



Board of Regents Program Action Request
 Proposal to **Discontinue** a Program of Study
 University of Alaska

1a. UA University UAF	1b. School or College CLA	1c. Department or Program Sociology
2. Complete Program Title:		Sociology BA
3. Type of Program:		
Undergraduate Certificate	<input type="checkbox"/>	Associate
Master's	<input type="checkbox"/>	Doctorate
	<input type="checkbox"/>	Baccalaureate
	<input type="checkbox"/>	Post-Baccalaureate Certificate
4. Type of Action:	<input checked="" type="checkbox"/> Discontinue	
Implementation Semester:	Fall	Year: 2020
5. Other programs affected by the proposed action, including those at other campuses (please list):		
Program Affected	Anticipated Effect	
none		
Page number of attached summary where effects on other programs are discussed: _____		
6. Specialized accreditation or other external program certification needed or anticipated. List all that apply or	7. Aligns with University or campus mission, goals, core themes, and objectives (list):	
None	Core theme Educate	
	Page in attached summary where alignment is discussed: _____	
8. Teachout Plan (attached)	n/a	Program has been suspended since 09/26/2016.
Submitted by:		Date: 3/31/2020
Consensus support of AC	<input checked="" type="checkbox"/> Not supported by AC <input type="checkbox"/>	
Recommend approval by VPASR	DocuSigned by: 	Date: April 7, 2020
Recommend disapproval by VPASR	E807E63EC77D4B8...	Date:

Degree Program Name	Sociology BA
PROGRAM DEMOGRAPHICS	
FY19 Majors	0
FY19 Graduates	0
FY19 SCH from degree program	1110 all SOC (GER course can continue to be offered)
FY19 UGF allocated to the program	\$133,200
FY19 total program budget	\$135,700
UGF/Major or SCH	\$121/SCH
STAFFING	
Tenure-track FTE faculty impacted by program deletion	1
Non-tenure track FTE faculty impacted by program deletion	0.3
staff impacted by program deletion	0
-- for each of these describe reduction phase-in during teachout	one year
PROGRAM IMPACTS	
Potential for the program to obtain external funding	n/a program already suspended
Impacts on meeting state or workforce needs	n/a program already suspended
PROGRAM UNIQUENESS AND TEACH-OUT PLAN	
Is this program unique in the UA system? If no, describe duplicate or similar programs	No
Are there other majors to which the students may transfer (at MAU and at other MAUs)?	UAA Sociology BA
What reasonable options within your university do students have ?	interdisciplinary BA degree
What reasonable options do students have across the UA System?	UAA Sociology BA
What reasonable options do students have for transfer to another university?	most universities have a Sociology major
What are the on-line options within UA for completion?	none
PROGRAM REDUCTION SAVINGS	
Total UGF savings following teachout	\$133,200
Timeline for cost savings and faculty/staff reductions	one year



Daniel M. White, Chancellor

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March 23, 2020

TO James R. Johnsen, President, University of Alaska

FROM Daniel M. White, Chancellor, University of Alaska Fairbanks

RE UAF Expedited Academic Review

In accordance with Regents' Policy 10.06.10, and as required by University Regulation 10.06.10.C.2, UAF followed the following process for expedited, exceptional Program Review that was tailored to UAF's particular financial circumstances. The process and timeline are included on the Provost's web site (<https://uaf.edu/assessment-review/expedited-review.php>). The effort began last October and we are now nearing the final stages of the process. Remaining steps are as follows with this step constituting step number 1, below:

1. Monday, March 23 by 5pm - Chancellor recommendations will be sent to the UA President and VP of Academic, Students, and Research.
2. April 1, 2020 – President's recommendations go to the SW Academic Council
3. April 9, 2020 – BOR Public Testimony
4. April 13-14, 2020 – BOR Academic and Student Affairs committee meets to discuss recommendations
5. June 4-5, 2020 – Board of Regents meets to vote on any program changes, including eliminations.

My program review recommendations are based on my review of the committee's analysis and recommendations, dean's reviews, consultation with the Provost, faculty senate motions, public input, budget considerations, and our need to make vertical cuts rather than ongoing horizontal cuts. I did not ask the program review committee to reach a specific budget target because I wanted to make sure that the review committee members were given the latitude to evaluate all of the aspects of the programs and not pit programs against one another. As a result, and not surprisingly, very few program reductions were recommended by the committee. I think that is a reasonable result of the process to date. While it is true that all of our programs have value, history, and students, it is also true that some programs will need to be reduced. All aspects of the university will need to play a part in meeting our budget targets. Furthermore, I have received feedback imploring me to make some vertical cuts to programs, not just horizontal percentages from all units. As a result, my recommendations for program reduction are greater than what has been recommended by the committee. Even with greater reductions, academic programs are only one aspect of our overall reductions. I continue to focus on reductions in space, functions at the

UAF Expedited Program Review

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edges of our mission, and reducing footprint. And we will continue to identify what work we can simply stop doing.

