

To: Chancellor Karen Carey
From: Administrative Review Committee
Date: April 2, 2021
RE: UAS Administrative Management Structure Expedited Review

Introduction

The purpose of this expedited administrative management review is to provide input on the current UAS administrative management structure. Our review process provided an opportunity for a largely governance-driven review. The intent was not to review the performance or compensation levels of incumbents but to focus on whether the current administrative structure fits the needs of the university. The committee members would like to thank all participants for their time and effort in preparing their position analysis reports for this review.

The committee used a transparent process and worked to protect its members by agreeing not to attribute specific details of conversations to individuals but instead to attribute discussions and content to the entire committee. Committee members decided to communicate in ways that would guarantee no repercussions upon members based upon recommendations made during the review process.

We were mindful of this process being carried out amidst the difficulties that years of budget reductions present in operating safe working environments. The loss of positions due to budget reductions creates an unstable environment for review and other activities. Still, we are committed to working together for what is best for our university.

We acknowledge that staff reductions over time have impacted the administrative roles and the responsibilities of remaining positions have increased. As a result administrators are supervising positions that are responsible for a growing body of work. To ensure smooth and efficient operations, we recommend that each unit overseen by a vice chancellor, dean, or campus director be reviewed to assure that the unit's structure and personnel align with its functions.

We further acknowledge that our review was limited to the current administrative structure and did not explore the impact of budget reductions resulting in personnel cuts in recent years. Of note, the committee identified two areas of concern that define significant unmet needs that may be best served in an administrative role. First, the human resources department restructuring has left UAS without administrative oversight and leadership to respond to system personnel priorities. Second, the area and impact of systemic race and equity and a pathway to define and measure goals for growth and progress is touched upon in this report and a more in depth review is suggested. This committee recognizes the implications of these unmet needs on the university and recommends these areas be included in university response and planning as priorities.

Our recommendations are outlined below. We start with some general recommendations followed by specific position recommendations.

General Observations and Recommendations

All administrators provided a response to how their position's role contributes to diversity, equity, and decolonization. Some responses included specific examples and activities while others stated a general support for initiatives, which could show a lack of specific intentions to increase diversity and reduce institutional racism. We recommend UAS further strengthen efforts to serve Indigenous populations by focusing on Alaska Native student retention, and creating strong links with Alaska Native corporations and tribes. In addition, specific administrative steps should be taken to increase the retention of Alaska Native students as a shift towards equity. There is a tendency at UAS to have Alaska Native focused programs and positions to be grant funded in order to exist or be developed, and this shows a budgetary inequity as other programs and positions are not expected to be grant-funded. This links to an operating philosophy that Alaska Native programmatic growth must be funded by Alaska Native institutions.

Further, our committee noted the need to identify a clear path for staff, faculty and students to report acts of racism and discrimination and the role of senior administrators, deans and directors play in these instances. The burden of equity and cultural safety has been placed for too long on too few and those who have been marginalized. One tactic to improve equity and reduce instances of racism and discrimination on UAS campuses is to re-charge the Chancellor's Advisory Committee on Equity and Cultural Safety. If this committee is re-charged, administrators should clarify

how the advice of this and all advisory committees is considered. In addition, the committee questioned how deans and directors should be involved in reported instances of discrimination experienced by students, faculty, and staff at UAS. Again, there needs to be a clearer process of how these incidents are reported and the process of investigating concerns and communicating with involved parties.

Alaska Native student retention, systemic racism, and systemic misogyny are aspects of higher education that require intense analysis, because the data and testimonies of current and former students demonstrate systems of inequity. These three areas should be addressed systematically and performance of administrators should be linked to the retention of Alaska Native students, in particular, because retention rates for this population remains lower than other populations of students.

Observations and Recommendations: Administrative Leaders

Chancellor

We strongly affirm the Chancellor position.

The committee has one recommendation for the position of Chancellor. UAS has benefitted from a succession of Provosts into the Chancellor role. However, the committee notes that Chancellors who stepped up from the Provost position have a tendency to continue to focus on the daily academic operations of the university. We recommend that the Chancellor position focuses on external and strategic activities that would benefit UAS.

Vice Chancellor of Administrative Services (VCAS)/Director of IT Services

We strongly affirm the position(s) of Vice Chancellor of Administration and Director of IT Services.

