people work together to create coherent solutions, share best practices, and work together on common goals. Leaders will need the emotional capacity and resilience to tolerate uncertainty, frustration, even pain.

Admit you don’t have all the answers and help create the opportunities that will engage people’s thinking, stimulate creativity and innovation, and even make people confront deeply held beliefs and assumptions.

Support collective and coherent action toward shared goals, including actually implementing the campus strategic plan. The track record for implementing strategic plans is dismal. Often they are well written, but when it comes to execution, not much is achieved (Bossidy, Charan and Burck, 2011; Hrebinjak, 2005, 2013; Kezar & Lester, 2009). Collaborative practices can build a genuine commitment to implementation and execution (Sanaghan and Aronson, 2009).

Help other campus leaders make better decisions—utilizing multiple perspectives, experience, and information when seeking coherent solutions to tough challenges and issues.

Identify the “synergistic” opportunities that are often dormant or hidden. Elevate them so they can be acted upon.

Avoid redundant efforts, which are unavoidable unless people throughout the campus understand what other people are doing in their silos, divisions, and departments.

You will need to consciously and deliberately develop the capacity and resourcefulness of people throughout your campus, push responsibility down where it belongs, and understand that the collaborative intelligence of your people is one of the most powerful strategic assets you possess. Hansen (2009); Kanter (1989); Adler, Heckscher & Prusak (2011); Sanaghan & Aronson (2009); McChesny, Covey & Huling (2012); Sanaghan & Aronson (2009).
COLLABORATIVE LEADERS: WHAT DO THEY LOOK LIKE?

Over the years I have had the privilege of working with many collaborative leaders who have “walked the talk” in taking collaborative approaches to institutional strategic planning efforts, dealing with difficult institutional issues, and building trust on their campuses. Leaders like:

- Helmett Epp, former provost at DePaul University
- Peter Cimbolic, current president at Ohio Dominican University
- Steven Titus, current president at Iowa Wesleyan College
- Dominic Dotavio, current president at Tarleton State University
- Judith Huntington, current president of The College of New Rochelle
- Kent Hansen, current president at Anoka-Ramsey Community College and Anoka Technical College
- Alison Galloway, provost and executive vice chancellor at The University of California, Santa Cruz
- Fr. Nicholas Rashford, former president of Saint Joseph’s University

Although these leaders are very different from each other, they share many traits. They are naturally curious people, open to new ideas and approaches, and willing to try different and creative methods to meaningfully engage their stakeholders. This takes some courage because new and different doesn’t always work perfectly, but they are willing to try anyway.

Institutional trust is integral to moving a campus toward shared goals. These leaders understand how to create, build, and nurture trust. They also know that collaborative practices can help build trust throughout their institutions. Part of this lies in the fact that they have faith and trust in their people because they actually want their people to “be” engaged. This might sound simple, but it isn’t. Many campus leaders are uncomfortable with collaborative practices because they can’t predict or control the outcome. Collaborative leaders believe in the talent and integrity of their people and are not attached to particular outcomes. These leaders don’t have hidden agendas where they hope people will somehow be corralled into coming up with the answer they already prefer. They are very clear on their goals and purposes when engaged in collaborative work but trust that good people will create intelligent solutions, answers, recommendations, and actions.
They also believe in the power of transparency. Stakeholders know what they need to know and know how and where to get the right information.

Transparency is not without risk. Using collaborative practices, where multiple stakeholders are involved, discussions are not controlled, and information is shared openly, can be risky; challenges might be uncovered, such as a lack of student engagement on a campus, employee dissatisfaction, low morale, or expensive/extensive and redundant efforts that have been known by some but are now known by everyone. However, collaborative practices also reveal institutional excellence, opportunities for leverage, campus pride, and stakeholder aspirations. Both the good and the bad are needed for intelligent, informed, and comprehensive approaches to campus issues and opportunities.

These leaders prize other people’s ideas, perspectives, and passions. They want their campus stakeholders to be valuable and valued members of the community and feel like a part of the whole. With participatory and inclusive collaborative practices, all those can be heard and can inform others’ thinking.

These leaders are not afraid of or uncomfortable with working with large groups (e.g., 50 – 100 people) because they understand that collaborative practices have enough intelligent structure and rigor, yet are open and flexible enough to almost always produce meaningful results.

They believe that people will commit to actions and solutions that they have helped inform and craft, and for this reason, they want commitment—not compliance—from stakeholders.
WHAT ARE SOME OF THE BARRIERS TO COLLABORATIVE WORK?

Any leader who wants to engage in collaborative practices needs to understand that there are tough hurdles and barriers to successful collaborative work. A number of organizational researchers and thinkers (Weiss and Hughes, 2005; Hansen and Nohria, 2004; Hansen, 2009; Gulati, 2007; Mintzberg, 2013) have helped identify specific organizational barriers to collaboration.

This list can provide a useful diagnostic for leaders to assess their own campus’s barriers to collaboration. These barriers exist on every campus to varying degrees; the key is to understand their complexity and figure out how to collectively deal with them.

Assessing these barriers, leaders can conduct a “Pre-Mortem,” an idea that Klein (2008) first identified in the article, “Performing a Project Premortem.” Senior leadership can discuss how these potential barriers “live” on their campus and strategize how to deal with them before engaging in cross-boundary collaborative work.

BARRIER #1 – HIERARCHY

Most campuses are organized into highly structured silos (e.g., schools, divisions, functions) where information flows up and down quite slowly but rarely across. Many campuses are also decentralized with a fair amount of autonomy, which makes information flow and collective work challenging.
Obviously, hierarchy has its place, but when it prevents agile, flexible, proactive responses to opportunities and challenges, it can prevent collaborative work.

Some questions for leaders to think about:

- How does the hierarchy on campus impact and influence cross-boundary, collaborative work?
- How does it influence campus-wide communication? Do people feel informed about important things that are going on throughout the campus?
- How are opportunities created for campus stakeholders to share best practices across institutional boundaries?
- How are opportunities created for stakeholders to problem-solve real institutional issues?
- How are strategies created to neutralize the power and influence of hierarchies on campus?

To ensure that senior leaders don’t fall into the trap of “listening to themselves too much,” they should have all their direct reports discuss the same focus questions and then compare and contrast the answers. The goal here is to get more people on the same page about the potential impact of hierarchy on their campus.

BARRIER #2 – CAMPUS CULTURE

The late, great organizational theorist, Peter Drucker was given credit for the quotation: “Culture eats strategy for breakfast.” This is one of the truisms of organizational life, especially in higher education. Culture will either help or hinder collaborative work.

If culture is “the way things are done around here” (Deal & Kennedy 2000), then senior leadership must understand how decisions get made, how conflict is managed, how power is utilized, and how success and failure are rewarded—before moving forward.

Some questions for leaders to think about:

- How would we describe our institutional culture?
- What are the “lived” values here on our campus?
- How do our values support collaborative efforts and work?
- Do any of our “lived” values hinder collaboration across our institutional boundaries?
- What are some specific examples of collaborative work on our campus? What makes them successful?
BARRIER #3 – THE SENIOR TEAM CAPACITY

If true collaborative practices that produce actual results for the campus are to be implemented, the senior team needs to model the way. Only the senior team or cabinet can convene cross-boundary groups to deal with complex institutional issues (e.g., retention, academic excellence, access, student engagement, completion). Informal collaboration can occur all over the place, but to craft coherent institutional responses and strategies, the senior team needs to sanction collaborative efforts and meaningfully participate in them. They cannot sit on the sidelines and have others do the “collaborative stuff.”

The senior team must be a high-functioning group whose members:

- Share information widely and wisely with each other
- Work across institutional boundaries, seeking multiple perspectives
- Are open to sharing the leadership challenges they all face and not pretend they don’t have them

If the senior team is not seen as a collaborative group, then larger collaboration efforts will be minimal. By watching the senior team, campus stakeholders will know if they can cross boundaries, share information widely, seek others to help them in their efforts, and make some mistakes. You cannot rise above your senior leadership.

BARRIER #4 – A “POVERTY OF NETWORKS”

Morten Hansen (2009) describes the lack of collaborative mechanisms and linkages in most organizations as a “poverty of networks.” If you are going to engage in cross-boundary collaboration, senior leaders must be dedicated to creating opportunities for their stakeholders to make connections with each other, share best practices, problem solve and seek opportunities to leverage the time and talent of campus stakeholders.
One of the challenges that a “poverty of networks” creates is that many people don’t know who to connect with to engage in collaborative work or how to connect with them. This is where senior leaders can play a vital role. Only senior leadership can make these often hidden or little known networks explicit by convening cross-boundary groups to deal with real institutional issues, problems, and opportunities. It is one of the most powerful gifts they bring to the table.

These networks can become powerful collaborative mechanisms that enable campus stakeholders to cross institutional boundaries and work together in service of the campus’s vision and goals.

**BARRIER #5 – COLLABORATING TOO MUCH**

Can you collaborate too much?

Absolutely! Many campuses get caught up with the process of collaboration and try and involve almost everyone in everything. With a powerful “consensus mentality” that is ill defined and undisciplined, processes can get bogged down quickly—and nothing meaningful gets done.