Per the review committee's recommendations we will proceed to deletion the following programs already suspended.

1. Chemistry
 - a. BA Chemistry
 - b. MA Chemistry
 - c. MS Biochemistry
 - d. MS Environmental Chemistry
2. Construction Trades Technology
 - a. AAS Construction Trades Technology
3. Economics
 - a. MS Resource and Applied Economics
4. Physics
 - a. MS Computational Physics
 - b. MS Space Physics
5. Power Generation
 - a. Certificate in Power Generation
6. Process Technology
 - a. Certificate in Mining Application and Technology
7. Renewable Resources
 - a. AAS Renewable resources
8. Sociology
 - a. BA Sociology
 - b. BS Sociology
9. Veterinary Science
 - a. Certificate in Veterinary Science

Per the review committee's recommendations we will reinstate the following program already suspended

1. Music
 - a. Masters in Music, Music Performance

I agree with the review committee's new recommendations for suspension or deletion in the following programs:

1. AAS Drafting Technology – Suspension
2. MEd People, Place and Pedagogy – Delete
3. MEd Second Language Acquisition, Bilingual Education and Literacy – Delete
4. Certificate Safety, Health and Environment Awareness Technology – Delete
5. MS Water and Environmental Science – Delete

UAF Expedited Program Review

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I concur with the committee's recommendations in all other areas of continuation or deletion except in the following where I have recommended a different path:

1. Atmospheric science – delete with opportunities for students in existing departments in similar areas (e.g., physics, chemistry, engineering) including possible alternative appointments at UAF for research intensive faculty
2. BA Earth Science – delete
3. BA in Arctic and Northern Studies – continue
4. Certificate in Ethnobotany – delete
5. Certificate Environmental Studies – delete
6. Masters of Education, Med Online Innovation and Design – delete
7. Geography – delete with opportunity to recombine with synergistic programs, including alternative appointments at UAF for research intensive faculty
8. Mining and Geological Engineering – Separate programs. Maintain Mining Engineering BS and MS. Merge Geological Engineering with Civil Engineering in order to offer the ABET accredited GE program with fewer resources than currently needed.

The programs above were selected because there are logical paths for many of the students in those programs to continue pursuing degrees at UAF. It is important to note that only half of our programs were considered this year. We will look at the other half next year. This means that our less expensive programs (on a per student basis) will have the same scrutiny.

If UAF's reduction is ~ \$30 million over the next two years, how will these reductions get us there? We expect less than 10% of the cuts to come directly from academic programs. I do think that we will identify significant savings for this year as a result of our expedited administrative review, our shared services model, and continued strategic use of land, facilities and resources.

This is a difficult time within the university and within the state. No decisions made on program reductions or resource elimination are made lightly. As academic needs, wants and delivery strategies change, we have to change with them and understand that we are committed to a long-term strategy and looking to the future. Thank you.

DMW:jdp

FACULTY COMMITTEE EVALUATION SHEET	
DEPARTMENT:	Sociology, College of Liberal Arts
PROGRAM:	Sociology
DEGREE:	BA

I. PROGRAM PRODUCTIVITY AND EFFICIENCY

- 1) Analysis of PAIR data:
a. Total SCH: is the trend positive or negative?

From 2015, there has been a small (3.6%) increase in undergraduate credit hours. Further, outside student credit hours over the last 4-years has dropped by 23.2%. Upper level SCH dropped from a high in 2015 of 417 to a low of 222 in 2016. This trend is expected to continue with the loss of faculty to teach upper division courses.

Most of the teaching for this program falls under service teaching for the current UA core. The “core service classes” identified in the report account for 2 SOC courses out of a current possible 27 core courses available for students to chose from.

- b. Majors: Does the number of majors seem exceptionally high or low for the size of the program (consider the number of students, faculty, and budget)?

The numbers of majors are exceptionally low for this type of program, currently at 4 students. Per the report:

“PAIR data states that there are 24 majors; however, the Department’s records document only four students who are declared Sociology majors in Fall 2016. Four of the students listed as majors in Banner are unknown to the faculty and have not taken a Sociology course at UAF; eleven have completed all of their Sociology courses; two have transferred out of state or are confirmed as having stopped/dropped out of college.”

- c. Degrees: Does the number of degrees awarded seem exceptionally high or low for the size of the program (consider the number of students, faculty, and budget)?

The number of degrees awarded seems low, but expected due to the low enrollment of the program in general. The SOC BA program graduated 3 students last year with an average of 6 students over the last 5 years, and graduation rates have fallen since 2012.

