UAA Faculty Senate
December 2, 2005 Agenda
2:30 – 4:30 p.m.
Library 307

I.   Call to order

II.   Roll

III.   Approval of Agenda (pg. 1)

IV.   Approval of November 4 Meeting Summary (pg. 2-4)

V.   Officer's Reports
       A. President

VI.   Boards and Committee Reports -
       A. Academic Computing, Distance Learning and Instructional Technology
       B. Budget, Planning, and Facilities Advisory Committee
       C. Committee on Committees
       D. Diversity Committee
       E. Faculty Grants and Leaves Committee
       F. Graduate Academic Board
       G. IUAC – Evaluation of Deans & Directors Update
       H. Library Advisory Committee
       I. Professional Development Committee – Student Evaluation of Inst Update
       J. Student Academic Success Committee
       K. Undergraduate Academic Board
       L. Ad Hoc Committee to Improve UAA's Research Culture

VII.   Old Business

VIII. New Business
       A.

IX.   Reports
       A. Chancellor Maimon
       B. Interim Provost Gehler

X.   Informational Items & Adjournment
       A.

I.   Call to order

IV.   Roll
        Greg Protasel, Kerri Morris, Suresh Srivastava, Caedmon Liburd, Tim Hinterberger, Brad
        Bradshaw, Gerry Busch, Hilary Davies, Maria Ippolito, Jack Pauli, John Riley, Shelley
        Theno, Kathleen Voge, Sean Licka, Suzanne Forster, Fred Pearce, Toby Widdicombe,
        Jeff White, Gopakumar Venugopalan, Debbie Narang, Cora Neal, Robert Boeckman,
        Bruno Kappes, Sam Thiru, Dave Fitzgerald, Bogdan Hoanca, Dennis Howard, Carol
        Coose, Terri Olson, Maureen O'Malley, Connie Roseman, Anne Bridges, Toni Croft, Lou
        Nagy, Sarah Kirk, Sally Bremner, PT Chang, Janice High, Andy Veh, Alisha Drabek

V.   Approval of Agenda (pg. 1) – approved with changes.

IV.   Approval of October 7 Meeting Summary (pg. 2-4)
        Brad Bradshaw and Sally Bremner were present at the October meeting.
        Correction to item D under IX Reports, Bill Spindle was not at the meeting.
        Minutes approved with changes.

V.   Officer's Reports
        A. President – copy of report handed out.

VI.   Academic Plan Process/Strategic Planning – Will Jacobs
        Academic Plan, draft 12 was handed out. Will has been brought out of retirement to
        combine UAA's Academic Plan with UAA's Strategic Plan and Budget. Approval is
        expected by February 1. Comments can be forwarded to him at afwaj@uaa.alaska.edu.

        Managing Budget Deficit – Chancellor Maimon
        Clarified the steps initiated in controlling deficits in two colleges.

        Chancellor's Report was moved to this section.
        Thank you to all who made the accreditation site visit so successful. The visiting team
        was complimentary to our campus and commented at how student centered we were.

        This was followed by the annual Operating Review which went quite well and then on to
        the Board of Regents FY07 budget approval meeting.
        FY06 was the last year of five for 5% increases to our budget promised.
        It was clearly stated that UAA is systemically under funded. President Hamilton is willing
        to look at the percentage of UA funding, as the last audit for this was done nine years
        ago and we have over 50 new programs.

        The Board of Regents endorsed the largest operating and capital budget for FY07, and
        is asking for an additional $12 Million in funding for this year. As a whole, UA is asking
        for a bigger pie and all MAU's will get bigger pieces of the pie.

Fielded questions regarding larger classes and how money does not go where the activity is.

The WHY CAMPAIGN is now the IDEA BANK.

VII.   Faculty Senate Roundtable w/ UAA Committees on Learning Technologies (pg. 20)

VIII.   Boards and Committee Reports -
A. Academic Computing, Distance Learning and Instructional Technology (pg. 5-6)
B. Budget, Planning, and Facilities Advisory Committee (pg. 21)
C. Committee on Committees
D. Diversity Committee (pg. 7-8)
E. Faculty Grants and Leaves Committee
F. Graduate Academic Board (pg. 9)
        Approved (1 abstain)
G. IUAC – Evaluation of Deans & Directors Update
         New survey tool will be discussed at the Dean's meeting on Nov. 9.
H. Library Advisory Committee (pg. 10)
I. Professional Development Committee – Student Evaluation of Inst Update
J. Student Academic Success Committee (pg. 11-12)
K. Undergraduate Academic Board (pg. 13-17)
        Delete BA, Bachelor of Arts and BFA, Bachelor of Arts from the
        Curriculum listings
        Approved (1 abstain)
L. Ad Hoc Committee on Active & Engaged Learning
        This committee will not be continuing. Remove from future agendas.
M. Ad Hoc Committee to Improve UAA's Research Culture

        All remaining reports were accepted unanimously.
IX.   Old Business

X.   New Business
A. Committee on Faculty Harassment – item removed from the agenda.

B. UAF Senate Action (pg. 18-19)
Urged to look at the web and see what they are doing. Recommended department chairs to take this on and refer to appropriate boards.