Higher education tends to have a “meeting culture.” Much of the real work conducted on a campus is through committees, task forces, and lots and lots of meetings. Unfortunately, too many of these meetings are ineffective, and not enough have real engagement, full participation, an exchange of great ideas, deep listening, or great decisions that lead to real action.

It is essential that specific owners for actions, sponsors for work teams, and overall champions are named. When working with cross-boundary groups, clarity is important and difficult. Build in the time to clarify who does what before meetings end. Posting responsible parties’ names on work plans, action plans, and assignments can be a very helpful practice.

When there is a lack of clarity about who makes which decisions, taking action is a challenge. People wait till they are told what to do, or avoid making decisions themselves. The leader(s) must articulate the “decision rules” clearly and upfront so that participants understand how they can influence or inform actions going forward.

A simple, yet effective format that we have found useful is this:

- **LEVEL ONE DECISIONS = THE LEADER MAKES THE DECISION**

LEVEL THREE DECISIONS = THE LEADER DELEGATES THE DECISION, GIVING A GROUP MEMBER(S) THE AUTHORITY TO MOVE FORWARD ON THEIR OWN, AFTER AGREEING ON OUTCOMES FOR THE DELEGATED TASK

It is important to anonymously ask two questions when convening cross-boundary groups. This can be done easily before the collaborative meeting ends, and before people leave the room. On a piece of paper, stakeholders can answer two simple questions:

- What key messages are you taking away from this meeting?
- What questions do you still have?

Tally these results and share them with participants as soon as you can.

This activity will give meeting conveners critical information that will enable them to understand what people are learning and taking away from the meeting. Reading the questions that participants in the meeting still have will also help conveners gauge participants’ understanding of the collaborative effort and will provide leaders the opportunity to share information that people actually want to hear.
Faculty often state that they don’t know each other’s research interests, each other’s expertise, or possible collaborative opportunities—beyond the informal “communities of practice” that exist (often hidden) on every campus. However, this can be remedied. The following description of this collaborative meeting design is one of the easiest to conduct and takes no facilitation skills whatsoever. It takes about ninety minutes to implement. Its impact and outcomes are impressive.

About two years ago, the dean of a school I was working with convened a group of about ninety faculty members to conduct a talent audit. The provost was supportive of this meeting, which was held on a Friday afternoon when things were a little quieter on campus.

The provost and dean were both interested in connecting their faculty to each other and identifying areas of mutual interest and potential collaboration opportunities.

A few introductory remarks and comments about outcomes opened the meeting. Focus questions were sent out before the meeting, so participants came prepared to share. Each faculty member was asked to use a large sheet of flipchart paper, and fill out the following questions:

- Name
- Discipline
- Current courses taught
- Current research interests
- Anticipated future research interests (What are you curious about?)
- A book/article you have found especially informative and thought-provoking in the last year or so
This part of the meeting usually takes about 15-20 minutes. It is a little “organic,” as people capture their information on the flipcharts, but it all works out well. This type of meeting requires a large room and plenty of wall space.

After the initial data creation, each faculty was given a set of 15-20 large post-its, which would serve as a communication vehicle for the second part of the meeting. Faculty were given 45 minutes for what was called a “village fair” to review the data that was created by their colleagues. They could go wherever their interests and passions took them.

They used the post-its in several ways:

- They could request a meeting or conversation with a fellow faculty member about current and future research interests.
- They could identify a resource or contact person who might prove helpful to one of their colleagues.
- They would write down their contact information, requests, and advice then stick the post-it directly on the appropriate flipchart.

Some examples of the post-it messages from this activity at the school I mentioned included:

- I see that you have expertise in the “deep poverty” rate in Philadelphia; I am very curious about this also. Can we have a conversation about this sometime soon? [Contact information]

- I see that you teach “using mobile communication technology in organizations.” I am interested in getting some articles to read about this and maybe we can then have a conversation about it. Can you suggest a few helpful articles? Would you be willing to meet with/talk with me about it? [Contact information]

- I see that you are interested in regional student demographic data. I would suggest that you contact [Name] in the sociology department; he has great expertise in this arena.
I would suggest you read the book *Quiet* by Susan Cain, since you are interested in introverted leadership. [Contact Information]

Contact [Name] at Tarleton State University. She has deep expertise in the research area that you are interested in. I will get you her contact information but let’s agree to talk about this before you try and connect with her. My cell number is [Number] – [Name].

McKinsey & Company has an excellent white paper, “*Designing Networked Organizations*” that I think you will find useful. Suggested by [Name and contact information].

Although the meeting was scheduled to last one-and-a-half hours, about half the faculty stayed and talked with each other for several hours afterward. While this could have been done electronically, the decision was made that it was best to engage in face-to-face interaction, at least initially. Face-to-face interaction helps build a connection with others and helps build some relational capital and a sense of community.

This group has insisted that this kind of meeting take place at least once a year, for a full day, with food (a “Chew and Chat”). In the evaluation survey they reported an overwhelmingly positive response to this collaborative meeting.

All the flipchart information was captured and delivered electronically to the entire faculty (even those who didn’t attend) within a week. It became a strategic resource that was utilized throughout the academic year as faculty continued to update their information, provide resources and request meetings and conversations with each other.
DEEP LESSONS ABOUT COLLABORATION

There are no shortcuts.
Don't be fooled by the warm and fuzzy dialogue about collaboration; it takes persistence, perspiration, tenacity, and aspiration. There are no shortcuts, and it almost always takes longer and is harder than first imagined. But the payoffs and impact are well worth the effort expended (Sanaghan & Aronson, 2009).

Transparency creates trust.
Transparency helps create trust and is at the heart of collaborative practices. It has many forms, but paramount among these are decision making and sharing of data.

Make the decision making process clear.
Stakeholders need to understand the decision-making process before any important decisions are made. Let’s be clear here. Not every decision is everyone’s to make. If senior leadership is going to make the final decision, that’s fine—but it must be communicated up front.
**Share relevant information.**

Relevant information has to be shared openly with all parties involved. More importantly, it must be communicated in user-friendly language. People can be boxed out of the collaborative process with “insider” language and complex terms, or by overwhelming them with too much data. On some campuses, information is hoarded and only certain people have access to it. This is really about power and control because information is a strategic asset that can greatly influence decisions and actions. Bottom line: information needs to be accessible and understandable.

**Share the thought behind decisions.**

Part of transparency is sharing the thinking behind decisions. Leaders need to share their thinking with others. This might sound rather simple, but it is a helpful practice with collaborative work. Leaders need to model the way by sharing their thinking and the rationale behind their decisions, especially when there are differences. When people are able to clearly understand the thinking of others, it creates the opportunity for dialogue and discussion.

The following protocol is a helpful format for leaders to utilize when sharing their thinking with others:

A) **This is my best current thinking about the decision we need to make** (Note: the term “best current thinking” is intentional. It communicates that the decision hasn’t been made yet and that the leader might be open to being informed and influenced.)

B) **This is how I arrived at my thinking** (Note: leaders rarely say this, but it is a game changer!). This is where leaders discuss the facts and research they have conducted to get to their “best current thinking.” This can also include their expertise, experience, and who they have talked with about the situation.

C) Finally, the leader solicits input and feedback, which is the most important step. Questions such as, “Please help me enhance my thinking” and “What am I missing?” or “What are your reactions to my thinking?” are key. They show that the leader is actively soliciting feedback and inviting people into the discussion. This is a powerful, collaborative notion. The leader is not telling or selling here; they are openly sharing where they are in their decision-making process and asking stakeholders for a response. It is a courageous act and a leaderful practice to engage in.
Actively seek feedback.
Receiving feedback is an essential skill for a leader to possess. “Advocacy” and “inquiry” are important practices for collaborative leaders to develop, especially the skill of inquiry.

Advocacy basically means seeking to be understood, putting your views forward, and promoting your ideas and perspectives (most people are good at this).

Inquiry is the skill of gaining an understanding of other’s ideas and experience. This requires an openness to other people’s thinking, and it requires actively seeking to understand (most people need practice with this). Inquiry takes maturity and a willingness to be influenced by others and learn from them.

Identify cultural travelers.
Part of this involves understanding where individuals are coming from. This is why cultural travelers are needed: These are special individuals who are able to “travel” through the different cultures on a campus (e.g., faculty, staff, students, administrators) and have authentic relationships with each diverse and unique group. These “travelers” often act as bridge builders and translators between different groups and enable cross-boundary and collaborative work to happen (e.g., across division, school, and functional boundaries).

People often describe these individuals as “representing what’s best about this place.” They have tremendous influence and insight and understand deeply how their campus actually works. These travelers understand that relationships are the “currency” of the realm in higher education, and that relationships enable important work to get done.

Often, these travelers are quiet individuals and may not even show up on the organization chart. But people know who they are. These are not gadflies or gossips flitting everywhere. They are individuals who are deeply trusted by others, and this gives them access to almost everyone on campus. This trust is earned because they are seen as transparent and honest. People realize that they serve the “common good” and seek what is best for the institution.