The current incumbent serves in both roles. We feel it is unlikely that another individual would possess the skill set to do both jobs and to recruit for both would likely eliminate many strong candidates for the VCAS position. The committee recommends that the UAS administration begin to consider how it will fund two positions when the current employee departs. It is worth noting that the administrator preparing the position analysis felt that a lack of support staff could be a problem for anyone else serving in the role.

Director of Facilities Services

We affirm the position of Director of Facilities.

This position maintains a wide range of responsibility areas from new building construction to janitorial services. The committee recommends an examination of whether there is redundancy within the areas of Health and Safety and Emergency Planning. If so, UAS may consider changes that contribute to the most efficient allocation of resources.

Vice Chancellor of Enrollment Management and Student Affairs (EMSA)/Director of Admissions

We strongly affirm the position(s) of Vice Chancellor of EMSA and Director of Admissions.

The current incumbent serves in both roles. The functions of recruiting and admissions are priorities as we strive to increase our student enrollment. We recommend that administration prioritize the hiring of either a Director of Admissions or an Associate Director of Recruiting.

Associate Vice Chancellor for Alaska Native Programs and Director of PITAAS

We strongly affirm the position(s) of Associate Vice Chancellor for Alaska Native Programs/Director of PITAAS administrative position.

This position is currently 51% UAS general fund and 49% grant funded. The incumbent currently serves in both roles and both are critical to the UAS mission, and student success. This position has been grant funded for twenty years. We recommend the administration commit funding this position with 100% general funds. This action would be proactive, should PITAAS U.S. Department of Education grant funding ever be eliminated. Data demonstrates the impact of this position on both UAS and AK COE on Alaska Native student enrollment and graduation data. The work accomplished under the grant has contributed toward the target goals of an increased number of Alaska Native students enrolled in education degree programs and an increase in Alaska Native students graduating and entering the workforce. Another consideration by the committee was to investigate how this position aligns with efforts of the Alaska Native Success Initiative potential outcomes.

Development and Alumni Relations Director

We affirm the position of Director of Alumni Relations Director, but recommend clarification of expectations and possible changes to the position.

Given the State of Alaska's current fiscal situation and the fact that the University of Alaska system is unlikely to see increased support from the state legislature, the importance of this position cannot be overstated. For the same reason, it is critically important that the UAS Development and Alumni Relations Office function at the highest possible level and that it fulfills its primary function of *increasing private support for the institution*.

The position is directly supervised by the chancellor. The committee recommends that this supervision includes setting fund-raising goals and working with the director to develop clear strategies designed to increase funding from private sources.

Supervision should also include ongoing analysis of the staffing needs of the office. In her position analysis, the Director notes that only 10% of the duties of the position are administrative. She also notes that training staff is a significant investment and that she is currently working with an entirely new staff. Given the importance of fundraising at UAS, hiring competent staff and getting them up-to-speed quickly needs to be a priority of the office. The committee recommends that a plan for staffing and timely staff training be developed and reviewed by the chancellor.

Finally, the committee recommends more transparency, accountability, and reporting on the sources of private funding and how the funds raised are disseminated across the university.

Observations and Recommendations: Academic Leaders

When reviewing the Provost, Deans, and Campus Directors' roles and responsibilities, the committee discussed a need to improve the cross-campus climate with the Provost potentially playing the role of *Guwakaan* (peacemaker). Members of the committee mentioned how it would be preferable to feel like there is one UAS and not three distinct campuses that manage their own staff, budgets, and academic programming.

How can the Provost support the Juneau, Sitka, and Ketchikan deans, directors, and faculty to work better together?

A lack of funding has exacerbated these issues in recent years and has resulted in a heightened sense of competition between our three campuses. One method to reduce the perception of rivalry could be to assess success in terms of enrollment statistics in programs or courses rather than by campus. The committee recommends an initiative to explore the causes of division and tension, and to develop strategies to unite the campuses and programs under the goal of student success and support of the mission of UAS.

Provost

We strongly affirm the Provost position with a recommended change.

The committee sees the Provost position as critical to UAS. The workload associated with being the provost at UAS requires a dedicated full-time position.

We recommend that the functions of the Vice Provost of Research and Sponsored Programs be shifted from the Dean of A&S to the Provost office. We recommend that the roles of Dean of Graduate Studies be moved from the Provost to the new Director (Dean) of the School of Education.