The program currently has only one faculty remaining, whom describes the inability of the department to graduate the students currently enrolled due to lack of qualified faculty*. Enrollment into the BA program was suspended in the Summer of 2016; with the BS being suspended in 2015.

*From the submitted report: “The Department of Sociology does not have sufficient resources to adequately meet its objectives in a sustainable manner. We are unable to continue to offer the

BA... by only one tenured faculty member and a handful of adjunct instructors with insufficient academic background in the discipline.”

d. Majors Per Degree Awarded, FY11-FY15: This number could be taken as an indication of how long it takes students to complete this degree. If it is a longer time than expected, does the report provide an explanation? Is the number high because many students are leaving the program (the “Look Forward/ Look Back” table can help determine this)?

The committee feels that due to the inconsistent nature of the data in the PAIR data and reports that there is not enough clear information to address this question.

e. Theoretical Tuition Revenue: Does the program generate a significant amount of tuition, particularly compared to its stated budget?

Costs of the program are around \$400,000 per year and estimated revenue from student credit hours is around \$300,000. Further, from the report:

“The loss of tuition revenue due to the Department’s inability to offer a full complement of upper division electives will be even worse in FY17 because of the loss of faculty.”

In light of this erosion of revenue, it appears not only that the program faculty cannot fulfill the requirements for their own major, but also that despite their service activities this program is running in the red.

f. FTEs: does the number seem adequate for the program’s needs?

No, FTEs are currently changing to 1 full time faculty and several adjuncts, which is not the appropriate faculty/adjunct ratio to sustain the needs of this current program. Indeed, reliance upon an ever-shifting pool of itinerant part-time instructors is unsustainable over the long-term.

2) Place of program within department mission and budget: How does this program complement other offerings in the department? Do faculty and staff effort and the budget associated with this program seem to fit the number of students and degrees completed per semester/year?

The SOC BA is currently the main program for the Sociology department; with a BS that has been suspended since 2014. They offer a minor in Sociology as well. Service teaching is high due to the enrollment in SOC 100X Individual, Culture, and Society. The BA accounts for the majority of the costs associated with this department.

a. Sufficiency of resources: Are there concerns about the long-term sustainability of the program? Are there factors that impact the timeliness of a decision regarding this program (for example, retirements or resignations of faculty or loss of grant funding, or the need for a costly facility upgrade)? Does the budget seem adequate for the program’s needs? Are there indications that it is being used efficiently?

There is a legitimate concern about the sustainability of this program. The current budget is extremely low in comparison to current needs (i.e., two plus faculty hires needed). Currently enrolled students in the SOC BA might not be able to graduate on time due to the lack of faculty to

teach upper division courses. Per the report:

“Upper division SCHs dropped 60% from FY15 to FY16 because of the loss of the three faculty; upper division courses cannot legitimately be taught by instructors who do not hold advanced degrees in Sociology or a closely related discipline.”

3) Productivity of faculty in publication, scholarship, funded research and service: Are the faculty in the program productive according to the standards of their discipline? Does the program have significant external funding to offset its budget?

While the Sociology program does not have specific unit criteria, the 2014 program review noted that overall, scholarly activity at the program level appears to be very low. That was with 3 additional tenured/tenure track faculty working in the department. Productivity in this area, with one faculty member remaining in 2016 and teaching up to 12 courses during the current academic year (reported by program representative), is likely to remain at best minimal.

Although some internal funding has been acquired by this program over the last several years, external funds seem non-existent. Therefore, it is determined that the publication, scholarship, and fund research and service to be very poor.

II. NEED FOR PROGRAM

1) Centrality to UAF mission & Core Themes: Does the report adequately link the program to the mission and at least one of the Core Themes? What negative impacts would there be on UAF's ability to fulfill its mission if this program were eliminated?

Yes, it does link to multiple Core Themes. As it stands, UAF will be able to fulfill their mission without this program being held in house. For additional information about linkage to UA's mission, see item 3 below.

2) Important academic, community, or industry partnerships: Are there any special considerations when thinking about the need for this program (for example- are its students funded by an outside agency? Does another program depend on its offerings?)

Community partnerships: nothing significant or that stands out in the report. Some SOC courses are used to fulfill requirements in other programs.

3) Duplication in the UA system. If the program duplicates another, is there a good justification for continuing UAF's program, such as local student demand, a special emphasis of UAF's program, or other? If the program is duplicated elsewhere in the UA system, does the UAF program seem to be of higher quality?

There is duplication in the system with UAA offering a BA and BS in Sociology, as well as a Sociology minor. Further, UAS offers a BA in Social Sciences with a concentration in Sociology.