XI.   Reports
A. Chancellor Maimon – moved to the front of the agenda
B. Interim Provost Gehler – Thanked everyone for the work done on accreditation. Is working closely with the deans of CAS and Education.

C. ACCFT Representative – Trish Jenkins
Urges faculty to work together on issues. She has concerns on student   evaluation process and would like to have a part of that process. There are talks underway to combine ACCFT & UA into a super union.

XII.   Informational Items & Adjournment

A. Bragaw Extension

Things are heating up on plans to extend Bragaw. The University wants to be proactive with U – Med district best interests in tact. The Board of Regents will be reviewing this in December.

UNIVERSITY OF ALASKA ANCHORAGE
Academic Computing, Distance Learning and Instructional Technology
<u>Minutes</u>
November 18, 2005; 2:15-4:00 PM   BEB 303

Present: Bogdan Hoanca (co-chair), Bruno Kappes, Kate Gordon, Fred Pearce, Kathi Baldwin, Donna Shaad (guest speaker) and Carol Sue Coose (substitute recorder).

I.   Call to order at 2:15pm
II.   Committee memberships and reports –
   a. UTC- No report
   b. eLearning- Kathi Baldwin reported on the review of synchronous tools
   c. ASCDE - Kate Gordon reported that a sub committee of ASCDE has been formed to investigate faculty needs regarding Distance Education.
   d. Classroom Technology-Bruno Kappes gave a brief report on this.
   e. Web board- no report
   f. DESB – no report
III. Guest speaker –Donna Shaad presented the UAA Distance Education Plan and also the UA Distance Education Gateway. Both are available online. The Distance Education Plan was developed prior to the NWA accreditation visit. After some questioning, Donna stated that she would track whether the Dist. Ed. Plan had been approved, and by whom, etc. She asked the members to view the site and return comments to her prior to Dec. 16th. Also discussed that she is resigning and that e-Media is to be placed back under the IT reporting structure. There was much discussion of this plan and a general consensus that IT might not be the best place for e-Media.
IV.   Old business –
   a. Synchronous teaching tools at UAA—Brief report by Kathi Baldwin.
   b. Truth in advertising – No discussion at this time.
V.   New business
   a. Kathi Baldwin offered to develop a letter for the ACDLIT committee to review regarding the committee's desire to be involved in decisions regarding reorganization of the e-Media Services.
   b. Kate Gordon suggested that the Faculty Senate needed to have a discussion or forum about the best reporting structure for e-Media Services within UAA.
   c. It was decided to ask Will Jacobs to be present at the Jan. 20th ACDLIT meeting to discuss the Academic Plan, and in particular the issues regarding distance education.

     d.   The committee overall recommendation was that all Distance Education Issues need to be included in the UAA Academic Plan, UAA Strategic Plan and also in the Board of Regents Plan for UAA.

VI.   The meeting was adjourned at 4pm.

Minutes submitted by Carol Coose.

UAA | UNIVERSITY *of* ALASKA ANCHORAGE
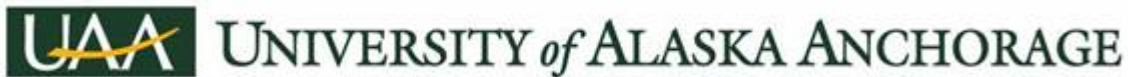
Budget, Planning, and Facilities Advisory Board
3211 Providence Drive, Anchorage AK 99508
Maureen O'Malley, Chair

Report to Faculty Senate – 11/28/2005

1. Meeting Date: Nov. 28, 2005

2. Members Present: Maureen O'Malley (Co-Chair), Yong Cao (Co-Chair), Susanne Forster, Brian Wick

3. Chair Maureen O'Malley & Yong Cao called the meeting to order.

4. UAA Facilities Board Report. M. O'Malley presented an overview.

   A. Reviewed the Board of Regents Capital Improvement Plan and Capital Budget . Larry Foster is coordinating representatives of UAA testifying at the public forum prior to finalization of the Governor's budget, ideally a student and a faculty member from a department very impacted by the capital funds.
   B. Energy Policy. A new policy from Facilities and Campus Services. Faculty may be interested in the guidelines on space heaters and halogen lamps in offices. Also will likely see campaign to encourage everyone to turn off lights & computer screens as much as possible. The Facilities Department feels that much can be gained from conservation.

5. UAA Planning and Budget Advisory Committee.
   A. The Chancellor and Associate Chancellor continue to stress the fact that UAA has been chronically underfunded. They are moving to create a "bigger pie" and not fight over the allocation to various units. They are continuing this theme as they address the fiscally-stressed units.
   B. FY05 – Awards. Some have not used all of their funds. The question was asked how to handle carry-over funds. Awardees will be asked to communicate their timeline to allow funds to be carried over. If the funds are not expended by FY06 they will be transferred back into the pool.
   C. FY06 PBB Peformance Bonus Award. A fund of $1.2 million was designated to be awarded to units based on performance. President Hamilton awarded $950,000 to UAA to be included in the base budget (re-occurring). The amount to UAF was $75,000. The PBAC will discuss where to allocate these funds.
   D. FY06 Strategic Opportunity Fund. A $500,000 fund to be used for new opportunities. The committee began to deliberate the use of this fund.

