Thursday, May 7th, 2015
9:00-11:00am
ADM 204

I.   **Call to Order**
II.   **Introduction of Members**

2014-2015 Classified Council Membership

Liz Winfree (President)* *Center for Human Development*	14-16		Vacant	13-15
Fannie Slaten *College of Business and Public Policy*	14-16		Kathy Smith *School of Nursing*	13-15
Kim Heidemann *Medical Imaging Sciences*	14-16		Kathy Lardner *College of Education*	13-15
Maureen Hunt *Mat-Su College – Academic Affairs*	14-16		Bobbie Farfalla-Ivanoff *Kodiak – Academic Affairs*	13-15
Nancy Hall** *WWAMI School of Medical Education*	14-16		Dave Robinson* *Financial Services*	13-15
Brenda Levesque *Institute for Circumpolar Health Studies*	14-16		Rebecca Huerta *Financial Services*	13-15
Marie Williams *Bookstore*	14-16		Wendy Goldstein *Prince William Sound Community College*	13-15
Peter Clemens *Veteran Financial Assistance*	14-16		Jamey Cordery *School of Nursing*	13-15
Danielle Dixon *Student Affairs – Dean's Office*	14-16		Amie Stanley *Seawolf Debate*	13-15
Audrey Malone *Multicultural Center*	14-16		Nichole Grunwald *Military and Veteran Student Affairs*	13-15
Sandra Medina *College of Engineering*	14-16		Ryan Buchholdt* *Facilities and Campus Services*	13-15
Chris Triplett (Co-Vice President)* *University Advancement*	13-15		Katie Frost** *Health Sciences Department*	13-15

2014-2015 APT Council Membership

Kathleen McCoy (President)*	14-16		Christine Lidren	13-15
John Moore (Co-Vice President)	14-16		Courtney Brooke Smith	13-15
Betty Hernandez (Co-Vice President)	13-15		Dawson Moore	13-15
Melodee Monson	14-16		Bryan Zak	13-15
Ryan Hill	14-16		Crickett Watt	13-15
Carey Brown	14-16		Doug Markussen	13-15
David Weaver	14-16		Kenai – Vacant	13-15

_____

2015-2016 Staff Council Membership

	Audrey Malone *Multicultural Center*		**Liz Winfree** *Center for Human Development*	
	Brenda Levesque *Institute for Circumpolar Health Studies*		**Marie Williams** *UAA Bookstore*	
	Carey Brown *College of Health*		**Kim Heidemann** *Medical Imaging Services*	
	Danielle Dixon *Student Affairs - Dean's Office*		**Melodee Monson** *Human Services Department*	
	David Weaver *Housing, Dining, Conference Services*		**Nancy Hall** *WWAMI School of Medical Education*	
	Fannie Slaten *College of Business & Public Policy*		**Peter Clemens** *Vetern Financial Assistance*	
	John Moore *Laboratory Sciences (CAS)*		**Ryan Hill** *Residence Life*	
	Kathleen McCoy *University Advancement*		**Sandra Medina** *College of Engineering*	
	Maureen Hunt *Mat-Su College - Academic Affairs*		**Vacant** *Kenai Campus*	
	Vacant *Kodiak Campus*		**Vacant** *Prince William Sound Community Campus*	

III. **Approval of the Agenda** (pg. 1-3)

IV. **Approval of the Summary** (pg. 4-6)

V. **Smoke and Tobacco Free Implementation, Neelou Tabatabai-Yazdi**

VI. **Facilities Update, Chris Turletes** (pg. 7-12)

VII. President's Report
   a.   Summer Meeting Schedules with Chancellor Case and Vice Chancellor Spindle
   b.   Co-Presidents and Co-Vice Presidents Rapport

VIII. New Business
   a.   New Staff Council Discussion
      i.   Purpose
      ii.   Transition and Continuance
      iii.   Community Campus Representation (Kenai, Kodiak, PWSCC)

   b.   Officer and Committee Elections
      i.   Co-Presidents (*2 year term*)
      ii.   Co-Vice Presidents (*2 year term*)
      iii.   Secretary

_____

    c.   University Staff Council Voluntary Term Extension

    d.   University Committee Positions
- i. University Assembly *(Co-Presidents, Co-Vice Presidents, and 1 representative)*
- ii. Campus Safety Committee

    e.   Filling Summer Committees
- i. Retreat Planning Committee
- ii. Staff Health Care Committee
- iii. Staff Compensation Committee

    f.   Member Appreciation

VII.   Old Business

VIII. Committee Reports
a. [Staff Alliance](#) – *Kathleen McCoy and Liz Winfree* (pg. 13-16)

b. Diversity Action Council – *Jamey Cordery* (pg. 17)

c. [University Assembly](#) – *Kathleen McCoy and Chris Triplett*

d. Staff Health Care Committee – *Maureen Hunt* (pg. 10)

e. [Joint Health Care Committee](#) - *Kathleen McCoy* (pg. 18)

f. Staff Compensation Committee - *Maureen Hunt*

g. Retreat Planning Committee – *Betty Hernandez*

h. [Campus Safety Committee](#) – *Doug Markussen and Fannie Slaten*

i. Development Day Committee – *Betty Hernandez*

j. Dean's Survey Committee – *John Moore*

IX.   Informational Items
a. Office of Undergraduate Academic Affairs Report to Staff Council (pg. 19-22)
b. Collaborate Leadership: The New Leadership Stance (pg. 23-62)
c. UA Minors Regulations Draft and UA Protection of Minors Handbook (pg. 63-95)
d. 2015-2016 Staff Council Membership and Meeting Schedule (pg. 96)

X.   <u>Adjourn:</u>

Thursday, April 2, 2015
9:00-11:00am
ADM 204
Access Number: 907-786-6755 | Passcode: 83249
Summary

I.   Call to Order: 9:01am

II.   Introduction of Members, New Members and Guests:

2014-2015 Classified Council Membership

P	Liz Winfree (President)* *Center for Human Development*	14-16		Vacant	13-15
P	Fannie Slaten *College of Business and Public Policy*	14-16	P	Kathy Smith *School of Nursing*	13-15
E	Kim Heidemann *Medical Imaging Sciences*	14-16	P	Kathy Lardner *College of Education*	13-15
P	Maureen Hunt *Mat-Su College – Academic Affairs*	14-16	P	Bobbie Farfalla-Ivanoff *Kodiak – Academic Affairs*	13-15
P	Nancy Hall** *WWAMI School of Medical Education*	14-16	P	Dave Robinson* *Financial Services*	13-15
P	Brenda Levesque *Institute for Circumpolar Health Studies*	14-16	P	Rebecca Huerta *Financial Services*	13-15
P	Marie Williams *Bookstore*	14-16		Wendy Goldstein *Prince William Sound Community College*	13-15
P	Peter Clemens *Veteran Financial Assistance*	14-16		Jamey Cordery *School of Nursing*	13-15
P	Danielle Dixon *Student Affairs – Dean's Office*	14-16		Amie Stanley *Seawolf Debate*	13-15
P	Audrey Malone *Multicultural Center*	14-16	P	Nichole Grunwald *Military and Veteran Student Affairs*	13-15
P	Sandra Medina *College of Engineering*	14-16	P	Ryan Buchholdt* *Facilities and Campus Services*	13-15
P	Chris Triplett (Co-Vice President)* *University Advancement*	13-15	P	Katie Frost** *Health Sciences Department*	13-15