When senior leaders, especially the president, are cultural travelers, their positive impact and contribution can be enormous (Sanaghan, Goldstein & Jurow, 2001; Sanaghan & Aronson, 2009).

More, not fewer people at the table.
With cross-boundary, collaborative work, more people are needed at the table, not fewer. This is a counterintuitive notion for many leaders, who often have only worked in small work teams and cabinets during their
careers. Often, if they have worked with a large group, things went wrong, they lost control of the group, or a few people dominated the conversation. Leaders must rid themselves of the notion that if we keep the “table” small, things will get done better and faster. This is a powerful myth that lives large in higher education and is usually an ineffective approach to solving complex, sticky problems and challenges. Multiple perspectives are essential for strategic thinking to take place; people have to meaningfully contribute and take real ownership for outcomes.
ADVICE FOR SENIOR LEADERS

Learn about collaborative meeting designs.
Learn about large group, collaborative meeting processes like Open Space methodology, Future Search, Real Time Strategic Change and World Café. These collaborative models have been used effectively to deal with complex problems and opportunities for decades, all over the world.

Re-imagine the leader as a “convener.”
Try and reimagine that the leadership role as a “convener” and not as an “answerer” or “decider.” Given the complexity, pace of change, and ambiguity that the future holds, the leader must be able to convene cross-boundary groups, help facilitate discussion, dialogue and debate about difficult institutional issues, and act as a collaborative broker of cross-boundary information sharing and problem solving.

Create the mechanisms for collaboration.
Create the “collaborative mechanisms” people need to: have cross-boundary conversations, share best practices and leverage the learning throughout the campus, and build the relational capital that is absolutely critical to producing meaningful results.

Only senior leaders can create the opportunity, time, place, and resources for campus stakeholders to gather together and deal with important institutional issues. This goes beyond Town Hall meetings where the president shares some remarks and then solicits questions from the audience. The Town Hall is simply a communication process, not a collaborative process.
Develop a tolerance for failure.
This tolerance for failure is critical because with collaborative practices, mistakes will be made, guaranteed. Read the book *Whoever Makes the Most Mistakes Wins* (2002) by Farson & Keyes, and discuss the implications with your senior team. Always remember that learning—real learning—has a price attached to it. It takes some time, fumbling, messiness and potential “opportunity costs.” But, if leaders can create a collaborative culture where failure is something you can actually learn from, you will achieve extraordinary things.

Realize that trust is a strategic asset.
When you have a campus culture that has a high degree of trust, you can accomplish great things, even when you have limited resources.

Without trust, a leader cannot lead, period. When there is low trust on a campus, every detail is debated, people simply do not take risks, discussions quickly become polarizing debates, and it is simply not a pleasant place to work. I have been on several of these campuses over the years and the loss of human spirit is palatable. People have no hope or aspirations, and the place flounders.

Fortunately, collaborative practices can build a sense of trust over time, though not overnight. This happens because of the guiding principles of inclusion, transparency, engagement and “fair process.” Leaders need to learn two things: how to build and nurture trust and how to apply these collaborative practices appropriately.

Establish a clear, shared purpose and vision.
For collaborative practices to actually work and create real value for a campus, there must be a clear and shared purpose and vision. Campus stakeholders must understand where the institution wants to go and what it intends to accomplish (Adler, Hecksher & Prusak, 2011; McDermott and Archebald, 2012; Sanaghan & Aronson, 2009). This might sound simple, but it isn’t. It takes real work and excellent communication to ensure that your vision is shared and, most importantly, that people are committed to implementing the shared vision.

Just applying collaborative practices to a disorganized, fuzzy, way-too-aspirational vision of the future will not be productive. It will confuse people and aggravate them because the collaborations will clearly show how disorganized and dysfunctional things are regarding strategic planning.
implementation. Senior leaders need to strive mightily to create a shared vision and goals for the future that are worthy of people’s commitment and aspirations. When you do this well, collaboration will enable you to implement your strategic plan.
APPENDIX A: DO YOU HAVE A COLLABORATIVE CAMPUS?

Do you have a “collaborative campus”? How do you know this?

In 2013, I started a research journey about strategic planning implementation. I reflected on my planning work on over 100 campuses. I also talked with dozens of presidents, other consultants, and faculty about successful and unsuccessful implementation efforts.

From these conversations a powerful notion emerged. People wanted to know how to assess their capacity to implement and execute their strategic plan before they started to implement it.

Working with some colleagues, we created the S.P.I.E.S. assessment (Strategic Planning Implementation and Execution survey), which is a validated instrument. Not surprisingly, one of the six critical areas we assess in that survey is collaboration.

The following ten questions from the survey can give an informal, but informed, snapshot of your campus’s capacity to collaborate.

I would strongly suggest that the senior team/cabinet anonymously take this survey and have the results summarized for review and discussion. In addition, they should ask all their direct reports to anonymously fill out the S.P.I.E.S. survey, and then compare and contrast results. This way the senior leaders have a reality check about the collaborative capital on campus.

Following are the ten collaborative questions. The specific questions (#1, 3, 4, 5, 7, 8 and 10) that deal directly with the level of collaboration are shown in bold.
1. Periodically people from across the campus get together to discuss progress, solve problems and share best practices.

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2. Our ideas are utilized when it comes to implementing the plan.

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3. Collaboration is supported throughout our campus (e.g., people are rewarded and recognized for cross-boundary work, sharing ideas with others, shared decision making).

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4. We can share what we are learning with people outside our immediate department/division.

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5. **We are allowed to investigate and learn about best practices from other institutions.**

   
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6. **There are opportunities for us to provide each other with feedback about our implementation efforts.**

   
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7. **We are open to different and creative approaches to solving our problems and challenges.**

   
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8. **Our senior leadership visibly supports cross-boundary collaboration.**

   
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9. Our senior leadership supports informal networks that want to meet and discuss what they are doing regarding implementation.

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

10. Conflict is dealt with effectively in our department/division.

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree
APPENDIX B: THE EFFECTIVE MEETING EVALUATION

These five questions should be anonymously answered by meeting participants before they leave the meeting, and the results should be captured and shared with all attendees as soon as possible.

1. On a scale of 1-10, how **effective** was our meeting? (1 = bad; 5 = average, 10 = great)

2. On a scale of 1-10, how **involved** did you feel? (Same value as above)

3. What did you like **most** about the meeting?

4. What did you like **least** about the meeting? (no personal feedback)

5. Any advice, feedback, suggestions?

Do not be fooled by the simple design of this meeting survey. It is a game changer. If you actually use the results from the feedback you receive, you will improve the quality of your meetings *dramatically*.

Using a collaborative practice like this survey communicates several things to meeting participants:

1. We value your opinion and ideas

2. Seeking feedback is a “normal” thing for us to do

3. We are committed to continual learning and improvement

All important things to convey to your people.
I received a phone call earlier this year from a president I had worked with previously. He communicated that he needed help with his “retention issue.” I responded informally, “Join the club; almost every campus I have visited over the past several years is struggling with a retention issue.”

He replied, “You don’t understand my predicament. I currently have over thirty retention strategies on my campus and I am the only one who knows this!”

The president knew that an excess of thirty retention strategies was way too many to implement effectively. He simply did not have the resources (e.g., people, time, money, technology) to have that many disconnected strategies.

This is not an unusual example but rather a diagnostic about how well-intentioned people often attack a problem or challenge with a silo-based approach. They take responsibility for doing something about the pressing issue, but they don’t communicate effectively with others, coordinate with others, or share their best thinking across institutional boundaries. The results are predictable and usually quite limited.

The president had to create a “collaborative opportunity” that would allow the people with the different retention strategies to come together, share their initial thinking, and generally agree collectively on a more coherent and integrated retention strategy.

This meeting involved about sixty people. The president was nervous about working with such a large group of people and wondered if we could accomplish something meaningful with so many people (a common fear for many leaders when working with large groups).
We successfully utilized the **open space meeting** methodology to create the vehicle for this potentially difficult and sensitive conversation and come up with a shared and well-coordinated set of strategies going forward.

You can read about the open space methodology at:

[https://www.academicimpressions.com/sites/default/files/OpenSpaceMeetings.pdf](https://www.academicimpressions.com/sites/default/files/OpenSpaceMeetings.pdf)

Typically, an “open space” meeting will begin with an introduction of the purpose, and the facilitator explains the guiding principles. Then, the group creates the working agenda, with individuals designating their own topic and when/where it should be discussed. Each individual “convener” of a breakout session takes responsibility for naming the issue, posting it on the bulletin board, and then later showing up at that space and time, kicking off the conversation and ensuring notes are taken. These notes are compiled into a proceedings document that is distributed to all participants.

Based on those discussions, the group decides on an overall strategy. The participants then work in small groups to create specific recommendations and action steps that can keep this conversation moving forward.