6. Next meeting:

   January 23, 2006, 11:30 AM – Open Forum on UAA Facilities
   Informal Presentation with Question & Answer Period

Respectfully submitted,
Maureen O'Malley

Library Advisory Committee
Faculty Senate Report

Minutes from November 4th, 2005

In attendance, Gina Bosclair, Sally Bremner, Anne Bridges, Cora Neal, Hiroko Harada, Ashley
Hice, Janice High, Virginia Juettner, Sean Licka, Rebecca Reyes Robert McCoy, Steve Rollins,
Steven Shore, Rozanne Wilson-Marsh.

As a founding partner of Alaska's Digital Archives (sled.alaska.edu), the Consortium Library
was awarded the Esther Billman Certificate of Excellence by the Alaska Historical Society. This
award is for completing projects contributing to the preservation and understanding of Alaskan
history during the past year. The Digital Archives were also featured during the Library's
October presentations to the Pioneers of Alaska and at the Chester Park Senior Housing
Cooperative.

On October 18th, the UAA Alumni Association unveiled the Degree Titles at the Library's
Foucault pendulum. The Titles recognize donations made by individuals who supported the
purchase and installation of the pendulum.

The estate of Fredrica de Laguna donated approximately 700 books to the library. The titles were
selected from the Smithsonian's Arctic Studies Center and focused on native North American
materials in general anthropology and archaeology.

Regarding new systems, the library is moving to a new interlibrary loan support system; training
for which is scheduled for January, 2006. In November, Proquest will make a presentation on
'The Digital Commons', to discuss the benefits of institutional publishing and self-archiving for
faculty, departments, government agencies and libraries.

There was a discussion about parking fees for APU students and faculty when they use the
Consortium Library. LAC members from APU were to investigate this further.

In November, there are more than 50 events scheduled in the library.

The next meeting of the LAC will be at 11:30 am on Friday 2nd December 2005 in the Dean's
Conference Room on the third floor of the Consortium Library. This will include a presentation
by Sally Bremner on the library's health information services.

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Student Academic Success Committee
Meeting Minutes
November 18, 2005

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Members in attendance:
Sarah Kirk, Debbie Narang, and Kathleen Voge

Guest:
Rick Weems – UAA Chief Enrollment Officer

Meeting called to order at 2:35 p.m.

Attrition at UAA

- Reviewed the **Faculty Senate Ad Hod Committee on Course Attrition Addendum to the Faculty Senate Recommendations** report.

- Discussed the need / goal to develop a follow-up report to this Attrition Report as part of our committee's charge.

- Debbie will complete follow-up for specific recommendations from the report and send those to Kathleen, who will compile items on a spreadsheet.

- The committee will discuss the follow-up report at the January meeting to determine actions and further recommendations.

Rick Weems – UAA Chief Enrollment Officer

The Process
- Admission Pathways is working well and is exceeding most expectations, but is still being streamlined.

- Most students can be admitted within five days of initial application receipt. Once application is finished on line, registration process is immediate. Rick can provide us with survey results regarding this process.

Growth/Status
- This approach started three to four years ago for non-degree seeking students when we had approximately 5,700 degree seeking and 5,200 non-degree seeking students. Current growth is in degree seeking students. We are now at approximately 15,000 students at UAA.

- UAA is currently targeting enrollment growth…though how we accomplish this is a bit vague…currently targeting both international and currently out-of-state students (transfers), also targeting Business, Education, and Engineering. National trends and local enrollment trends support these target areas.

- We will be at our highest this Fall 2005 semester…15,100 or 15,200 enrollment…mostly in professional and CEUs.

Questions/Issues

- Rick's office supports faculty policy…it does not create policy.

- Rick believes UAA should have admission policies for baccalaureate degree programs. Open enrollment can remain for AA programs. ***We need to articulate who we are***.

- We must get a handle on GER monitoring. Common start dates between MAUs would help.

- UAA currently has an 18% graduation rate in 6 years. Top schools are at 50%. We need to improve here.

- No mandatory advising is happening unless a student is below a certain GPA.

- Big dilemma…UAA's change to bubble grade sheets was implemented with no increase in staff / support. The scantron software is no longer being supported. Faculty Web is a new product that UAA will be testing soon. There are questions involved with this potential change however.

  o Should adjuncts be able to enter grades?

  o Should faculty be able to change grades with no "oversight?"

- He said Mary Howard can give us an overview on the Faculty Web product. This product will integrate with Banner.

- Students should not be able to register for multiple sections of the same course. Rick stated that the main problem is in the PE department and their faculty not wanting to change.

- Rick stated that we should have priority dates for registration for those students who have already applied for graduation.

- Enrollment Management committee is currently being formed. Faculty will be a part of the committee. Linda Lazell and Renee Carter-Chapman are heading up this committee. Community campuses are also involved.

- No "floor" currently exists for UAA admission. How can we deal with this? Testing and assessment can be expanded. For example…you must meet this requirement before being admitted into this AA program. Can admissions be revoked? Can faculty set a limit? Maybe a general certificate program should be created?

- We need to obtain the average GPA for degree admission students to further investigate some of these issues.

Meeting adjourned at 4:10 p.m.