2014-2015 APT Council Membership

P	Kathleen McCoy (President)*	14-16	P	Christine Lidren	13-15
P	John Moore (Co-Vice President)	14-16	P	Courtney Brooke Smith	13-15
P	Betty Hernandez (Co-Vice President)	13-15		Dawson Moore	13-15
P	Melodee Monson	14-16		Bryan Zak	13-15
P	Ryan Hill	14-16	E	Crickett Watt	13-15
	Carey Brown	14-16	P	Doug Markussen	13-15
	David Weaver	14-16		Kenai – Vacant	13-15

III.   Approval of the Agenda (pg. 1-2)
        Approved

IV.   Approval of the Summary (pg. 3-5)
        Approved as amended to the Campus Safety Committee

V. Update from Chancellor Case
Discussed the budget and what can be anticipated; a significant decrease in the budget can be expected. This week, the Senate Finance Committee rejected the monetary terms for FY16 that were contained in all of the State's and the University of Alaska's collective bargaining agreements and removed from the budget all funding associated with those contractually negotiated salary increases as well as salary increases for non-covered employees. Impacted are both union and non-represented employees.
Discussed Prioritization in the context of utilizing it to gauge University alignment.
The NWCCU approved the Doctorate of Nursing Practice program.
On November 19th, UAA will become a Smoke and Tobacco Free campus.

VI. Health Care Topics with Erika Van Flein (9:20am)
Health care premiums, Healthy Roads experience, and a Premera update.

Lynn Ross Henderson with Premera discussed the original attack may have occurred on May 5, 2014 which was discovered on January 9, 2015. On March 17, 2015, Premera notified the public that they had been victim of a sophisticated cyber-attack which in consequence affected 11 million customers' personal information. Premera was advised to best protect its customers to cleanse and improve their information technology systems prior to announcing the attack. There is no data available that any information was removed from the database, or that this information has been used negatively. As of now, all members who were affected have had informational letters mailed to them. To stay on top of current information and sign up for coverage, please visit www.premeraupdate.com.

Sara Rodelwald with HealthyRoads discussed closing the FY16 year; the deadline is April 30, 2015. The requirements to receive the $600 rebate are to complete a personal health assessment, a biometric screening, as well as to earn 5 additional points toward the rebate. All of this information is on the benefits site and the incentives tab on HealthyRoads.
Sara can be reached at sararo@ashn.com or (907) 450-8203.

Erika Van Flein discussed open enrollment; it is open from April 15, 2015-May 15, 2015. Premiums will be raised slightly; these rates will be posted once they are finalized. Projecting an increase in healthcare costs approximately at 7-7.5%.

VII. Provost Sam Gingerich
Read more about Provost Gingerich here
Introduction on background and how his experience can benefit UAA. Gave an update on what is happening in Academic Affairs. Briefly discussed how Program Prioritization and the current budget downturn will impact university positions and scheduling. Explained that he and the deans are working on a white paper capturing their budget and prioritization decisions which will be available before spring semester finishes.

VIII. New Business
a. Employee Reclassification Freeze (pg. 6)
b. Budget Open Forums Schedule

IX. Old Business

X.   <u>Committee Reports</u>
   a. <u>Staff Alliance</u> – *Kathleen McCoy and Liz Winfree* (pg. 7)

   b. Diversity Action Council – *Jamey Cordery* (pg. 8)

   c. <u>University Assembly</u> – *Kathleen McCoy and Chris Triplett* (pg. 9)

   d. Staff Health Care Committee – *Maureen Hunt* (pg. 10)

   e. <u>Joint Health Care Committee</u> - *Kathleen McCoy*

   f. Staff Compensation Committee - *Maureen Hunt* (pg. 11)

   g. Retreat Planning Committee – *Betty Hernandez*

   h. <u>Campus Safety Committee</u> – *Doug Markussen and Fannie Slaten*

   i. Development Day Committee – *Betty Hernandez*

   j. Dean's Survey Committee – *John Moore*

XI.   <u>Informational Items</u>
   a. <u>Tanaina Child Care Center Update</u>
   b. Staff Alliance Voluntary Workload Reduction Survey
   c. UAA will officially be a Smoke Free Campus on November 19th, 2015 Read more about the transition to a smoke- and tobacco-free campus <u>here</u>
   d. *The APT and Classified Councils voted to consolidate and form one united Staff Council; this will take effect during the May organizational meeting on Thursday, May 7th, 2015. The meeting will be held in ADM 204 from 9:00-11:00am.*

XII.   <u>Adjourn:</u> 10:59am

The AVC's Bullets
By Chris Turletes, CFM, CEFP
AVC for Facilities & Campus Services

Chris Turletes,
AVC for FCS

We certainly have had a mild winter. No snow cover will have allowed the frost to penetrate deep so we need to be vigilant later in May for water coming out of the ground. The mild weather may have minimized snow removal, but we have a lot of gravel out there. A sure sign of spring are our sweepers and water trucks hard at work.

The weather allowed us to make great progress on the Engineering & Industry Building and the bridge from Engineering over to Health Science Building. Providence Dr. will be partially closed throughout the spring as Neeser's crews continue to work on the bridge. The renewal of the WFSC office space, infrastructure, and ice equipment starts in May. Davis Construction has a September 15, 2015 date to complete the work.

The Alaska Airlines Center has taken a considerable amount of effort to learn and operate both as a sporting and community venue. I am extremely proud how the team has risen to the many challenges and worked thru them. This facility has already accomplished part of our expectations: it is an amazing venue for our Athletes; a great draw to bring the community onto campus; and enhances student life. It has been a hopping place!

Spring Clean-up Underway!

It was a tough winter/spring for several of our workmates. Some have suffered injuries or illness or losses. I THANK YOU for your generosity for our Facilities Family. I encourage you to continue to keep our workmates in your thoughts and prayers and actions in the days ahead.