COLLABORATIVE LEADERSHIP IN HIGHER EDUCATION

July 27 - 28, 2015 :: Philadelphia, PA

This practically focused, two-day conference will provide you with the tools and strategies you need to lead collaboratively. Through a series of forward-thinking and introspective sessions, you will learn how to engage others, build coalitions, and mobilize your campus to action.

https://www.academicimpressions.com/conference/collaborative-leadership-higher-education-july-2015
UA Protection of Minors Regulations

1.0 Purpose
The University of Alaska system (UA), as part of its mission, promotes and engages in many programs, events and activities that involve minors throughout its separately accredited institutions and campus locations. Protection and safety of minors is of the highest priority for the University of Alaska. To protect minors engaged in its programs, the University of Alaska shall enact minimum standards which apply at a system-wide level. The purpose of these systemwide regulations is to provide protection of minors engaged in programs, events, and activities provided or endorsed by UA or any of its separately accredited institutions or campus locations.

2.0 Scope
These regulations include UA faculty, staff, students, volunteers, and other UA individuals that participate in or provide programs, events, and activities for minors, both on and off UA facilities, as well as those with access to minors at all UA campuses and sites utilized by UA. These regulations include any contractors that engage with minors at UA campuses as required by their contracts, as well as outside parties that use UA facilities.

3.0 Definitions

3.1 Authorized Adults are individuals who may have direct and unsupervised contact with a minor. Authorized Adults are individuals (whether full-time, part-time, temporary, paid, or unpaid), who in their official capacity interact with, supervise, chaperone, act as a caregiver for, or oversee and have responsibility for minors in UA programs. Authorized Adults include but are not limited to UA faculty, staff, other employees, volunteers, graduate and undergraduate students, and interns. Authorized Adult status does not apply to UA individuals at public events where there is a reasonable expectation of parental supervision.

3.2 Supervised Adults are individuals who work with minors under the direction of an Authorized Adult. Supervised Adults do not have unsupervised contact with a minor.

3.3 Child abuse or neglect is the negligent treatment or maltreatment, injury, sexual abuse, or sexual exploitation of a minor by any person under circumstances which indicate that the child’s health, welfare and safety is harmed or threatened (AS 47.17.290). Abuse may be inflicted by any person and may include minor-to-minor abuse or Authorized Adult-to-minor abuse. For purposes of this policy, abuse may include, but is not limited to, the following types and descriptions:
- *Physical Abuse*: hitting, spanking, shaking, slapping, unnecessary restraints
- *Verbal Abuse*: degrade, threaten, curse
- *Sexual Abuse*: inappropriate touching, exposing oneself, sexually oriented conversations
- *Mental Abuse*: shaming, humiliation, cruelty
- *Neglect*: unreasonable withholding of food, water, shelter, and reasonable medical attention.

3.4 Minor is a person under the age of 18 years (AS 47.17.290(1); AS 25.20.10).

3.5 Program includes any registered or unregistered:
- UA Sponsored Activity, which is a program, event or activity staffed by Authorized
Adults and offered by various academic, departmental or administrative units of UA, including student organizations, or in cooperation with outside entities on behalf of UA. This includes research activities.

- University Scheduled Classes are classes that are part of the UA class schedule that support college students’ goals for a degree.

All UA programs serving minors shall be staffed by at least one Authorized Adult, who supervises all other UA individuals in the program (whether faculty, staff, other employees, volunteers, graduate or undergraduate students, or interns).

3.6 **UA Approved Training** is training submitted by university committees to Chief Risk Officer and approved for use for Protection of Minor training.

3.7 **Behavior of concern** is a violation of the code of behavior, or behavior with minors that is suspicious and inappropriate but may not rise to the level of abuse.

4.0 **Implementation**

4.1 **UA System-Wide Protection of Minors Committee**

The systemwide UA Committee shall meet, at a minimum, on a quarterly basis. The Committee shall provide oversight for the system-wide protection of minors programs, including but not limited to maintaining senior leadership support, oversight of periodic program surveys, annual review of policy and regulation, support for training programs, support for program participants, and review of effective response and reporting practices. The Committee shall support the development of a safe environment for events, activities, research and programs that involve minors throughout UA’s separately accredited institutions and campus locations.

4.2 **University Protection of Minors Committees**

Each university shall maintain a Protection of Minors Committee that shall meet, at a minimum, on a quarterly basis. The Committees shall oversee the implementation of system-wide and any university-specific regulations for the protection of minors, including support for and distribution of the policy and regulations, periodic surveys and analysis of programs, development and review of policy and regulations with the system-wide committee, implementation of training, opportunities for program participants to communicate with management, and support for supervisors engaged in response and reporting practices.

4.3 **Registration of Programs**

Statewide Administration, the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast shall develop a system to register programs, research and events involving minors at their respective institutions and campuses. Registration information, as determined by the UA System-Wide Protection of Minors Committee, shall be provided to the UA Chief Risk Officer on an annual basis.

5.0 **Screening and Selection**

All UA programs must adhere to screening and selection criteria required by UA as follows. These steps must be completed before an applicant is released to work with minors in a paid or unpaid position.

5.1 **Authorized Adults**

Screening and selection of a new Authorized Adult must be documented in an individual's file and include:
1. A standard application.
2. Signed UA Protection of Minors Regulation.
4. A county criminal background check in all counties where the applicant has lived the last 7 years; a multi-state criminal background check with Social Security Number Trace and Alias Search; and a national sex offender registry check.
5. Face-to-face interviews using behaviorally-based standardized questions designed to assess for potential risk to abuse.
6. A minimum of three reference checks that include professional and personal references using behaviorally-based questions that assess abuse risk. A family member may be included as a possible personal reference.

UA individuals classified as Authorized Adults who exist as part of UA at the time of implementation of this regulation, or are not otherwise considered new to UA, should at a minimum complete the first three items listed above and document the individual’s file accordingly.

UA programs shall repeat items 5.1.2-3 annually and item 5.1.4 every three years.

5.2 Supervised Adults
Screening and selection of all other UA individuals working with minors in a program who may not be an Authorized Adult must include:

1. A standard application.
2. Signed UA Protection of Minors Regulation.
4. A national sex offender registry check.

UA programs shall repeat items 5.2.2-3 annually and item 5.2.4 every three years.

6.0 Training
Completion of all training requirements is required annually.

6.1 UA Employees
All UA employees, regardless of whether they have access to minors in programs, must complete UA-Approved Protection of Minor training and mandated reporter training courses.

6.2 Authorized Adults and Supervised Adults
All Authorized Adults and other UA individuals who work with minors must also complete UA-Approved Protection of Minor and mandated reporter training courses prior to having contact with or access to minors. Additional program-specific training may be required for certain programs.

7.0 Code of Behavior

University of Alaska programs serving minors are required to include a signed code of behavior that includes the following minimum statement about behaviors:

“Our program provides the highest quality services available to minors. Our commitment is to create an
environment for minors that is safe, nurturing, empowering, and that promotes growth and success for the minors who participate in our program. Any type of abuse will not be tolerated and will result in immediate dismissal from the program and/or University of Alaska (UA). UA will fully cooperate with authorities if allegations of abuse are made and investigated.

To accomplish this mission together, employees, volunteers, and other adults participating in programs, events, research and activities involving minors:

1. Will treat minors with respect at all times.
2. Will treat minors fairly regardless of race, sex, age, religion, sexual orientation or gender expression.
3. Will adhere to uniform standards of affection as outlined in any applicable university or program specific procedures.
4. Shall not use or be under the influence of alcohol or drugs in the presence of minors or during activities or events involving minors.
5. Shall not discuss their sexual encounters with or around minors or in any way involve minors in their personal problems or issues.
6. Shall not date or become romantically involved with minors.
7. Shall not make pornography in any form available to minors or assist them in any way in gaining access to pornography.
8. Shall not have secrets with minors.
9. Shall not have private displays of affection with minors.
10. Shall not swear or tell off-color jokes.
11. Shall not stare or comment on the minors’ bodies.
12. Shall not engage in inappropriate electronic communication with minors, as may be further defined by specific program policies.
13. Shall avoid outside contact with minors, which may be further defined by specific program procedures.
14. Shall not shower, bathe, or undress with or in the presence of minors.
15. Will not take any photographs or videos of minors or posting photographs or videos on a digital, electronic, hosted media, web-based service or any other medium without first obtaining a release from the minor’s parent or legal guardian.
16. Shall not abuse minors in anyway including the following:
   - **Physical abuse**: hitting, corporal punishment, spanking, shaking, slapping, unnecessary restraints
   - **Verbal abuse**: degrade, threaten, cursing
   - **Sexual abuse**: inappropriate touch, exposing oneself, sexually oriented conversations
   - **Mental abuse**: shaming, humiliation, cruelty
   - **Neglect**: withholding food, water, shelter
17. Shall not allow minors to engage in hazing, bullying, derogatory name-calling, games of “Truth or Dare,” ridicule, or humiliation.
18. Will report concerns or complaints about other adults or minors in accordance with all reporting policies, which include the anonymous **UA Confidential Hotline at toll free (855) 251-5719.”**

8.0 Reporting and Response

8.1 General Information
Because UA is dedicated to maintaining zero tolerance for all forms of child maltreatment, the obligation to report and respond to child abuse, and to behaviors that violate the code of behavior, is shared among:
• Individuals
• Supervisors / Administrators
• The University of Alaska (UA)

Individuals who work with minors may find themselves in a range of situations, including a need to report and respond to:
• Suspicious or inappropriate behavior, including behaviors that violate code of behavior
• Behaviors that violate program-specific procedures
• Suspected abuse or neglect
• Mandated reported
• Minor to minor abuse

This reporting and response section describes reporting channels and response obligations.