Dean Arts and Sciences and Vice Provost of Research and Sponsored Programs (VPRSP)

We strongly affirm the position of Dean of Arts and Science.

This position is currently filled by an Interim, and there is active recruitment underway. We recommended above that the VPRSP duties be shifted to the Provost once the new Dean of Arts and Sciences is hired.

The Interim Dean included information about the administrative manager and associate dean (AD) positions. The AD position was eliminated in the past due to budget constraints, and we support the Interim Dean's decision to eliminate the position in FY22. We do see the need for an administrative manager to assist with day-to-day operations and supervision of administrative staff.

As noted above, the Dean of Arts and Sciences should play an active role in improving the relationships among faculty and administrators at the three campuses by working closely with the campus directors.

Ketchikan Campus Director & Sitka Campus Director

We strongly affirm the positions of Ketchikan and Sitka campus directors.

Both the Sitka and Ketchikan campus directors function as facilities managers, academic leaders and community liaisons. Incumbents in these roles manage faculty in both the School of Career Education and the School of Arts in Sciences. This dynamic results in navigating relationships and collaborating with two sets of faculty groups and two academic deans. The NWCCU accreditation team noted as one of five commendations, “the success at integrating three campus locations into one university with shared vision and values. The level of collaboration and consistent support among the three campuses is remarkable”. We applaud the role of the campus directors in achieving this accolade.

In consideration of our comments above about improved cross-campus relations, we believe that the roles of campus directors add value to UAS. We wonder if the Ketchikan campus director has adequate support after the elimination of an assistant director position.

Executive Dean of Alaska College of Education

We understand that University of Alaska President Pat Pitney will recommend a plan to restructure teacher preparation programs across the three universities to the Board of Regents at their June meeting. This plan includes three separate schools of education each led by a director. The search for a UAS director is underway however we recommend that a dean lead our school of education.

We did not receive a position analysis report from the AK COE associate dean as requested. While the associate dean position is scheduled to be eliminated in the academic year 2021/2022, we recommend that UAS administration ensure that the functions of maintaining CAEP accreditation be written into a position description at the appropriate level.

Library Dean

We affirm the administrative management position of Library Dean while recommending a possible future change.

The committee noted that the Egan Library and support programs (CELT, Learning/Testing center, and Writing Center) function well under the current structure. However, it is unclear to the committee why the position was reclassified from Director to Dean even though there was no change in the position responsibilities or compensation. The position description should be updated to reflect the title change and supervised programs. When the position is next vacant, administration should consider the title of Director rather than Dean to ensure that the title accurately reflects the level of responsibility associated with the role.

Executive Dean, Career Education (Assistant Professor of Construction Technology)

The committee affirms the role of Executive Dean of Career Education.

The committee recognizes the importance of career education at UAS, as well as the need for leadership in this area. However, it is not clear that the title of executive dean best describes the role, given the split between administrative and teaching duties. We recommend that the administration should consider the title of executive dean to ensure that the title accurately reflects the level of responsibility associated with the role.

The committee notes the need for further clarification of the regional responsibilities associated with the role and whether the position is responsible for supervising programs and faculty in Ketchikan and Sitka.

Closing Remarks

It may be noticed that the committee did not recommend the elimination of any positions. The committee considered options to merge or combine positions, however, given the current “thinness” of our existing structure and the fact that many of our current administrators fill multiple roles, in our judgement, such reductions are not feasible.

Moving into the future, UAS needs to be prepared for further reductions in faculty, staff, and administrative positions. UAS will have to be strategic in order to ensure that the

positions that are most needed are filled by competent employees. To this point, reductions in employee positions have been managed primarily by attrition -- when a person voluntarily leaves or retires, the university has, in many cases, chosen not to fill the vacated position. This has worked well and we hope that we will continue to be able to manage budget reductions in this way.

However, if we do so we need to consider situations in which employees leave as opportunities to reallocate resources in a strategic way. This requires thinking about the university as a whole and what its needs are. Our concern should not be about whether a department or office has lost a position, but about how to best allocate the resources we have. This holds across departments, schools, and our three campuses. If this is to be successful, faculty, staff, and administrators need to think of themselves as part of the university as a whole more than as a member of a department, school, or campus. While this may seem obvious, as the committee discussed topics and worked through issues it became clear that this will require a deep change in the culture of UAS. The committee recommends that the chancellor make this a priority.