Upcoming Fall Semester Meeting
Friday, December 9— *Guest*: Dr. Kim Patterson – Director of Student Support Services

Ad hoc Faculty Senate "Research Culture" Committee
Minutes of the November 11, 2005

Attendees: Robert Boeckmann, Alpana Desai, Tim Hinterberger, Mari Ippolito, Judith Moore

➢ It was announced that Jeff Bailey, formerly of the College of Education, has resigned from this committee due to his relocation to Australia.

➢ There was a brief report on the faculty forum on barriers to doing research at UAA with consultant Dave Maddox. (These discussions expanded on the list of research barriers compiled by the Council on Scientific Research.)

➢ The balance of the meeting was spent constructing the planned, two-part survey of "Faculty Perceptions of Research Culture & Research Infrastructure Support" and generating a to-do list of related activities, i.e.:

1. Clarify discipline-specific research needs/practices.

2. Determine if UAF faculty would be interested/willing to also participate in this survey.

3. Contact Dr. Causey to determine if he would be willing to critique and/or add items to the completed survey.

4. Determine if there is assistance available to convert the survey to an internet link.

5. Develop procedures (e.g., a raffle) to maximize the survey response rate.

➢ The committee will next meet on December 2, 2005,

Prepared by Mari Ippolito, Chair (12/1/05)

Proposed Feedback Process for Deans

Introduction
The Faculty Senate, with the concurrence of the Chancellor, has determined that implementing a feedback system for administrators and deans would benefit both the institution and the individuals receiving feedback. To this end, Senate Bylaws were amended in 2004 to establish an Institution and Unit Assessment Committee (IUAC) who will nominate a feedback process for approval by the administration and oversee its implementation. The process has not yet been established but is currently under discussion.

Our goal is to provide relevant and timely information to deans and directors for use in their personal and professional development plans. Future efforts may include feedback for department chairs as well, although this initial effort will include only the Chancellor, the deans, and those directors whose units include more than 5 to10 faculty members. The intent is to use the feedback system solely as a formative tool as opposed to an evaluative or summative one.

Benefits of implementing such a feedback system include: enabling colleagues working for an administrator to provide constructive feedback in confidence; assisting those evaluated in formulating personal development plans to address issues raised and to improve strengths and weaknesses; providing the Provost with information that may be useful in succession planning and identifying individuals with potential for leadership responsibility (assuming that the information is shared with the Provost).

Historically, deans have received feedback only from the Provost; feedback from subordinates has been lacking in any formal sense. Therefore the primary raters of the deans will be their subordinates. At least 10 individuals must supply feedback for every dean to ensure valid results. More raters will improve reliability, and a large, representative sample of those working directly for an administrator or dean will yield the best results. The Individual Development and Educational Assessment (IDEA) Center at Kansas State University has survey tools that are widely used and are backed by an on-going research program to support the instruments' reliability and validity. The IUAC recommends adopting the IDEA Center survey tools.

IDEA Center survey process
Individuals to be rated, and those doing the rating, are identified prior to administering the survey. The persons being rated must agree to participate and are free to opt out if they so choose. Once the list of participants is complete an e-mail list is compiled for submission to the IDEA Center to administer the survey. This list will be tested and verified prior to submission to IDEA.

It is essential to prepare the campus **prior to initiating the online delivery of the surveys**. The following areas will be addressed in communications to those who are being rated (the deans) and those who will complete the survey (faculty, and possibly, staff).

- The purpose of the evaluation is for improvement of the dean's leadership, as part of an overall evaluation process that will have additional evaluative components.

- A description of the rating process
  - Email delivery of instrument from the IDEA Center –admin@theideaonline.org
  - Email reminders until completion of the instrument
- Timing of the rating process (e.g., start and end dates)
- The supported browser is Internet Explorer
- Who will receive a copy of the reports
- Confidentiality of the system (see the IDEA Center's Statement of Confidentiality)
- Note that the administrator being rated is required to complete an Information Form. This form is different from the actual survey instrument.

This discussion can occur through a personal correspondence from each dean or from the IUAC (probably via an email sent to all raters), in addition to Senate forums and web sites where raters will have access to information, or a combination of the above.

The survey is administered using secure web-based forms, and it is available to preview prior to submission so that respondents have time to consider the questions and provide thoughtful responses. Compilation of the data and delivery of the reports to a designated person at the institution is completed by IDEA Center staff within 10 days of survey completion. The IDEA Center communicates directly with respondents selected by the institution to participate in the survey.

Using the survey report
The deans, the Provost, and the Senate ought to agree upon the approach for using the information provided by the survey. At some institutions, no one sees the feedback other than the person being rated; at others, the person's supervisor is copied on the results.

The feedback will be very useful to the deans as a tool in formulating their personal development plans. However, it also offers deans the opportunity to engage in an exceptionally meaningful dialogue with their faculty. The IUAC encourages deans to take the initiative in responding to their faculties' concerns as expressed in the survey. Depending on the size of the unit and the personal style of each dean, he or she may wish to meet with faculty members individually or in small groups, or in an all-college assembly, or to share a summary of the survey results with the faculty in writing. By taking ownership of the survey, a dean can send a strong message that the faculty's opinion matters.

A formal process for tracking use of the results by the deans is highly desirable as well. In order to get the most out of our investment it would be good to have those rated develop plans to leverage the information gained to their and the institution's advantage. In order to do this the person(s) rated must be accountable to someone for progress on their personal development plan. That person does not necessarily need to be that person's supervisor, but could be a mentor or coach.