8.2 Reporting Channels

If at any time individuals believe a minor is in imminent physical danger, call 911 immediately.

8.2.1 Individuals
Report to UA by notifying any of the following contacts:
• Supervisor or University Administrator
• UA Confidential Hotline, available online or toll free at (855) 251-5719

8.2.2. Supervisors and UA Administrators
Supervisors and UA Administrators will follow University of Alaska and university internal protocols for response and reporting. The University of Alaska internal protocols for response and reporting are on file with university Risk Management, university Protection of Minor Committees, Chief Risk Officer, and the Office of General Counsel. Contact one of these offices for additional assistance.

8.2.3. Mandated Reporters

UA encourages everyone (even those who are not considered mandated reporters) to report any suspected abuse or neglect of a minor to OCS. If the individual has questions about being a mandated reporter, consult the appropriate supervisor or the Office of General Counsel (907) 450-8080 for guidance.

Mandated Reporters must submit a report to the Office of Child Services OCS (1-800-353-2650) within 24 hours of reasonable cause to suspect that a child has suffered harm as a result of abuse or neglect. The mandated reporter has no responsibility to complete any type of investigation or determine if their suspicions are correct, but only must have a reasonable amount of information to say that they believe abuse or neglect may have occurred. Alaska Statute 47.17.290(14) defines “reasonable cause to suspect” as “cause, based on all the facts and circumstances known to the person, that would lead a reasonable person to believe that something might be the case.” Alaska law grants immunity from civil or criminal liability to persons who make reports in good faith and in a timely manner.

Mandated Reporters are persons that are required to report child abuse and neglect. They are health practitioners or administrative officers of institutions; teachers and school administrators; child care providers; paid employees of domestic violence and sexual assault programs, crisis intervention and
prevention programs, or organizations that provide counseling or treatment to individuals seeking to control their use of drugs or alcohol; peace officers or officers of the Department of Corrections; persons who process or produce visual or printed matter, either privately or commercially; members of a child fatality review team or the multidisciplinary child protection team (AS 47.17.020)

Alaska Code § 47.17.020

8.3 Reporting Suspicious or Inappropriate Behavior, including Behavior of Concern

If in relation to UA’s programs, activities, events or the rental or use of UA facilities or property by other organizations or individuals, anyone suspects or observes any suspicious or inappropriate behaviors with a minor whether or not it rises to the level of abuse, immediately report these observations and concerns. See Section 8.2 for reporting instructions. Behaviors which are prohibited by the minimum Code of Behavior listed in 7.0 would be included as inappropriate behaviors.

**Individual response to behavior of concern:**

- Interrupt the behavior.
- Ensure the safety of the minor.
- Document your report but do not conduct an investigation.
- Keep reporting until the appropriate action is taken.

**Supervisor / Administrator and UA response to Behavior of Concern:**

Consult and follow internal protocols regarding behavior of concern. The University of Alaska internal protocols for response and reporting are on file with university Risk Management, university Protection of Minor Committees, Chief Risk Officer, and the Office of General Counsel. Contact one of these offices for additional assistance.

8.4 Reporting Suspected Abuse or Neglect

*If at any time individuals believe a minor is in imminent physical danger, call 911 immediately.*

If in relation to UA’s programs, activities, events or the rental or use of UA facilities or property by other organizations or individuals, individuals suspect:

- any child maltreatment, including child abuse or neglect;
- a physical danger or hazard, an inappropriate relationship between a minor and any individual, including an employee, volunteer, student, intern, or Authorized Adult;
- a minor is in danger of exploitation; or
- a minor has made a disclosure of abuse

make the proper internal reports and notifications to UA officials. Mandatory reporters must follow all local, state, and federal regulations relating to reports of child abuse. See Section 8.2 for reporting instructions.

As stated in 8.2.3, mandated reporters must submit a report to the Office of Child Services OCS (1-800-353-2650) within 24 hours of reasonable cause to suspect that a child has suffered harm as a result of abuse or neglect.
Individual response to suspected abuse or neglect

- Interrupt the behavior immediately.
- If abuse is disclosed, assure the individual disclosing that he or she was correct to tell you.
- Protect the alleged victim from intimidation, retribution, or further abuse.
- Be sure to document the incident, disclosure, or circumstances causing suspicion of abuse.
- Doubt regarding whether to report should be resolved in favor of making the report. It is not the individual’s responsibility to determine whether suspicions are correct, or to investigate those suspicions. Do not conduct an interview or investigate to try to determine if the suspicion or disclosure is credible or if a report should be made. Simply make a report.

Supervisor / Administrator and UA response to suspected abuse or neglect:
Consult and follow internal protocols regarding suspected abuse or neglect. The University of Alaska internal protocols for response and reporting are on file with university Risk Management, university Protection of Minor Committees, Chief Risk Officer, and the Office of General Counsel. Contact one of these offices for additional assistance.

8.3 Reporting Minor-to-Minor Sexual Abuse and Sexualized Behaviors
If in relation to UA’s programs, activities, events or the rental or use of UA facilities or property by other organizations or individuals, individuals suspect or observe minor-to-minor abuse or sexualized behaviors, it is their responsibility to immediately report their observations and concerns. Mandatory reporters must follow all local, state, and federal regulations relating to reports of child abuse. See Section 8.2 for reporting instructions. Examples of conduct between minors to report include:

- Hazing
- Bullying
- Derogatory name-calling, taunting, or roughhousing
- Games of “Truth or Dare”
- Singling out one minor for different treatment
- Ridicule or humiliation

Individual response to minor to minor abuse:

- Interrupt the behavior and separate the minors.
- Ensure the safety of the minors.
- Do not investigate.
- Document your report with factual information.
- Report to supervisor.

Supervisor / Administrator and UA response to minor to minor abuse:
Consult and follow internal protocols regarding minor to minor abuse. The University of Alaska internal protocols for response and reporting are on file with university Risk Management, university Protection of Minor Committees, Chief Risk Officer, and the Office of General Counsel. Contact one of these offices for additional assistance.
9.0 Contractors, Facilities Use Agreements, and Non-UA Events

Contractual agreements concerning personnel or facilities related to programs, activities, research and events including minors must comply with this policy. Contractors shall be held to the same standard as employees and volunteers of UA and shall be provided a copy of this policy.

The following shall be included as a term of the contract where contractors have responsibility for or interaction with minors on UA’s separately accredited institutions or campus locations as part of their contract.

If this contract involves contact with minors, the following provisions shall be in effect:

A. Contractor shall defend, indemnify and hold harmless the University, its Board of Regents, officers and employees, from and against any and all claims, causes of action, losses liabilities, damage or judgments directly or indirectly related to any mental or physical injury or death arising out of its contact or its conduct or the contact or conduct of its directors, employees, subcontractors, agents or volunteers with minors including sexual abuse of minors as defined by Alaska statute.

B. Contractor shall purchase an insurance rider that names the University as an additional insured and covers and protects the University from claims and losses for the abuse defined in A. above and provide the University with a copy of that rider prior to the to the commencement of work under this contract.

C. Contractor shall present the University with certification prior to the commencement of work under this contract that all employees, directors, subcontractors, agents or volunteers that may have Contact with minors shall:

1. Be trained and certified in the identification, prevention and reporting of the sexual abuse of minors;
2. Undergo a local, state, and nationwide criminal background check and national sex offender registry check;
3. Be prohibited from working under this contract involving minors if they:
   i. have been convicted of a crime of violence, neglect, or abuse against a minor,
   ii. are a registered sex offender,
   iii. have been convicted of an assault, reckless endangerment, neglect, or
   iv. have been convicted of possession of child pornography.
4. Adhere to the contractor’s written policies related to the supervision of minors. At a minimum the contractors supervision procedures should include:
   i. Minimum adult to minor ratios;
   ii. How to supervise minors during overnight activities;
   iii. How to supervise minors during bathroom and showering activities;
   iv. How to supervise minors during activities that are associated with water use, including, but not limited to, pools, showers, bathing areas, swimming, etc.;
   v. How to supervise minors during transition times, including drop-off and pick-up.

D. Failure to satisfy A, B, C above may result, at the University’s sole discretion, with immediate termination of this contract, without regard to any other termination provision.
UNIVERSITY OF ALASKA SYSTEM

PROTECTION OF MINORS HANDBOOK
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Appendix D. TBD ................................................................................................................................ 24
1.0 Purpose
The University of Alaska System (UA) Protection of Minors handbook provides additional information, guidelines, form and details for the implementation of the Protection of Minors regulations, http://www.alaska.edu/bor/policy/09-12.pdf

The handbook is primarily intended for the use of supervisors, administrators, and the University of Alaska as an organization.