As you know we are entering some rough fiscal waters. The state budget will be significantly reduced over the coming years. This means UA's and UAA's budgets will feel the pinch. UAA Facilities will feel the impact from that. At this writing we anticipate that the facilities cut will be in the range of 12% to 16% below last year's budget, or around $2.5M to 3.2M. We are taking steps right now to minimize next year's funding woes. These steps include: not filling vacancies, reducing scope on contracts, energy conservation, increasing our shop rates, and more. It is probable that our staff will feel the impact either thru reduced hours/pay or possibly even layoffs. I don't expect any personnel actions until mid-fall 2015. Our goal is to maintain our staff so that we can continue to properly plan, construct, EHS/RM/EM, Operate, and Maintain this campus.

It's April so we are deep into tire change overs, street sweeping, and cleaning sidewalks. UAA will be hosted the U.S. Universities Debating Championships April 10-13. It was a great event that saw over 500 students from around the country visit our campus for a flurry of intercollegiate debate. Many don't know, but UAA has one of the best collegiate debate teams and programs in the world. Seeing them in action on this level was a real treat for us.

Thank you to all the Facilities employees for all the hard work that went into keeping the campus humming and blinking this winter and spring. Collectively, we have been very busy with grounds and horticulture work, small projects of various types, renewals, installed "1% for Art" pieces, urgent work, and new construction in Anchorage and the other campuses of UAA.

Last summer and fall we planted about 6,000 tree seedlings on the Anchorage, Kenai, and MatSu campuses.   We will continue planting seedlings this summer and fall with a target of about 6,000 trees. After this year's plantings we will have almost caught up with our tree debt from the last several years of construction projects on our campuses.

As spring evolves to summer and physical activities go into high gear please remember to be safe. Think about what you are going to be doing. Think about what could go wrong and have a mitigation plan. Let someone know where you are going and when you are expected back. Also be careful on those spring clean-up activities — we haven't used some of those muscles in a while. Please know YOU are our most valuable resource. We need you fully functional and on the job.

I can't say it often enough: the Facilities and Campus Services Staff work hard — days, nights and weekends — to keep the campus environment safe and comfortable for our students, faculty, and staff. Thank you for all you do for UAA, whether it's fixing broken stuff, cleaning, managing the grounds, plowing snow, spreading gravel, sweeping gravel, supporting critical campus events, communicating, managing our money or planning new projects.

Keep up the great work. HOOOWL!!!!

Alaska Airlines Center Tree Team

FACILITIES BULLETIN

**Summer 2015
Construction and Heavy
Maintenance Activities**

1. Engineering & Industry Building - Opens this Fall
   Pedestrian Bridge Construction - Opens this Fall
2. Engineering Garage and Mallard Lane Realignment
   - Construction through Winter
3. Engineering Renovation - July 2015 to July 2016
4. Wells Fargo Sports Complex Renovation
   - May 4 to September 14
5. Autodiesel Technology Roof
6. LED Parking Lot Light upgrades
7. Storm Drain Repairs
8. MAC Housing Finishes and West Hall Lobby
   Renovation

2

Facilities Planning & Construction News

By John Faunce, P.E., Director
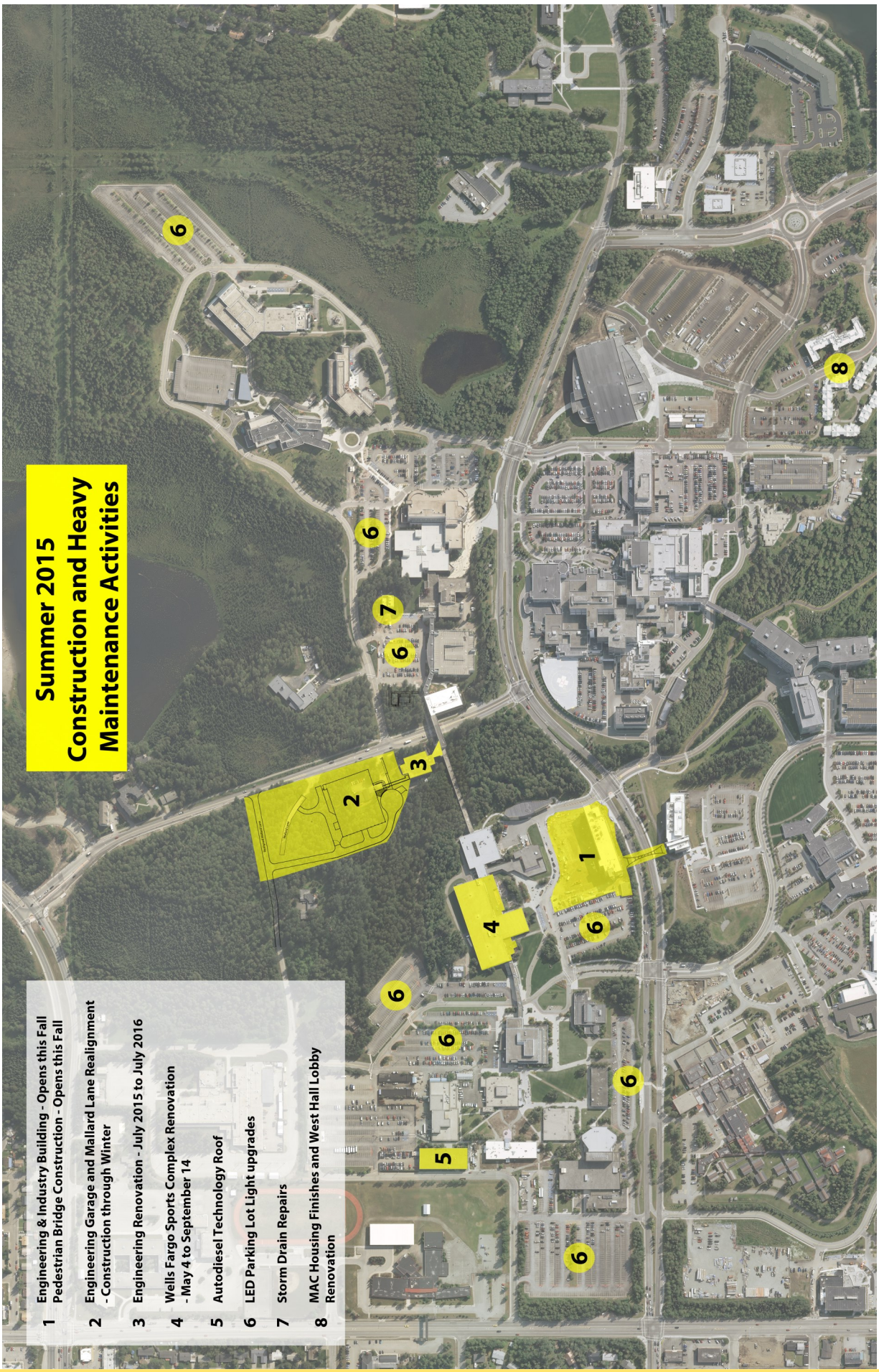
John Faunce, Director of Facilities Planning & Construction

With the budgetary doom and gloom, and other sad news going around FP&C lately, it's time to celebrate some good news.