Costs
Feedback for deans and administrators have the same fee structure. It is $150 per person rated plus $1 per rater. So if we have 15 raters for a dean the charge for that person would be $175.00. The charge includes initial and reminder e-mails, three copies of the report, and shipping.

ACADEMIC FREEDOM WHITE PAPER
Theodore L. Kassier, Ph.D.
Senior Associate Vice President for Academic Affairs

1. Introduction and Background

Prior to AY 2005-2006, Jeannie Phillips indicated to the Vice President of Academic Affairs and Research that the President of the Board of Regents was interested in clarification of the status of the University's policies regarding Academic Freedom. In response, the Vice President requested a white paper outlining history, actions and status of the subject in the context of the University of Alaska.

Historically, the origins of the concept of Academic Freedom are entwined with, though not indistinguishable from, the developing concept of the First Amendment guarantee of freedom of speech. The AAUP first articulated the proposition of Academic Freedom in a *General Declaration of Principles* in 1915, based on the "Freedom to Teach" and "Freedom to Learn" established in German universities serving as the model for U.S. institutions, based in turn on understanding the purposes of the university to include the promotion of inquiry and advancing the sum of human knowledge, and the development of experts for various branches of the public service. The institution's successful discharge of these responsibilities required that its faculty conduct their studies and research, as well as their teaching, in an absolute pursuit of the truth, free of compromising pressures. It was not until Supreme Court decisions beginning in the 1950's that a concept of Academic Freedom begins to be associated with an expanding interpretation of First Amendment guarantees of free speech. Beginning in the 1970's, federal court decisions at the appellate and Supreme Court levels reflect a tension between the university's collective need for Academic Freedom in order to fulfill what society accepts as its purposes as an institution, and individual faculty's claims on Academic Freedom so that they can separately discharge an institutional responsibility.

Several years ago, a UAA Creative writing professor published a poem that was regarded by one of the professor's students, who saw herself as represented in the poem, as offensive and discriminatory. This accusation prompted a university investigation, press coverage, calls by some community elements for action against the professor, and concern on the part of the University President that the University amplify and reaffirm its commitment to Academic Freedom, as well as his rejection of the conduct of an investigation. This led to a request by the President that the Faculty Alliance review and suggest revision of relevant current policy and regulation. The Alliance presented its proposal (draft dated 12/18/03) to the SAC, which regarded the effort as critically one-sided. Following a review by the General Counsel's Office communicated to the then Interim VPAA/R on 7/20/04 (attached) and finding that the Academic Freedom issue was a matter dealt with the collective bargaining agreements and needed to be left there unless and until at some future time the university and faculty unions were to agree that Academic Freedom was better left to governance and coverage by BOR policy, the VPAA/R communicated to the Alliance in a memorandum of 7/27/04 (attached) that, based on the GC's review, it was SAC's recommendation that "no action be taken on this issue."

More recently, a faculty member from the UAF Marine Advisory Program was quoted in a press release from the Alaska Oceans Program accompanying the Program's publication of a report by Parker and Associates critical of the State's handling of the Selendang Ayu oil spill. This prompted inquiries as to whether the Professor was speaking on behalf of the University from the State Department of Environmental Conservation to UAF's Alaska Sea Grant Program, prompting in turn contact between the Program's Director and the Dean of the School of Fisheries and Ocean Sciences, and subsequently between the Dean and the faculty member. The faculty member publicly expressed feeling pressured as a result, in regard to the question of whether or not he was speaking on behalf of the University, describing any inference that in speaking he could not be identified as a University faculty member as an infringement of Academic Freedom. Following press coverage and University contacts, the University President publicly emphasized the need for freedom of speech and that in any event only the President of the University of the Chair of the Board of Regents could be assumed to be speaking on behalf of the University, noting that "[p]rofessors at the University of Alaska are not required to caveat opinions by including, 'This may not be the opinion of the university'" (*Anchorage Daily News,* 8/5/05).

2. Current Status: Compendium of the (A) University's Current Policies and Regulations; and (B) CBA Statements Concerning Academic Freedom and the Related Issues Implied in the Background Section

See Appendix

3. Potential Issues: Problems of Lack of Definition and Consistency, CBA Limitations

1. There is no single place in policy or regulation where Academic Freedom is given definitive treatment or defined, despite the fact that P04.04.030 is a listing of definitions. Similarly, although P04.04.010 is titled, "Academic Freedom," it does not define the term.

2. The four documentary sources on Academic Freedom (Regents Policy/University Regulation and the three faculty Collective Bargaining Agreements) are inconsistent in that only the United Academics CBA approaches a thorough definition and treatment of the subject through citation of the "1940 Statement of Principles on *Academic Freedom* and Tenure with the 1970 Interpretive Comments," issued by the American Association of University Professors and the Association of American Colleges. The "Statement" is a thorough-going and well balanced document.

3. In Policy and Regulation and in the United Academics CBA, and reflecting the concept's historical development, Academic Freedom and free speech or freedom of expression are associated through textual juxtaposition. This results in their practical conflation and the possible confusion of the broad, First Amendment basic guarantee of free speech with the more complex and balanced concept of Academic Freedom.