2.0 Scope
[No further information at this time]

3.0 Definitions
[No further information at this time]

4.0 Implementation
[No further information at this time]

5.3 Screening and Selection for Work with Minors
Remember from our Directors training that careful screening and selection of the employees in your program is one of the most important tools you have to protect the minors you invite to participate in your programs. The design and attention you give to reading your applications, your interview process, and the use of references (including a personal reference), and background checks, are all essential steps in the process.

Screening and selection
The following screening and selection guidelines from UA’s consultant, Praesidium, are available from university risk management, university Protection of Minors Committee, or Chief Risk Officer:

- High Risk Indicators for Applications (copyright Praesidium)
- Standardized Interview Questions and Interpretive Guide (copyright Praesidium)
- Sample Reference Questions and Interpretive Guide (copyright Praesidium)
- Sample Procedure for Criminal Background Review (copyright Praesidium)
Background checks

For “Authorized Adults,” regulations require:

4. A county criminal background check in all counties where the applicant has lived the last 7 years; a multi-state criminal background check with Social Security Number Trace and Alias Search; and a national sex offender registry check.

For “Supervised Adults,” regulations require:

4. A national sex offender registry check.

UA Truescreen service

Background checks which meet the recommended guidelines for BOTH Authorized and Supervised Adults can be arranged through university Human Resources departments using True Screen Services. See pricing chart below. Prices and services subject to change – consult with Human Resources.

<table>
<thead>
<tr>
<th>True Screen pricing as of March, 2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic</strong></td>
<td></td>
</tr>
<tr>
<td>SSN</td>
<td>$47.20</td>
</tr>
<tr>
<td>Alaska Statewide Criminal - all AKAs</td>
<td></td>
</tr>
<tr>
<td>County Criminal - all counties of residence outside of Alaska; all AKAs</td>
<td></td>
</tr>
<tr>
<td>National Criminal - all AKAs</td>
<td></td>
</tr>
<tr>
<td>National Sexual Offender - all AKAs</td>
<td></td>
</tr>
<tr>
<td><strong>Basic + Credit</strong></td>
<td></td>
</tr>
<tr>
<td>Credit Report</td>
<td>$49.70</td>
</tr>
<tr>
<td>Alaska Statewide Criminal - all AKAs</td>
<td></td>
</tr>
<tr>
<td>County Criminal - all counties of residence outside of Alaska; all AKAs</td>
<td></td>
</tr>
<tr>
<td>National Criminal - all AKAs</td>
<td></td>
</tr>
<tr>
<td><strong>Basic + MVR</strong></td>
<td></td>
</tr>
<tr>
<td>SSN</td>
<td>$55.95</td>
</tr>
<tr>
<td>Alaska Statewide Criminal - all AKAs</td>
<td></td>
</tr>
<tr>
<td>County Criminal - all counties of residence outside of Alaska; all AKAs</td>
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</tr>
<tr>
<td>National Criminal - all AKAs</td>
<td></td>
</tr>
<tr>
<td>National Sexual Offender - all AKAs</td>
<td></td>
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<tr>
<td>MVR</td>
<td></td>
</tr>
<tr>
<td><strong>Basic + Employment + Education</strong></td>
<td></td>
</tr>
<tr>
<td>SSN</td>
<td>$81.70</td>
</tr>
<tr>
<td>Alaska Statewide Criminal - all AKAs</td>
<td></td>
</tr>
<tr>
<td>County Criminal - all counties of residence outside of Alaska; all AKAs</td>
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</tr>
<tr>
<td>National Criminal - all AKAs</td>
<td></td>
</tr>
<tr>
<td>National Sexual Offender - all AKAs</td>
<td></td>
</tr>
<tr>
<td>Employment - 5 yrs or up to 3</td>
<td></td>
</tr>
<tr>
<td>Education - highest degree</td>
<td></td>
</tr>
</tbody>
</table>
Negative findings on background checks

If a background check comes back with a negative finding, refer up your supervisory chain. Supervisors and administrators must immediately involve the appropriate Human Resources consultant and potentially the Office of General Counsel (OGC). These offices will guide you in the appropriate steps to take regarding negative findings on background checks. Do not release information to the applicant without consulting first with your Human Resource and OGC expert advisors.

6.0 Training Requirements

As of March, 2015, training is available through our consultant Praesidium and is included in the Praesidium contract. The training is web-based, tracked by Praesidium, available at different levels, and for different types of programs.

Armatus® is the training program for Praesidium.

<table>
<thead>
<tr>
<th>Audience</th>
<th>Content</th>
<th>Timetable</th>
<th>Delivery Method</th>
<th>Armatus® Modules</th>
</tr>
</thead>
</table>
| All employees, students, interns, and non-volunteer authorized adults | Abuse Prevention | Prior to having access to minors (and no later than 30 days after live training or hire date) | Live Training or Armatus® Online Training | • Meet Sam  
• It Happened to Me  
• Mandated Reporting  
• UA or Program Policies |
| All volunteers | Abuse Prevention | Prior to having access to minors | Armatus® Online Training | • Abuse Risk Management for Volunteers  
• UA or Program Policies |
| All administrators and | Abuse | Prior to making | Live Training |  

### Audience | Content | Timetable | Delivery Method | Armatus® Modules
--- | --- | --- | --- | ---
Supervisors responsible for monitoring, supervising, and responding | Prevention in Screening and Selection; and Incident Investigation | Hiring decisions and prior to conducting investigations | | 
Returning employees, volunteers, students, interns, and authorized adults (who previously participated in live or Armatus® training) | Refresher Abuse Risk Management Training | Employment or volunteer anniversary date | Live Training or Armatus® Online Training | • Refresher Module • Mandated Reporting • UA or Program Policies

### Additional Program-Specific Courses:

<table>
<thead>
<tr>
<th>Audience</th>
<th>Content</th>
<th>Timetable</th>
<th>Delivery Method</th>
<th>Armatus® Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>All student teachers</td>
<td>Prior to teaching</td>
<td>Armatus® Online Training</td>
<td></td>
<td>• Keeping Your School Safe</td>
</tr>
<tr>
<td>All authorized adults who work with or around minors under the age of 11 years</td>
<td>Prior to having access to minors</td>
<td>Armatus® Online Training</td>
<td></td>
<td>• Preventing Sexual Activity Between Young Children</td>
</tr>
<tr>
<td>All authorized adults who work with or around minors 12 years or older</td>
<td>Prior to the start of camp</td>
<td>Armatus® Online Training</td>
<td></td>
<td>• Bullying and Hazing</td>
</tr>
<tr>
<td>Overnight camp employees, volunteers, students, interns, and authorized adults</td>
<td>Prior to the start of camp</td>
<td>Armatus® Online Training</td>
<td></td>
<td>• Keeping Your Camp Safe</td>
</tr>
<tr>
<td>Day camp employees, volunteers, students, interns, and authorized adults</td>
<td>Prior to the start of camp</td>
<td>Armatus® Online Training</td>
<td></td>
<td>• A Day at Day Camp</td>
</tr>
</tbody>
</table>

### 7.0 Code of Behavior

University of Alaska programs serving minors are required to include a signed code of behavior that includes a minimum statement about behaviors. Before starting to work in a program, an employee should sign this code of behavior.

See appendix A for form for the Code of Behavior.
8.0 Reporting and Response

8.1 General Information

Because UA is dedicated to maintaining zero tolerance for all forms of child maltreatment, the obligation to report and respond to child abuse, and to behaviors that violate the code of behavior, is shared among:

- Individuals
- Supervisors / Administrators
- The University of Alaska (UA)

Supervisors / Administrators have learned from their training that abuse is not often observed directly but that indicators or suspicions of abuse may be observed. The Protection of Minors program is behaviorally based, and all university employees are asked to report behaviors that are suspicious or that violate the code of behaviors listed in the Code of Behaviors under 7.0.

Once these behaviors are reported, supervisors and administrators are obligated to take action as described in this handbook, and to engage senior management. Although four primary obligations are discussed in this handbook, a wider variety of behavior is possible, and all employees are encouraged to discuss concerns with appropriate supervisors, administrators, the toll free hotline at toll free at (855) 251-5719, the Chief Risk Officer at (907) 450-8153, or the Office of General Counsel at (907) 450-8080, or Praesidium at (817) 801-7773.

Four major abuse scenarios, which require reporting and response, are:

- Behavior of concern (suspicious or inappropriate behavior)
- Suspected abuse or neglect
- Mandated reported
- Minor to minor abuse

8.2 Reporting Channels

*If at any time individuals believe a minor is in imminent physical danger, call 911 immediately.*

8.2.1 Individuals

Report to UA by notifying any of the following contacts:

- Supervisor or University Administrator
- UA Confidential Hotline, available online or toll free at (855) 251-5719

8.2.2. Supervisors and UA Administrators
As a supervisor or administrator, once an individual makes a report to you, you will need to follow the guidelines within the UA handbook for both reporting and response in each situation, and also any appropriate program and university procedures. A report also needs to be made to the Chief Risk Officer at (907) 450-8153.