If you haven't heard, we celebrated the highly successful renovation of Beatrice McDonald Hall with a reception for the Board of Regents in February. The Regents were impressed with the outstanding work that was accomplished to rejuvenate this aging facility, bringing it up to better-than-new condition. We recently learned that the project won a 2015 Illuminating Engineering Society Lighting Award.

Freshly Renovated Beatrice McDonald Hall

We also celebrated the successful completion of the Glenn Massay Theater on the Mat-Su campus with a grand-opening ceremony in February. This beautiful 500 seat auditorium has already become the center of attraction for many campus and community events in the Mat-Su Valley.

Another success story is the recent completion of the renovation work at 1901 Bragaw. Although some work, including repaving the parking lots, remains to be completed, occupants began relocating from the Diplomacy Building into the newly renovated building in early April — well before the June deadline for vacating the Diplomacy Building. The new tenants have been favorably impressed with the transformation of this recently acquired facility.

The new pedestrian bridge structure spanning Providence Ave between Health Science and the new Engineering Building was a very welcoming sight for everyone coming back to campus after the Christmas break. This impressive campus gateway is scheduled to be completed this summer along with the new Engineering building.

We have also celebrated the completion of several smaller, but still important projects such as: the installation of LED lighting in the North Parking Lot, renovation of the Fine Arts Elevator, and repairs to the Student Health Center.

There is even good news on the budgetary front. Even though it appears that there will be little if any Capital funding in next year's budget, a recently established Facilities Fee is providing an opportunity to proceed with projects that would not otherwise be possible. The funds collected during the 2015 Spring semester are allowing us to replace the remainder of the lighting in parking lots throughout the campus with new LED lighting. This reduces energy consumption, maintenance costs, and improves safety — a triple win! This funding will also allow us to replace the lighting in Rasmussen Hall 101 — one of our highest-use lecture halls.

So, yes, there is good news to celebrate, with more to come as we continue with our work on the Engineering Parking Garage, WFCS renovation, Bookstore renovation, Library North entrance, and numerous other projects on our UAA and Community Campuses.
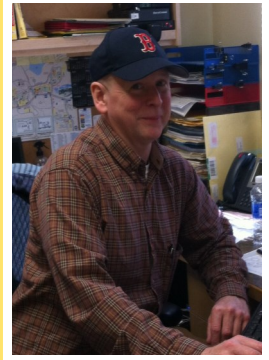

Pedestrian Bridge Construction Has Resumed

Facilities Planning & Construction – 786-4900

Facilities Maintenance & Operations News
By Tom Sternberg, CFM, Director

Tom Sternberg, Director of Facilities Maintenance & Operations

What happened to winter? Spring seems to be here but who knows… as of March 31st Anchorage had the second lowest snowfall on record. Supposedly we received 20.7" of snow. The National Weather Service says Anchorage has seen such low snowfall because of the "unusually" high amounts of rain which is the result of high sea surface temperatures in the Bering Sea and the northeast Pacific Ocean. The only winter season in which Anchorage had recorded less snow by end of March was the winter of 1985-86, when only 14.7 inches fell by that date.

Please be patient as we begin to move into cooling season. We don't start the cooling equipment in most buildings we until the daytime temperature is above 55 degrees and the nighttime temperature stays above 45 degrees. This normally occurs in mid-May.

RoboCrib Industrial Vending Machine

We are looking forward to the opening of the Engineering & Industry Building and Pedestrian Bridge this fall, and the move to 1901 Bragaw. This summer we will be involved with the remodel of the WFSC and the Engineering Building.

Taylor Fire Protection personnel will be on campus May through August completing the Fire suppression and Fire Detection system annual inspections. They will be looking into every room during this inspection and conducting scheduled audible alarm testing. Facilities Maintenance is currently inspecting fire extinguishers across campus and will continue with that well into the summer (there are ~2,000 extinguishers of different varieties across campus). In addition, Municipal Elevator Inspectors are making the rounds across campus performing the bi-annual elevator inspections.

We have a new addition to the FMO organization: welcome what we affectionately call RoboCrib. Located in Gordon Hartleib Hall, RoboCrib is an industrial vending machine that is set up to track and dispense PPE and maintenance supplies 24-7. All our employees need to do is swipe their ID card. We expect to see it in full operation by May.

Several positions were filled within the organization. Jason Ketchum joined us as a CT3 Refrigeration Technician in the Electrical Shop. Jason is an Air Force veteran and spent the better part of his career in the service business in Anchorage. Steve Dail is our new CT2 HVAC Technician within the Mechanical Shop. Steve is also from the Air Force with 20 years of service.

We continue to review and change our internal processes as we figure out the most efficient way to use AiM, our maintenance management system. Our big initiative is to move to a paperless work order process. We envision the process to flow from customer service requests to completion without ever having to consume paper. More of our technicians are using the mobile devices to access their work orders in the field. With more technicians carrying mobile devices in the field, we are now able to bar code the building equipment. This allows a technician to scan the equipment with a mobile device and quickly access information. This will speed up the technicians' ability to complete work orders and ensure that information on work conducted is appropriated to a piece of equipment. This data will enable us to make more informed decisions on repair vs. replacement of assets.

Bill Hartman, Robin Gurung, Kara Monroe, and Staffany Willhauck received their Commercial Driver's Licenses, and Kara Monroe received her Alaska Pesticide Certification. Congratulations to these great members of our Horticulture and Turf shops!

Long-time employee Cathy Wagner plans to retire on June 30th. Her service to the department and our campus will be missed by all!

Our Electricians restored the Admin lobby lights to their original design. In short, we have light again!

Environmental Health & Safety & RM News

By Doug Markussen, P.E., Director

EHS Team: (L to R) Jeaneen Bailey, Manch Garhart, Doug Markussen, Maury Riner

It's been a busy time for EHS! A big change for the department has been the addition of Emergency Management. This function was recently transferred from the University Police to EHS. Ron Swartz has hung up his lieutenant's badge, gun, and holster, and moved to the civilian side of life. Ron will retain his title of UAA Emergency Manager and will continue his great work to keep UAA prepared for whatever comes our way. Manch Garhart will also retain his title of UAA Assistant Emergency Manager. The department name, Environmental Health and Safety and Risk Management Support, may be changed to reflect the addition; we're aiming for the longest department name at UAA! Joking aside, Ron will be a valued addition to the team!

An important part of improving the safety of campus is quickly identifying and responding to incidents or unsafe conditions. A new online incident reporting system, Origami Risk, has been designed to make reporting easy and simple for all employees and students.