4. As then General Counsel Jamo Parrish has advised (see attached memo), because Academic Freedom is dealt with in the CBA's, further treatment of the issue elsewhere, as in Policy and/or Regulation is problematical.

5. The tension between the individual need for Academic Freedom and the institutional need for Academic Freedom is not recognized in Policy, Regulation, or the various CBA's, all of which seemingly refer to an exclusively individual right.

4. Recommended Course of Action

1. In each of the next set of contract negotiations, attempt to make the ACCFT and United Academics-Adjuncts CBA's consistent with the reference to and acceptance of the AAUP 1940 "Statement of Principles" contained in the United Academics CBA.

2. The University should itself adopt a clearer exposition of its position on Academic Freedom, as distinct from free speech, by explicitly citing and adopting the AAUP 1940 "Statement of Principles" in Policy. In the current Policy structure, the most appropriate location that for citation is P04.04.010, *Academic Freedom.*

Appendix

(A) The University's Current Policies and Regulations; and
(B) CBA Statements Concerning Academic Freedom and the Related Issues Implied in the Background Section

References to Academic Freedom are dispersed throughout policy and regulation and mentioned several times in all three CBA's.

(A) Currently BOR Policy and Regulation refer to Academic Freedom and related concepts as follows (*emphasis added*):

P02.07.030: Information resources shall be managed in a manner that will [. . .] respect First Amendment rights and privacy, including *academic freedom* [. . .].

R02.07.030: Information resources regulations and the MAU rules and procedures based on them are intended to foster an environment that will: [. . .] Respect First Amendment rights and privacy of persons, including *academic freedom* . [. . .]

P04.02.020: Nothing contained in this policy will be construed to limit or abridge any person's constitutional right to *freedom of expression* or to infringe upon the *legitimate academic freedom* or right of due process [. . .] . *Principles of academic freedom* and *freedom of expression* require tolerance of the expression of ideas and opinions [. . .]. However ideas and opinions must be expressed in a manner that does not create an intimidating, hostile, or offensive working or learning environment [. . .]. The University upholds and adheres to *principles of academic freedom* and laws prohibiting discrimination in employment and education".
………………………………………………………………………………….
Nothing contained in this sexual harassment policy will be construed or applied to limit or abridge any person's constitutional right to *freedom of expression* or to infringe upon the *legitimate academic freedom* […] of any member of the university community.

R04.02.020: The formal resolution process [for a complaint of discrimination or sexual harassment] is an administrative remedy which requires *an investigation and findings*.
……………………………………………………………………………………
Any person who [. . .] fails to perform his or her *investigatory or supervisory responsibility* [. . .] will be subject to appropriate disciplinary action including, but not limited to reprimands, probation, suspension or termination.
……………………………………………………………………………………
All persons have the right to complain about any conduct which they reasonably believe constitutes discrimination. No university official may take [. . .] action against a person who genuinely but mistakenly believes himself or herself to be discriminated against, even if the practices complained of do not constitute discrimination.

P04.04.010: *Academic Freedom.* Nothing contained in Regents Policy or University Regulation will be construed to limit or abridge any person's right to *free speech* or to infringe the *academic freedom* of any member of the university community.

P04.04.040: Tenure assures the academic community an environment that will nurture *academic freedom* by providing employment security.

P04.10.020: No university employee may assert or imply that he or she is officially representing the university or its policies, unless expressly authorized to do so by the president of the university. Any employee who, in a political forum, uses his or her university rank or position as a means of identification, *must clearly state that the opinions being expressed are private and imply no university endorsement.*

P04.10.030: The president of the university is designated as the representative of the university in all official university discussions and communications with officials of the executive, legislative, and judicial branches of state and federal governments in their official capacities.

P10.07.01: [. . .] The University of Alaska will foster an environment supportive of conducting research, scholarship, and creative activity and broadly disseminating its results in the tradition of *academic freedom and its corresponding responsibilities*.

(B) Collective Bargaining Agreement Provisions on Academic Freedom

All three faculty CBA's make explicit reference to "Academic Freedom and Responsibility," as follows:

ACCFT:

3.1   Academic Freedom and Responsibility

A.   The University and the Union agree that academic freedom is essential to the mission of the University and that providing the environment of free and honest inquiry is essential to its functioning. Nothing contained in this Agreement shall be construed to limit or abridge any person's right to free speech or to infringe upon the academic freedom of any member of the University community.

B.   Academic freedom is accompanied by the corresponding responsibility to provide objective and skillful exposition of one's subject, to at all times be accurate, to exercise appropriate restraint, to show respect for the opinions of others and to indicate when appropriate that *one is not an institutional representative*.

United Academic Adjuncts:

<div align="center">**ARTICLE 6**</div>

<div align="center">*Academic Freedom and Responsibility*</div>

6.1   The University and United Academic Adjuncts agree that academic freedom is essential to the mission of the University and that providing an environment of free and honest inquiry is essential to its functioning. Nothing contained in this Agreement shall be construed to limit or abridge any unit member's *academic freedom.*

    B.   Academic freedom is accompanied by the corresponding responsibility to provide objective and skillful exposition of one's subject, to at all times be accurate, to exercise appropriate restraint, to show respect for the opinions of others and to indicate when appropriate that one is *not an institutional representative*, consistent with Regents Policy 02.01.04.