8.2.3. Mandated Reporters

UA encourages everyone (even those who are not considered mandated reporters) to report any suspected abuse or neglect of a minor to OCS. If the individual has questions about being a mandated reporter, consult the appropriate supervisor or the Office of General Counsel (907) 450-8080 for guidance. Supervisors need to understand whether or not their particular program is affected by the Alaska statute or other local regulations regarding mandated reporting and be ready to advise their employees, or ready to refer their employees to the Office of General Counsel. Be aware of this section within UA Regulations. http://www.alaska.edu/bor/policy/09-12.pdf and within Alaska code

Alaska Code § 47.17.020

8.3 Reporting Behavior of Concern (Suspicious or Inappropriate Behaviors)

Reporting “Behavior of Concern” relates to reports arising from violations of the Code of Behavior (Section 7.0). Employees in your programs should have signed the Code of Behavior before starting to work in your programs. Individuals are directed to report any violations of this code of behavior, including but not limited to:
Examples of Suspicious or Inappropriate Behaviors
Involving Adults and Minors

- Violation of UA’s protection of minors or abuse prevention policies
- Seeking private time or one-on-one time with minors
- Buying gifts for individual minors
- Making suggestive comments to minors
- Picking favorites

Supervisors and administrators should take all reports of suspicious or inappropriate behavior with minors seriously. UA’s procedures will be carefully followed to ensure that the rights of all those involved are protected.

A. UA Individual Response. Note that the observing individual is instructed to do the following:

Guidelines for UA Individuals in Response to Suspicious or Inappropriate Behavior

- Interrupt the behavior.
- Report the behavior to a supervisor or administrator and/or make an anonymous report. If the report is about a supervisor or administrator, contact the next level of management.
- Document the report but do not conduct an investigation.
- Keep reporting until the appropriate action is taken.

B. Supervisor or Administrator Response. In the event that a supervisor or administrator receives a report of suspicious or inappropriate behaviors or policy violations involving an employee, volunteer, student, intern, or authorized adult the supervisor or administrator is instructed to do the following:
Guidelines for Supervisors or Administrators
in Response to Behavior of Concern (Suspicious or Inappropriate Behavior)

- Supervisors report to the next level of administration and determine the appropriate administrator to respond to the concern.
- Supervisors coordinate with the appropriate administrator to complete the following:
  - Determine the appropriate response based on the report.
  - Speak with the individual who has been reported.
  - Review the file of the individual to determine if similar complaints were reported.
  - Document the report on the appropriate form(s).
  - If appropriate, notify parents and/or guardians.
  - Advise the person who reported the behavior that the report is being taken seriously.

If at any point in gathering information about a report of suspicious or inappropriate behavior, a concern arises about possible abuse, contact the state authorities, file a report, and follow the procedures in Section 7.2 below.

Based on the information gathered, the following may be required:
- Increase monitoring or supervision of the individual or program.
- If policy violations involving the individual with a minor are confirmed, the employee, volunteer, student, or intern must be subject to action outlined within their bargaining agreement (if appropriate based upon job classification) and/or disciplinary action up to and including termination and prosecution. Disciplinary action will follow a progressive disciplinary process.
- If more information is needed, interview and/or survey other witnesses, employees, volunteers, students, interns, authorized adults, or minors as appropriate.

C. Organizational Response. After the internal review of the suspicious or inappropriate behaviors or policy violations, determine if system changes are necessary, such as:

Guidelines for Organizational Response

- Review the need for increased supervision.
- Review the need for revised policies or procedures.
- Review the need for additional training.
8.4 Reporting Suspected Abuse of a Minor

If in relation to UA’s programs, activities, events or the rental or use of UA facilities or property by other organizations, an employee, volunteer, student, intern, or authorized adult believes, suspects or recognizes:

- child abuse, neglect, or sexual misconduct by another UA employee, volunteer, student, intern, or authorized adult;
- a physical danger or hazard, an inappropriate relationship between a minor and any individual, including an employee, volunteer, student, intern, or authorized adult;
- a minor is in danger of exploitation; or
- a minor has made a disclosure of abuse

the individual must make the proper internal reports and notifications to UA officials and may also be required to make an external report to the appropriate state of Alaska agency. **If at any time you believe a minor is in imminent physical danger, report to 911 immediately.**

A. Employee, Volunteer, Student, Intern, and Authorized Adult Response to Abuse.

1. External Reporting to State Authorities. Individuals who are considered mandatory reporters must follow all local, state, and federal regulations relating to reports of child abuse and neglect, including Alaska Statute 47.17.

Mandated Reporters are persons that are required to report child abuse. They are health practitioners or administrative officers of institutions; teachers and school administrators; child care providers; paid employees of domestic violence and sexual assault programs, crisis intervention and prevention programs, or organizations that provide counseling or treatment to individuals seeking to control their use of drugs or alcohol; peace officers or officers of the Department of Corrections; persons who process or produce visual or printed matter, either privately or commercially; members of a child fatality review team or the multidisciplinary child protection team (AS 47.17.020).

Mandated Reporters must submit a report to the Office of Child Services OCS (1-800-353-2650) within 24 hours of reasonable cause to suspect that a child has suffered harm as a result of abuse or neglect. The mandated reporter has no responsibility to complete any type of investigation or determine if their suspicions are correct, but only must have a reasonable amount of information to say that they believe abuse or neglect may have occurred.

---

1 Alaska Statute 47.17.290(14) defines “reasonable cause to suspect” as “cause, based on all the facts and circumstances known to the person, that would lead a reasonable person to believe that something might be the case.”
When reporting to OCS the following information, if available, will be requested:

- Name of child
- Name or description of potential abuser
- Your name
- Contact information for all of the above
- Information regarding the potential abuse including a description of the abuse, where and when it occurred, witness information

If you are not sure if you are a mandated reporter, please let one of the parties in the following section know about your suspicions or call [insert contact] for guidance.

Additionally, UA encourages all employees, volunteers, students, interns, and authorized adults (even those who are not considered mandatory reporters) to externally report any suspected abuse or neglect of a minor to the proper authorities—regardless of whether the conduct occurs on or off UA’s property and regardless of whether the conduct involves another employee, volunteer, student, intern, authorized adult, or other adult.

2. Internal Reporting to UA Administration. In addition to reporting to state authorities, all employees, volunteers, students, interns, and authorized adults are required to report any suspected or known abuse, neglect or exploitation of minors in relation to UA’s programs, activities, events or the rental or use of UA facilities or property by other organizations, an employee, volunteer, student, intern, or authorized adult that is perpetrated by another adult directly to UA administrators so that immediate and proper steps may be taken to ensure the safety of alleged victim(s) and others who may be at risk.
### Additional Guidelines for Employees, Volunteers, Students, Interns, and Authorized Adults in Response to Incidents or Allegations of Abuse

- If you witness abuse, interrupt the behavior immediately.
- If abuse is disclosed to you, assure the individual disclosing that he or she was correct to tell to you.
- Protect the alleged victim from intimidation, retribution, or further abuse.
- Be sure to document the incident, disclosure, or circumstances causing your suspicion of abuse.
- Doubt regarding whether to report should be resolved in favor of making the report. It is not your responsibility to determine whether your suspicions are correct, or to investigate those suspicions. You shall not conduct an interview or investigation to try to determine if the suspicion or disclosure is credible or if a report should be made. Your duty is to simply make a report of what you are aware of.
B. **Supervisor or Administrator Response to Abuse.** In addition to the above response procedures, supervisors and administrators should also ensure the following:

**Guidelines for Supervisors or Administrators in Response to Incidents or Allegations of Abuse**

- Determine the immediate needs of the victim.
- Supervisors and other UA Departments receiving reports shall inform their Unit Director of the report, or inform the Vice Chancellor of the unit in the event the Director(s) is not available. The obligation is to report the information to a level that may implement action on the concern.
- Directors shall immediately report to their Vice Chancellor or Associate Vice Chancellor, and in any event in no less than 24 hours of receiving a report.
- Vice Chancellors shall immediately report to the Chancellor, and in any event in no less than 24 hours of receiving a report. Vice Chancellors shall also report to Environmental Health, Safety and Risk Management.
- Ensure that the incident has been reported to the proper state authorities.
- Ensure that the incident has been reported to the proper internal departments, including the Title IX Coordinator [insert any other mandated roles].
- Remove the accused from access to minors and contact Human Resources to initiate suspension proceedings.
- Review the file of the accused.
- Gather and document information surrounding the incident.
- Notify parents / guardians if appropriate.

C. **Organizational Response.** After the immediate needs of the victim have been addressed and the authorities notified, UA will:

**Guidelines for Organizational Response to Incidents or Allegations of Abuse**

- Communicate with the state authorities as to whom / which entity(ies) will perform an investigation.
- If abuse is confirmed, initiate termination or dismissal of the individual.
- Prepare a media response.
8.5 Reporting Minor-to-Minor Sexual Abuse and Sexualized Behaviors

The thought that one minor may sexually abuse another minor does not occur to many people. Unfortunately, abuse between peers has increased significantly in the past few years. Minor-to-minor sexual activity and sexualized behaviors often remain unreported in organizations because personnel are not comfortable documenting these situations, or may not know how.