An "incident" is an injury, damaged property, or damage to vehicles. Examples of "unsafe conditions" include: damaged walking surfaces, broken hand rails, inadequate lighting in common areas, and even fire hazards. Employees and students can actively participate in keeping our campus community safe by reporting injuries, non-emergency damages, or potential hazards.

This process also replaces UA's Worker's Compensation paperwork. Origami has a complete claims module that will be integral to the Statewide claims process. The current forms will be phased out over the next few months as use of Origami grows. During that period paper reports and claims will continue to be accepted, but use of the new system will be strongly encouraged.

Ron Swartz conducting a CPR training

Online incident reporting allows for faster, easier reporting. Electronic submissions can be handled more rapidly, providing better customer service for worker's compensation and general insurance claims. EHS will be notified as soon as an incident report is submitted, speeding up the investigation and response process. To access the system, visit www.alaska.edu/origami or visit EHS' homepage.
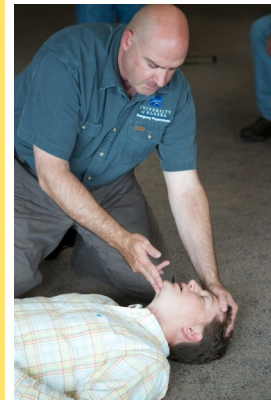

Online Incident Reporting
www.alaska.edu/origami

As the warmer months approach, remember to stop and think about who in your life depends on you to be prepared. All employees have a personal responsibility to be prepared for a disaster, but some may not realize that others depend on them as well. Is there someone depending on you to be there in a time of emergency? Our spouse, parents, children, relatives, friends, co-workers, place of employment, pets etc. are counting on YOU. If so what's your plan?

Remember, in an emergency situation if your attentions are drawn elsewhere (like worrying about home and loved ones) your ability to help UAA may be diminished. Preparations and training at home makes you a more valued asset here at work.

The Environmental Health and Safety wants to challenge you to Make a Plan, Get a Kit and Be Prepared. Take the opportunity to have the conversation and know what is expected when things don't go according to plan. For more information please contact EHS at 786-1300 or ehsrms@uaa.alaska.edu.

FACILITIES BULLETIN

Hails

Jason Ketchum — FMO Electrical
Steven Dail — FMO HVAC

John Hanson, John Faunce, and Cory Fischer on the Bridge

Upcoming Events

May 3 – Commencement

May 14 – Development Day

May 18 – First Summer Session Begins

June 17 – Juneteenth

June 25 – Second Summer Session Begins

July 4 – Holiday

August 24 – Fall Semester Begins

Facilities Leadership Team—met in January to plan the year's goals

Safety is Everybody's Business

Staff Alliance Report
Meeting: April 14, 2015
10 am-Noon

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

1

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.

2

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.

Diversity Action Council & Faculty Senate Diversity Council – April 17, 2015

Meeting with the Chancellor and his cabinet

This meeting was to update the Chancellor as to what each council had accomplished over the past year to facilitate diversity on the UAA campus.

It was also an opportunity for members of each council to give recommendations to the Chancellor about what more could be done.

The Chancellor was very supportive of what has been done and very receptive to recommendations as to future actions.

Attached is a summary of the Diversity Action Councils awarded funding and the events' partners and co-sponsors of the funded events.

Joint Health Care Committee Report
Meeting: April 15, 2015
From Kathleen McCoy

The meeting planned for April 15 was cancelled by email on April 13. The next meeting is scheduled for May 20 at 2 p.m. The agenda for that meeting so far is:
- o 3rd Quarter Review
- o Update Healthy Roads
- o Open enrollment Update

On April 16, Erika Van Flein shared a small adjustment to this year's health premium savings opportunity, making it easier for people to meet the requirements.

Her info is as follows:

After much discussion and looking into possible options, we've decided to modify the wellness program requirements for the FY16 rebate. We really can't change the end date without causing data and systems issues. We can, however, reduce the requirements from 5 points to 4. This should go a long way to helping more people qualify as we've heard lots of appeals for "I just need one more!"

The Healthyroads web site can't be changed in time to reflect that 4 additional points are needed; it will still show 5. But our reporting will capture all those who have the 4 points, in addition to the Personal Health Assessment and the biometric screening.

Please share the news with your members and friends, and encourage them to contact Sara if they are still having problems. I'll be sending out an e-mail to the entire population but wanted to let you know first.

NWCCU Accreditation

UAA institutional accreditation year in review:

- Mid-Cycle Report and visit (September-October 2014)
- Chancellor's Cabinet approves refined set of indicators and approach to mission fulfillment in response to the Mid-Cycle Report and Visit (January 2015)
- Substantive Change Proposal to Bring PWSCC Under UAA's Accreditation (February 2015)
- UAA Team Attends the NWCCU Year Seven Self-Evaluation Workshop (March 2015)
- Input on the rationale for the Core Theme 1: Teaching and Learning and Core Theme 3: Student Success indicators sought from the Accreditation Steering Committee, the Faculty Senate, the Faculty Senate Student Academic Support and Success Committee and the Student Affairs Leadership Team (March-April 2015)

Summer 2015 Next Steps: Data collection and first-level analysis to prepare for the campus review of the results in the fall.

http://www.uaa.alaska.edu/undergraduate-academic-affairs/Accreditation/accreditation-2017-home

Academic Policy

- **Academic Dispute Resolution Process Review Task Force:** After interviewing several members of the campus community, the Task Force has compiled a number of general recommendations for the academic dispute resolution process and are asking for feedback. The draft recommendations are attached and feedback can be sent directly to Co-Chairs Dennis Drinka and Terry Kelly.

International & Intercultural

- **Education Abroad in Review:**
  - **Study Abroad Providers:** 49 UAA students studied in over 16 countries;
  - **Exchange Partnerships:** UAA sent 12 students to its exchange partners in Germany, Japan, England, and Scotland, and hosted 9 students from its exchange partners in Japan, Germany, Finland, Norway and Sweden.
  - **Faculty-led Short Term Programs:** UAA faculty are leading groups of students to Japan and China this May. Qiujie "Angie" Zheng and Paul Johnson will take 10 students to China to study globalization and the Chinese economy and business climate. Dorn Van Dommelen and Hiroko Harada will take 10 students to Japan to study tsunami preparation and lessons learned.

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge *through teaching, research, engagement, and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to* serving the higher education needs *of the state, its communities, and its diverse peoples. The University of Alaska Anchorage is an* open access *university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a* rich, diverse, and inclusive environment.

UAA MISSION FULFILLMENT EXPECTATIONS

- UAA students meet or exceed faculty expectations for at least 90% of program student learning outcomes.
- UAA meets the needs of our communities and state through certificate and degree awards, with an emphasis on high demand job areas.
- UAA students, faculty, and staff increasingly reflect the diversity of the state.
- UAA engages the community through diverse partnerships and mechanisms that support community engagement.
- UAA's excellence is recognized and supported by local and national agencies through grant awards.