    [. . .]

The United Academics CBA takes statements in the other two contracts one step further in specificity, adding a citation and endorsement of a widely accepted and long-standing document of the American Association of University Professors (AAUP):

<div align="center">ARTICLE 6</div>

<div align="center">*Academic Freedom* and Responsibility</div>

6.1   The University and United Academics agree that *academic freedom* is essential to the mission of the University and that providing an environment of free and honest inquiry is essential to its functioning. Nothing contained in this Agreement shall be construed to limit or abridge any individual's right to *free speech* or to infringe upon the *academic freedom* of any member of the University community.

6.2   Academic freedom is accompanied by the corresponding responsibility to provide objective and skillful exposition of one's subject, to at all times be accurate, to exercise appropriate restraint, to show respect for the opinions of others and to indicate when appropriate that *one is* [sic] *an institutional representative*.

6.3   The University and United Academics endorse the "1940 Statement of Principles on *Academic Freedom* and Tenure with the 1970 Interpretive Comments," issued by the American Association of University Professors and the Association of American Colleges.

Governing AAUP Statements on Academic Freedom

The referenced 1940/1970 AAUP Statement of Principles significantly illuminates the meaning and purpose of Academic Freedom. The AAUP document states in relevant part with regard to academic freedom:

………The purpose of this statement is to promote public understanding and support of *academic freedom* and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. *The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes* and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

……………………………………………………………………………………………

    a.   Teachers are entitled to full *freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties*; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

    b.   Teachers are entitled to *freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.* Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

    c.   College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, *and should make every effort to indicate that they are not speaking for the institution.*

The 1970 comments clarify with regard to statement b as follows:

"The intent of this statement is not to discourage what is "controversial." Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject." *on* E

The AAUP *Statement on Professional Ethics* is, by reference, a part of the AAUP document endorsed and cited in the United Academic CBA. That document states in relevant part,

> Professors['] [. . .] primary responsibility [. . .] is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. [. . .] .

To: Craig Dorman, VP Academic Affairs and Karen Perdue, Chair Educational Technology Team
From: Curt Madison, Chair Distance Education Steering Board
Regarding: Report to the Educational Technology Team for background understanding of Alaska Legislative 2005 Audit of Distance Education

This report is intended to be an explanatory vehicle to non-specialist politicians, administrators, and others in Alaska with a stake in distance education implementation.

Distance delivery of education has long been the province of higher education. The various delivery modes date back more than a century. However, we are now in a time of great change for the design and delivery of learning to higher education, life-long learners, and K-12 users. This report seeks to orient readers to the trends and opportunities as we enter the 21st century.

The report will address the following questions:
1. What is a plausible working definition of distance education for the next five years in Alaska?
2. How do Alaska institutions compare to institutions in other states in the areas of enrollment, retention, and cost of distance education courses?
3. What are the best practices associated with distance delivery especially regarding cross-institution sharing of students and revenue?
4. What are some poignant cases of the practice of distance education in Alaska?
5. What are the main drivers motivating adoption of distance education in Alaska?
6. What is the role of K-12 distance education as a feeder to higher education?
7. What is the role of distance education in the core mission of K-12?

Relevant statistics include:
1. Number of Alaska residents using financial aid for study outside Alaska.
2. Number of K-12 distance course enrollments by district in Alaska.
3. Number of requests for transfer transcripts from Alaska institutions to non-Alaska locations.
4. Comparison of graduation rates for students using distance delivery of courses to those who do not while keeping demographics constant.
5. Demographic profile of users of distance education in Alaska compared to national studies.

This report can be completed in 60-90 days by forging a collaboration between the Alaska Distance Education Consortium (ADEC), the UA Distance Education Steering Board (DESB), and an outside consultant such as the Western Cooperative for Educational Technology (WCET).

ADEC could gather all Alaska K-12 statistics. DESB could gather all Alaska higher education statistics, WCET could gather all the national comparative statistics, CDE could compile all materials, print, and disseminate the report.

The overall budget needs to be funded circa $30,000 evenly split between ADEC and DESB.

JOB FAMILY CONCEPT

The Instructional Design family consists of four levels of instructional design work from the technical support to the design team management. Levels are distinguished based on the complexity of the instructional planning and design, level of supervision received, and the degree of autonomy.

This family provides expertise and guidance in several areas including:

- Pedagogy
- Training and Consultation
- Use of appropriate technology
- Research
- Assessment and Evaluation
- Distance Education

TYPICAL FUNCTIONS

The typical functions listed are typical examples of work performed by positions in this job classification. Not all functions assigned to every position are included, nor is it expected that all positions will be assigned every typical function.

- Work collaboratively with university faculty and staff to (1) design and develop distance education courses and distance ed. course materials, (2) revise and/or enhance existing distance education courses and course materials, and (3) integrate technology into traditional teaching practices
- Provide recommendations regarding all aspects of the course design and development process, including decisions about interface design, course architecture and navigation, content arrangement, sequencing of lessons, use of assessments, and selection of class activities
- Identify the instructional design needs of a given course or task and propose solutions that synthesize current learning theory, sound teaching practices, and available technologies
- Design learning solutions that are timely, creative, practical, and pedagogically effective
- Create reusable learning objects, templates, and other course materials that meet a broad range of instructional needs and serve as state-of-the art solutions for those needs
- Work with instructors, program leads, and students to evaluate instructional methods, materials, and technologies
- Design, develop, and teach professional development and group specific workshops for faculty and staff on topics such as technology tool use, online teaching strategies, designing and developing online courses, using technologies to enhance face-to-face teaching, writing content for the web, etc.