Most serious incidents of minor-to-minor abuse are preceded by more subtle incidents such as name-calling, taunting or roughhousing. Interrupting these interactions early and establishing and communicating standards of conduct can keep the university environment safe. UA recognizes that the following interactions are high risk and should be prohibited:

<table>
<thead>
<tr>
<th>Prohibited Minor-to-Minor Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hazing</td>
</tr>
<tr>
<td>• Bullying</td>
</tr>
<tr>
<td>• Derogatory name-calling</td>
</tr>
<tr>
<td>• Games of “Truth or Dare”</td>
</tr>
<tr>
<td>• Singling out one minor for different treatment</td>
</tr>
<tr>
<td>• Ridicule or humiliation</td>
</tr>
</tbody>
</table>

In order to adequately respond to and track incidents at UA, all sexual activity between minors and sexualized behaviors of minors must be consistently documented.

A. UA Individual Response. In the event that an employee, volunteer, student, intern, or authorized adult observes a minor exhibit sexualized behaviors or suspects minor-to-minor sexual abuse, the observing individual is instructed to do the following:

<table>
<thead>
<tr>
<th>Guidelines for UA Individuals in Response to Minor-to-Minor Sexual Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interrupt the behavior and separate the minors. Do not investigate.</td>
</tr>
<tr>
<td>• Report the behavior to a supervisor or administrator.</td>
</tr>
<tr>
<td>• Document your report with factual information.</td>
</tr>
</tbody>
</table>

B. Supervisor or Administrator Response. In the event that a supervisor or administrator receives a report of a minor’s sexualized behavior or minor-to-minor sexual activity, the supervisor should do the following:
Guidelines for Supervisor or Administrator
In Response to Minor-to-Minor Sexual Activity

- Determine the appropriate administrator to conduct an internal review of the incident.
- If the incident involves a UA student, notify the Title IX coordinator.
- Notify the parents / guardians of all minors involved.
- Notify the authorities if required by state reporting mandates.
- Document the incident and UA’s response.
- Develop a written corrective action or follow-up plan in response to the incident.

C. Organizational Response. After the internal review of the sexualized behavior or minor-to-minor sexual activity, UA will determine what can be done to prevent a reoccurrence, such as:

Guidelines for Organizational Response

- Review the need for additional supervision.
- Review the need for revised policies or procedures.
- Review the need for additional training.
- Alert others in the organization.
9.0 Contractors, Facilities Use Agreements, and Non-UA Events

Contractual agreements concerning personnel or facilities related to programs, activities and events including minors must be modified to include provisions that require the contractor(s) to comply with the University of Alaska’s policy and regulations related to the protection of minors.

The UA regulations include the wording of the clause. The wording was drafted by the Office of General Counsel, and may only be amended by OGC. Procurement and contract officers have copies of the clause. If your program receives or initiates contracts involving minors, discuss with your contract officers whether or not this clause applies and should be inserted in any of your contracts.

The intent of the wording is to be “included as a term of the contract where contractors have responsibility for or interaction with minors on UA’s separately accredited institutions or campus locations as part of their contract.”

A. Contractor shall defend, indemnify and hold harmless the University, its Board of Regents, officers and employees, from and against any and all claims, causes of action, losses liabilities, damage or judgments directly or indirectly related to any mental or physical injury or death arising out of its contact or its conduct or the contact or conduct of its directors, employees, subcontractors, agents or volunteers with minors including sexual abuse of minors as defined by Alaska statute.

B. Contractor shall purchase an insurance rider that names the University as an additional insured and covers and protects the University from claims and losses for the abuse defined in A. above and provide the University with a copy of that rider prior to the commencement of work under this contract.

C. Contractor shall present the University with certification prior to the commencement of work under this contract that all employees, directors, subcontractors, agents or volunteers that may have contact with minors shall:
   1. Be trained and certified in the identification, prevention and reporting of the sexual abuse of minors;
   2. Undergo a local, state, and nationwide criminal background check and national sex offender registry check;
   3. Be prohibited from working under this contract involving minors if they:
      i. have been convicted of a crime of violence, neglect, or abuse against a minor,
      ii. are a registered sex offender,
      iii. have been convicted of an assault, reckless endangerment, neglect, or
      iv. have been convicted of possession of child pornography.
4. Adhere to the contractor’s written policies related to the supervision of minors. At a minimum the contractor’s supervision procedures should include:
   i. Minimum adult to minor ratios;
   ii. How to supervise minors during overnight activities;
   iii. How to supervise minors during bathroom and showering activities;
   iv. How to supervise minors during activities that are associated with water use, including, but not limited to, pools, showers, bathing areas, swimming, etc.;
   v. How to supervise minors during transition times, including drop-off and pick-up.

D. Failure to satisfy A, B, C above may result, at the University’s sole discretion, with immediate termination of this contract, without regard to any other termination provision.
Appendix A

University of Alaska - Protection of Minors Regulation 09.12
7.0 Code of Behavior

Our program provides the highest quality services available to minors. Our commitment is to create an environment for minors that is safe, nurturing, empowering, and that promotes growth and success for the minors who participate in our program. Any type of abuse will not be tolerated and will result in immediate dismissal from the program and/or University of Alaska (UA). UA will fully cooperate with authorities if allegations of abuse are made and investigated.

To accomplish this mission together, employees, volunteers, and other adults participating in programs, events and activities involving minors:

1. Will treat minors with respect at all times.
2. Will treat minors fairly regardless of race, sex, age, religion, sexual orientation or gender expression.
3. Will adhere to uniform standards of affection as outlined in any applicable university or program specific policies.
4. Shall not use or be under the influence of alcohol or drugs in the presence of minors or during activities or events involving minors.
5. Shall not discuss their sexual encounters with or around minors or in any way involve minors in their personal problems or issues.
6. Shall not date or become romantically involved with minors.
7. Shall not make pornography in any form available to minors or assist them in any way in gaining access to pornography.
8. Shall not have secrets with minors.
9. Shall not have private displays of affection with minors.
10. Shall not swear or tell off-color jokes.
11. Shall not stare or comment on the minors’ bodies.
12. Shall not engage in inappropriate electronic communication with minors, as may be further defined by specific program policies.
13. Shall avoid outside contact with minors, which may be further defined by specific program policies.
14. Shall not shower, bathe, or undress with or in the presence of minors.
15. Will not take any photographs or videos of minors or posting photographs or videos on a digital, electronic, hosted media, web-based service or any other medium without first obtaining a release from the minor’s parent or legal guardian.
16. Shall not abuse minors in anyway including the following:
   - Physical abuse: hitting, corporal punishment, spanking, shaking, slapping, unnecessary restraints
Verbal abuse: degrade, threaten, cursing
Sexual abuse: inappropriate touch, exposing oneself, sexually oriented conversations
Mental abuse: shaming, humiliation, cruelty
Neglect: withholding food, water, shelter

17. Shall not allow minors to engage in hazing, bulling, derogatory name-calling, games of “Truth or Dare,” ridicule, or humiliation.

18. Will report concerns or complaints about other adults or minors in accordance with all reporting policies, which include the anonymous UA Confidential Hotline at toll free (855) 251-5719.

Acknowledgement of Protection of Minors Code of Behavior

I have received a copy, read and voluntarily agree to comply with the University of Alaska’s Protection of Minors Code of Behavior.

<table>
<thead>
<tr>
<th>Name:</th>
<th>(Print)</th>
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<tbody>
<tr>
<td>Position:</td>
<td>(Print)</td>
</tr>
<tr>
<td>University:</td>
<td>SW ☐ UAF ☐ UAA ☐ UAS ☐</td>
</tr>
<tr>
<td>Department / Program:</td>
<td>(Print)</td>
</tr>
<tr>
<td>Signature:</td>
<td>(Sign)</td>
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<tr>
<td>Date:</td>
<td>(Print)</td>
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</tbody>
</table>
Appendix B
Alaska Mandatory Reporters of Child Abuse and Neglect

Alaska Code § 47.17.020

Persons required to report.

(a) The following persons who, in the performance of their occupational duties, or with respect to (8) of this subsection, in the performance of their appointed duties, have reasonable cause to suspect that a child has suffered harm as a result of child abuse or neglect shall immediately report the harm to the nearest office of the department:

(1) practitioners of the healing arts;

(2) school teachers and school administrative staff members of public and private schools;

(3) peace officers and officers of the Department of Corrections;

(4) administrative officers of institutions;

(5) child care providers;

(6) paid employees of domestic violence and sexual assault programs, and crisis intervention and prevention programs as defined in AS 18.66.990;

(7) paid employees of an organization that provides counseling or treatment to individuals seeking to control their use of drugs or alcohol;

(8) members of a child fatality review team established under AS 12.65.015(e) or 12.65.120 or the multidisciplinary child protection team created under AS 47.14.300.

(b) This section does not prohibit the named persons from reporting cases that have come to their attention in their nonoccupational capacities, nor does it prohibit any other person from reporting a child's harm that the person has reasonable cause to suspect is a result of child abuse or neglect. These reports shall be made to the nearest office of the department.
Appendix C
Acknowledgement of Protection of Minors Policy

I have received a copy, read and voluntary agree to comply with the University of Alaska’s Protection of Minors Policy.

Please Print
Name
Position
Campus
Department
Program
Signature
Date