UAA CORE THEME OBJECTIVES AND INDICATORS

Core Theme Objectives	Core Theme Indicators
Core Theme 1: Teaching and Learning	
UAA student learning outcomes are achieved	• Student achievement of course and program student learning outcomes
UAA academic programs meet state needs	• Total degrees and certificates awarded with emphasis on high-demand jobs • Total student credit hours
Core Theme 2: Research, Scholarship, and Creative Activity	
UAA research, scholarship, and creative activities advance knowledge	• Number and dollar amounts of proposals submitted and awarded grants, contracts, and sponsored activities in research, scholarship, and creative activities • National Center for Higher Education Management Systems (NCHEMS) Research Expenditures
Core Theme 3: Student Success	
UAA students access and successfully transition into the university	• The degree to which UAA's students reflect Alaska's racial and ethnic diversity • First-to second-year first-time, full-time undergraduate student retention rate
UAA students persist and achieve their goals	• Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student sub-cohorts grouped by first year of entry • Total degrees and certificates awarded with emphasis on high-demand jobs • Graduation rates • Graduates' employment rates and average earnings
Core Theme 4: UAA Community	
UAA's environments support and sustain learning, working, and living	• The degree to which UAA's faculty and staff reflect Alaska's racial and ethnic diversity • The degree to which faculty, staff, and students express satisfaction with their professional and learning environments • Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios • Number of crimes, incidents, and injuries reported
Core Theme 5: Public Square (Community Engagement)	
UAA engages in mutually beneficial partnerships with the communities we serve	• The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies and communities. • Number of UAA colleges which have developed engagement guidelines for faculty promotion and tenure
	Approved by Chancellor's Cabinet February 2015

Academic Dispute Resolution Process Review Task Force
Provisional Recommendations
April 27, 2015

The Academic Dispute Resolution Process Review Task Force was charged with examining UAA's academic dispute resolution policies and procedures (ADRP). The task force focused on the grade appeals process and decided to pursue this examination along the following timeline: Stage I: consult stakeholders on problems and potential solutions related to ADRP; Stage II: develop general recommendations; Stage III: develop specific policies based on recommendations from Stage II and get stakeholder feedback; Stage IV: implement specific policies from Stage III.

The task force has completed Stage I. It interviewed associate deans, students, student government, faculty, the Dean of Students Office, and community campus assistant directors. From those interviews a number of issues and potential recommendations emerged. Now in Stage II, the task force is proposing (and seeking feedback on) a number of general recommendations to the ADRP. The next stage for the task force will be to vet these general recommendations and then operationalize them into specific policies and guidelines. These specific policy recommendations would be sent for consideration to the Faculty Senate.

Your feedback as a faculty senator is an important part of this process! Please take a moment to review these recommendations and send feedback to task force co-chairs Terry Kelly (aftmk2@uaa.alaska.edu) or Dennis Drinka (dedrinka@uaa.alaska.edu)

Recommendation #1: Uniform Practice
Currently the different colleges have different practices regarding academic disputes. The task force recommends uniform practice across the colleges.

Recommendation #2: Centralization of Information
Information on the academic dispute policy should be in an easy to find and centralized location.

Recommendation #3: Gatekeeping
A means by which students can assess the merits of their appeal should be developed to allow students to self-screen complaints that have no merits under the policy.

- Develop an online "quiz" to enable students to easily and quickly determine if their case has any merit.
- Develop a liaison program to help students understand and navigate the process.

Recommendation #4: Efficiency
The grade dispute process can be made more efficient and consistent through by the development of a university-wide pool of faculty and students who are trained to serve on dispute hearing committees. Specific days/times can be set aside for committee meetings, e.g. Friday's 9:00-11:00.

- Selection and training of the pool can take place each spring or fall before a semester begins. Deans can then form committees from the standing pool. Trained students may also be able to serve as liaisons.

Recommendation #5: Liaisons
Students with appeals complaints should be guided to a specific dispute liaison that can assist students in navigating the process. Each college or campus would identify their liaison/s.

Recommendation #6: Non-adversarial approach
The model of the formal resolution process should move away from an adversarial trial and towards a non-adversarial inquiry model.

Recommendation #7: Teachable Moments
In keeping with the non-adversarial tone, we committee members should be trained to should identify moments in which students and/or faculty can learn from the process in order to improve instructional delivery, or student understanding of the educational process.

Recommendation #8: Training
Neither faculty nor students understand the policy well. The new policy should be the subject of training.

ai ACADEMIC IMPRESSIONS

COLLABORATIVE LEADERSHIP: THE NEW LEADERSHIP STANCE

By **Patrick Sanaghan & Jillian Lohndorf**

HIGHER ED IMPACT

Delivered free to your inbox, *Higher Ed Impact* provides you with a full tool kit to help you monitor and assess the trends and strategic challenges likely to have an impact on your institution's health and competitiveness.

DAILY**PULSE**

Scan current events, timely research, and notable practices at other institutions.
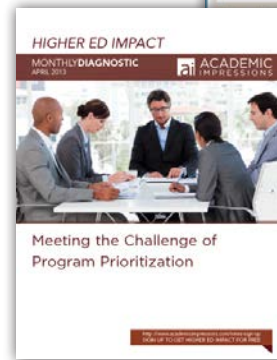
WEEKLY**SCAN**

Review the week's most significant events and the most timely research in higher education, with key takeaways suggested by higher education's leading experts.

DIAGNOSTIC

Get an enterprise-wide and in-depth look at a current, strategic challenge; identify steps to take and critical questions to address.

Learn more or sign up to receive *Higher Ed Impact* at:

http://www.academicimpressions.com/news-sign-up

ABOUT ACADEMIC IMPRESSIONS

We are an organization that exclusively serves higher education professionals. We offer focused and intentionally crafted learning experiences to help you address your most pressing challenges.

Our work addresses a range of issues related to student recruitment and retention, faculty support and development, alumni engagement and development, and increasing organizational productivity.

Learn more at www.academicimpressions.com.

AUTHORS

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*.

JILLIAN LOHNDORF

LIBRARIAN, CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY
RESEARCH ASSOCIATE, THE SANAGHAN GROUP

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.