- Craft and maintain a collection of general training materials (e.g., step-by-step guides, reference manuals, online modules, web-based templates, etc.) to be used by faculty and staff engaged in learning and using educational technologies
- Serve as a consultant for groups and planners on campus requiring information on instructional design, its processes, its methodologies, its timelines, and its costs
- Manage instructional design projects. Serve as project lead in establishing, documenting, and communicating scope of work guidelines, budgetary and resource needs, task deadlines, and formal "work plans" associated with instructional design projects
- Coordinate the activities of IT technicians, programmers, graphic designers, multi-media specialists, student workers, and all other personnel contributing to the completion of an instructional design project
- Ensure that project deadlines and budgetary restraints are met
- Ensure clear, frequent, and timely communication between project collaborators
- Coordinate the development, implementation, and ongoing review of policies and standards used to guide instructional design work
- Devise, document, and manage work flow processes related to instructional design support
- Represent the institution to college partners, technology vendors, and other e-learning groups in local, statewide, or national forums focused on instructional design
- Research legal trends and issues in the field of e-learning (e.g., intellectual property issues, disability access issues, protocol standardization issues, etc.) and acquire a familiarity with major juridical rulings and formal legislation that might impact work occurring in that field
- Develop methods that will aid instructors in assessing the learning needs of distance education students
- Assist faculty in assessing the appropriateness of a given instructional technology applied to a particular learning situation
- Assist in creating, implementing, and maintaining university protocols for the naming and storage of online course materials outside of the university's course management system
- Make formal recommendations to IT administrators about technology tools and other equipment purchases needed to meet the demands of e-learning pedagogies
- May Lead or supervise or assume a leadership role for a project

LEVELS AND COMPETENCIES
The primary distinction between levels is reflected in the Level Descriptors. As levels increase, scope, complexity and degree of independence increase. Higher levels may perform duties of lower levels. Education and experience are stated at the minimum threshold for the level. Additional education or experience may be desirable for some positions.

Level 1

Descriptors
Work is performed under general supervision. This level requires a basic understanding of instructional design work. Performs technical tasks requiring standard techniques, procedures and criteria. Creates media elements under the direction of a more senior instructional designer or faculty member.

Knowledge, Skills, and Abilities
Basic knowledge of graphics design and education technology. Basic computer programming and web authoring skills. Ability to work in a team setting. Ability to learn new software programs with minimal time investment.

Education and Experience
Entry level experience in graphic design. High School Diploma or equivalent required. AA degree in a relevant subject area preferred.

Level 2

Descriptors
Work is performed under intermittent supervision. Assignments require knowledge and understanding of both media and course elements associated with instructional design. Course elements created under direction of a more senior instructional designer or faculty member. Able to apply standards of best practice for new creative solutions. May lead* as a secondary function.

Knowledge, Skills, and Abilities
Same as level 1 plus: Knowledge of industry-standard multimedia authoring tools and a general familiarity with graphic design principles. Online course management systems (e.g., Blackboard, WebCT) skills. Able to intrepet best practice guidelines for class material creation. Able to lead lower level technicians.

Education and Experience
Associate degree in relevant field and two years relevant experience required, or an equivalent combination of training and experience. Bachelor's degree preferred.

Level 3

Descriptors
Work is performed under administrative supervision. This level is a fully functional instructional design professional. Tasks generally have no defined process for problem resolution. Determines appropriate course assessments and conducts research towards validating best practices. May lead* or supervise* lower level employees.

Knowledge, Skills, and Abilities
Same as lower levels plus: Expert knowledge in current versions of online course management systems (e.g., Blackboard, WebCT). Expert knowledge of instructional design theory, especially as it relates to electronic learning environments. Ability to effectively communicate with faculty and the university community. Ability to deivise new standards from lnoel situations and adocate for best practices. Ability to lead* and/or supervise*.

Education
Bachelor's degree in a relevant field and four years relevant experience (including consultative) required, masters preferred, or an equivalent combination of training and experience.

Level 4

Descriptors
Work is performed under general direction. Wide latitude in decision making. Decisions have a large impact and require significant discretion in decision making. Organizes the project sequence for multiple course design efforts. Serve as a specialist or expert for a discrete and complex knowledge area or function. May be responsible for fiscal management and policy development as they pertain to area of expertise. Supervises* employees assisting in the administration of program/department goals and outcomes.

Knowledge, Skills, and Abilities
Same as lower levels plus: Expert Knowledge in all areas of instructional design and theory. Ability to supervise*. Ability to develop and implement policy. Ability to conduct research to validate best practices for instructional design.

Education
Master's degree in a relevant field and five years relevant experience required, PhD preferred, or an equivalent combination of training and experience.

* Lead: Provide day-to-day guidance, training and direction for staff in addition to other duties. Regularly assign and review work. Is fluent in assigned area of responsibility.

  Supervise: Hire, train, evaluate performance and initiate corrective action.