AI EDITORS

AMIT MRIG

PRESIDENT, ACADEMIC IMPRESSIONS

DANIEL FUSCH

DIRECTOR OF RESEARCH AND PUBLICATIONS, ACADEMIC IMPRESSIONS

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 tolead 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

ai ACADEMIC IMPRESSIONS

CONTENTS

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 <u>a clearly understood and mutually beneficial, shared set of goals and outcomes</u> that they could not achieve working by themselves.*

> *"Collaboration involves a <u>transparent and trusted communication</u> process where all parties feel informed and can provide feedback and ideas to others with whom they work. Most importantly, collaboration involves <u>shared decision making</u>, where the decision rules are understood by everyone and all involved parties can inform or influence important decisions that can potentially impact them, <u>especially resource allocation decisions."</u>*

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:

• An informal survey that will help you gauge your organization's collaborative capacity

• A description of an open space meeting, and a

• 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; Hrebiniak, 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 TWO DECISIONS** = THE LEADER IS A "PEER OF THE REALM" AND HAS ONE "VOTE," LIKE THE REST OF THE GROUP MEMBERS

- **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 DELAGATED 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.

🔍 MINI CASE STUDY | Sharing Best Practices/Ideas That Leverage the Talent of Faculty

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 wiling 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

50

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.**

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

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

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

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.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	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

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.

REFERENCES

Adler, Paul, Charles Hecksher, and Laurence Prusak. 2011. "Building a Collaborative Enterprise." *Harvard Business Review* 89, no. 7/8: 94-101.

Bossidy, Larry, Ram Charan, and Charles Burck. 2011. *Execution: the discipline of getting things done.* London: Random House Business.

Bryan, L.L., E. Matson, and L.M. Weiss. 2007. "Harnessing the power of informal employee networks". *The McKinsey Quarterly*. (4): 44-55.

Chrislip, David D. 2002. *The collaborative leadership fieldbook: a guide for citizens and civic leaders*. San Francisco: Jossey-Bass.

Deal, Terry, and Allan Kennedy. 2000. *Corporate cultures: The rites and rituals of corporate life*. New York: Basic Books.

Farson, Richard Evans, and Ralph Keyes. 2002. *Whoever makes the most mistakes wins: the paradox of innovation*. New York: Free Press.

Garvin, David A., and Michael A. Roberto. 2001. "What You Don't Know About Making Decisions." *Harvard Business Review* 79, no. 8: 108-116.

Gulati, Ranjay. 2007. "HBR Spotlight - Customer Focus - Silo Busting: How to Execute on the Promise of Customer Focus". *Harvard Business Review*. 98.

Hansen, Morten T. 2009. *Collaboration: how leaders avoid the traps, create unity, and reap big results*. Boston, MA: Harvard Business Press.

Hansen, Morten T., and Nitin Nohria. 2004. "How To Build Collaborative Advantage. (cover story)." *MIT Sloan Management Review* 46, no. 1: 22-30. Business Source Elite.

Heifetz, Ronald. *Leadership without easy answers*. Harvard University Press, 1998.

Heifetz, Ronald, Alexander Grashow, and Marty Linsky. "Leadership in a (Permanent) Crisis." *Harvard Business Review* 87, no. 7/8 (July 2009): 62-69.

Heifetz, Ronald Abadian, and Martin Linsky. 2008. *Leadership on the line: staying alive through the dangers of leading*. Boston: Harvard Business School Press.

Hill, Linda A. 2014. *Collective genius: the art and practice of leading innovation*. Boston, Mass: Harvard Business Review Press.

Hrebiniak, Lawrence G. 2005, 2013. *Making strategy work: leading effective execution and change*. Upper Saddle River, New Jersey: FT Press.

Hutt, Michael D., et al. "Defining the Social Network of a Strategic Alliance." *Sloan Management Review* 41, no. 2 (Winter2000 2000): 51-62.

Ibarra, Herminia, and Morten T. Hansen. 2011. "Are You a Collaborative Leader?." *Harvard Business Review* 89, no. 7/8: 68-74.

Kanter, Rosabeth Moss. 1989. "Becoming PALs: Pooling, Allying, and Linking Across Companies." *Academy Of Management Executive* (08963789) 3, no. 3: 183-193.

Kezar, Adrianna J., and Jaime Lester. 2009. *Organizing higher education for collaboration: a guide for campus leaders*. San Francisco, CA: Jossey-Bass.

Kim, W. Chan, and Renee Mauborgne. 1997. "Fair Process: Managing in the Knowledge Economy." *Harvard Business Review* 75, no. 4: 65-75.

Klein G. 2008. "Performing a project premortem". *IEEE Engineering Management Review*. 36 (2): 103-104.

Leavitt, Mike, and Rich McKeown. *Finding allies, building alliances: 8 elements that bring—and keep—people together*. Jossey-Bass, 2013.

McChesney, Chris, Sean Covey, and Jim Huling. 2012. *The 4 disciplines of execution: achieving your wildly important goals*. London: Simon & Schuster.

McDermott, Richard, and Douglas Archebald. 2012. "Harnessing Your Staff's Informal Networks." *Harvard Business Review* 88, no. 2: 82-89.

Mintzberg, Henry. 2013. *Simply Managing: What Managers Do--And Can Do Better*. San Francisco: Berrett Koehler.

Pfeffer, Jeffrey, and Robert I. Sutton. "The Smart-Talk Trap." *Harvard Business Review* 77, no. 3 (May 1999): 134-142.

Raelin, Joseph A. 2003. *Creating leaderful organizations: how to bring out leadership in everyone*. San Francisco: Berrett-Koehler Publishers.

Sanaghan, Patrick, Larry Goldstein and Susan Jurow. 2001. "A Learning Agenda for Chief Business Officers." Business Officer Magazine.

Sanaghan, Patrick, and Paulette A. Gabriel. 2011. *Collaborative leadership in action: a field guide for creating meetings that make a difference*. Amherst, Mass: HRD Press.

Sanaghan, Patrick, and Nancy Aronson. 2009. *Deep lessons on collaboration: how collaboration really works*. Bloomington: Xlibris Corp.

Sanaghan, Patrick, and Susan Jurow. 2011. "Who Will Step Into Your Shoes?" *Business Officer* 44, no. 10: 16-24

Spillane, James P. 2006. *Distributed leadership*. San Francisco: Jossey-Bass.

Thomson, Ann Marie, and James L. Perry. 2006. "Collaboration Processes: Inside the Black Box." *Public Administration Review* 66, 20-32. Business Source Elite,

Weiss, Jeff, and Jonathan Hughes. 2005. "Want collaboration? Accept--and actively manage--conflict." *Harvard Business Review* 83, no. 3: 92.

CONFERENCE

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 tolead 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

ai ACADEMIC IMPRESSIONS

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

Version Apr 1 2015

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.
3. Signed UA Code of Conduct.
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.
3. Signed UA Code of Conduct.
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, 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**."

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 to 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

Table of Contents

2

PRAESIDIUM
Our passion. Your protection.

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)

3

PRAESIDIUM
Our passion. Your protection.

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.

True Screen pricing as of March, 2015	
Basic SSN Alaska Statewide Criminal - all AKAs County Criminal - all counties of residence outside of Alaska; all AKAs National Criminal - all AKAs National Sexual Offender - all AKAs	**$47.20**
Basic + Credit Credit Report Alaska Statewide Criminal - all AKAs County Criminal - all counties of residence outside of Alaska; all AKAs National Criminal - all AKAs	**$49.70**
Basic + MVR SSN Alaska Statewide Criminal - all AKAs County Criminal - all counties of residence outside of Alaska; all AKAs National Criminal - all AKAs National Sexual Offender - all AKAs MVR	**$55.95**
Basic + Employment + Education SSN Alaska Statewide Criminal - all AKAs County Criminal - all counties of residence outside of Alaska; all AKAs National Criminal - all AKAs National Sexual Offender - all AKAs Employment - 5 yrs or up to 3 Education - highest degree	**$81.70**

4

PRAESIDIUM
Our passion. Your protection.

Basic + Employment + Education + MVR SSN Alaska Statewide Criminal - all AKAs County Criminal - all counties of residence outside of Alaska; all AKAs National Criminal - all AKAs National Sexual Offender - all AKAs Employment - 5 yrs or up to 3 Education - highest degree MVR	**$97.45**

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.

UA-Required Training Content and Delivery Methods

Audience	Content	Timetable	Delivery Method	Armatus® Modules
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	

5

PRAESIDIUM
Our passion. Your protection.

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

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.

6

PRAESIDIUM
Our passion. Your protection.

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

PRAESIDIUM
Our passion. Your protection.

As a supervisors 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:

8

P R A E S I D I U M
Our passion. Your protection.

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:

PRAESIDIUM
Our passion. Your protection.

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:
 	
    o Determine the appropriate response based on the report.
 	
    o Speak with the individual who has been reported.
 	
    o Review the file of the individual to determine if similar complaints were reported.
 	
    o Document the report on the appropriate form(s).
 	
    o If appropriate, notify parents and/or guardians.
 	
    o 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.

10

PRAESIDIUM
Our passion. Your protection.

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[1] 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."

11

PRAESIDIUM
Our passion. Your protection.

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.

12

PRAESIDIUM
Our passion. Your protection.

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.

13

PRAESIDIUM
Our passion. Your protection.

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.

14

PRAESIDIUM
Our passion. Your protection.

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:

Prohibited Minor-to-Minor Interactions
• Hazing
• Bullying
• Derogatory name-calling
• Games of "Truth or Dare"
• Singling out one minor for different treatment
• Ridicule or humiliation

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:

Guidelines for UA Individuals in Response to Minor-to-Minor Sexual Activity
• Interrupt the behavior and separate the minors. Do not investigate.
• Report the behavior to a supervisor or administrator.
• Document your report with factual information.

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:

15

PRAESIDIUM
Our passion. Your protection.

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.

PRAESIDIUM
Our passion. Your protection.

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 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.

17

PRAESIDIUM
Our passion. Your protection.

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.

PRAESIDIUM
Our passion. Your protection.

APPENDICES

19

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

PRAESIDIUM
Our passion. Your protection.

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.			
Name:	(Print)		
Position:	(Print)		
University:	SW ☐	UAF ☐	UAA ☐	UAS ☐
Department / Program:	(Print)		
Signature:	(Sign)		
Date:	(Print)		

21

PRAESIDIUM
Our passion. Your protection.

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.

PRAESIDIUM
Our passion. Your protection.

23

PRAESIDIUM
Our passion. Your protection.

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	_____

24

PRAESIDIUM
Our passion. Your protection.

DRAFT

PRAESIDIUM
Our passion. Your protection.

Staff Council
Membership List & Meeting Schedule
2015-2016

Name	Position	Phone	Fax	Email	Term – TBA
Liz Winfree	**Workforce Development Program Administrator** *Center for Human Development*	264-6239	274-4802	liz@alaskachd.org	
Fannie Slaten	**Faculty Support – Accounting** *College of Business and Public Policy*	786-4133	786-4115	fslaten@uaa.alaska.edu	
Kim Heidemann	**Administrative Assistant Radiologic Tech** *Medical Imaging Sciences*	786-4930	786-6938	klheidemann@uaa.alaska.edu	
Maureen Hunt	**Administrative Assistant** *Mat-Su College – Academic Affairs*	746-9339	746-9303	mehunt@matsu.alaska.edu	
Nancy Hall**	**Program Coordinator** *WWAMI School of Medical Education*	786-4789	786-4700	nancy@uaa.alaska.edu	
Brenda Levesque	**Administrative Specialist** *Institute for Circumpolar Health Studies*	786-6577	786-6576	bllevesque@uaa.alaska.edu	
Sandra Medina	**Administrative Assistant** *College of Engineering*	786-1973	786-1079	smedina7@uaa.alaska.edu	
Audrey Malone	**Office Manager** *Multicultural Center*	786-6124	--	ajfoster@uaa.alaska.edu	
Marie Williams	**Administrative Assistant** *Bookstore*	786-4759	786-4790	mtwilliams5@uaa.alaska.edu	
Peter Clemens	**VA Certifying Technician** *Veteran Financial Assistance*	786-1048	786-6122	pcclemens@uaa.alaska.edu	
Danielle Dixon	**Program and Event Coordinator** *Student Affairs – Dean's Office*	786-4416	786-4800	dmead1@uaa.alaska.edu	
Kathleen McCoy	**Electronic Media Specialist** *University Advancement*	786-1490	786-1957	kmccoy5@uaa.alaska.edu	
John Moore	**Research Laboratory Manager** *Laboratory Sciences (CAS)*	786-1268	786-1314	jdmoore@uaa.alaska.edu	
Melodee Monson	**Business Manager** *Human Services Department*	786-6453	786-6436	mamonson@uaa.alasaka.edu	
Ryan Hill	**Residence Coordinator** *Resident Life*	751-7426	751-7446	rjhill4@uaa.alaska.edu	
Carey D. Brown	**Coordinator of Academic Advising** *College of Health*	786-4417	--	cbrow159@uaa.alaska.edu	
David Weaver	**Director of UHDCS** *Dining & Conference Services*	751-7212	751-7281	dweaver@uaa.alaska.edu	

Scheduled Meeting Dates: Staff Council meets from 9:00-11:00am in ADM 204 unless indicated otherwise	
2015	**2016**
Thursday, September 3rd – Retreat!	Thursday, February 4th
Thursday, October 1st	Thursday, March 3rd
Thursday, November 5th	Thursday, April 7th
Thursday, December 3rd	Thursday, May 5th

*University Assembly Representative   **University Assembly Alternate

Governance Office	Phone	Fax	E-mail
Kimberly Swiantek, Governance Coordinator	786-1994	786-6123	kswiante@uaa.alaska.edu
Harley Hedlund, Administrative Assistant	786-1945	786-6123	UAA_gov@uaa.alaska.edu