The committee feels that the UAF program is not a higher quality program than the one offered at UAA. Indeed, with the erosion of the program due to faculty departures, a case could be made that the sociology program at UAA is superior. For instance, at UAA the program has five full-time faculty, all tenured, active researchers with 67 student majors registered. Further, according to the

well accepted and utilized ETS exam, UAA students average at the 97th percentile of nationally assessed students taking this exam.

4) Demand by students or graduates: Does there seem to be sufficient student interest in the program? Are its graduates in demand by the workforce? Are they successful in finding employment or do they often pursue further education? If demand is low, does there seem to be potential for growth?

There does not seem to be significant student interest in this program, and there does not seem to be potential for growth as the program stands. However, following the program’s suspension in admissions, according to the program’s report, there have been 3 students who petitioned for admission into the Sociology BA.

As stated in the 2014 Program Review Report, “for most graduates, this program is not tied to a defined career/job market path.” The 2016 department report indicates that graduates pursue career paths working in fields such as disability services, non-profit organizations, victim advocacy, school counseling, cannabis entrepreneurs, food service workers; and other random areas of work that have not been identified as “high demand industries or jobs”. Current UAF SOC BA graduates “pursue other paths in life. These include: blogger; community activist; hospice volunteer; novelist; parent; and peace activist.”

Some graduates have gone into Graduate Programs, however, there are no specific numbers reported.

III. ASSESSMENT AND MISSION FULFILLMENT

1) Results of assessment: Is the program making efforts at assessment and significant progress toward meeting the outcomes that it has set for itself?

SLOA data have not been collected since 2013. Further, not much data was collected in 2013 or earlier, either. The high recommended redesign of the SLOA plan and data collection was not advanced since the last review. No progress has been made.

COMMITTEE RECOMMENDATION

[include vote tally to continue and discontinue]

Continue Program

1 Votes in favor

Discontinue Program

10 Votes in favor

0 Abstain Votes

Request Specific Improvements or Follow-Up (describe below)

Summary:

The committee recommends that the BA in Sociology program be discontinued. Savings for discontinuation of this program are minimal as the cost of the program currently stands; however, adding needed faculty for sustaining the program would increase the associated costs. Still further, given that enrollments in non-service sociology courses are extremely low, financial support for additional faculty is not justified.

Per the department's report: UAA is not wanting to collaborate and neither are other programs/colleges on campus. The committee is concerned about ideas for forced collaboration with this program, as this could cause more conflict and inefficiencies within the UAF campus, as well as anticipated confusion and additional difficulties for students.

If the program were to be discontinued, it appears that UAA has courses that could serve the needs of service courses in sociology.

ADMINISTRATIVE COMMITTEE EVALUATION SHEET	
DEPARTMENT:	Sociology, College of Liberal Arts
PROGRAM:	Sociology
DEGREE:	BA

1. Comments on program productivity and efficiency:

As self-reported the Sociology program is not sustainable the way it is currently configured. The program currently has just one full time faculty member and three adjunct faculty. The number of active majors is 4. Degrees awarded in FY16 were 3. At the program's request admissions into the BA Sociology have been suspended. The Sociology program reports that it needs an additional two faculty members to keep the program active at an incremental cost of \$220,000. With budgets set to shrink further, and Strategic Pathways that focuses on consolidating duplicate programs, the administrative committee does not feel that additional investment into Sociology to be a responsible use of funds especially as additional investment would likely be reallocated from other more successful CLA or UAF programs.

2. Comments on need for program:

Sociology is a basic University discipline. However, a degree need not exist to continue to offer valued service courses for other programs. Additionally, UAA offers an undergraduate Sociology degree and its program has five full-time faculty members, 67 majors and their students scored at 97th percentile on ETS Sociology field exam.

3. Comments on assessment and mission fulfillment:

Again, a larger Sociology degree is offered at UAA and UAF can still offer sociology service courses to fulfil mission without a major. It is unfortunate that budget pressures necessitate that difficult decisions be made.

In closing, and in regard to mission fulfillment, the Sociology Program suggested three alternatives to maintaining its Baccalaureate degree being

- Eliminate B.A. and just have minor (reported savings \$300,000)
- Joint degree with UAA (Our recommendation that this program, *if* a feasible option, be considered as a collaborative program, NOT joint)
- Create new Social science degree with History, Arctic and Northern Studies, Political Science, Women, gender and sexuality studies, economics, cultural geography, NRM. Offer BS and BA.

(This alternative requires considerable research to determine its viability)

COMMITTEE RECOMMENDATION

[include vote tally to continue and discontinue]

Continue Program

0 Votes in favor

Discontinue Program

9 Votes in favor / 1 abstain

Suspend Admissions to Program

0 Votes in favor

Request Specific Improvements or Follow-Up (describe below)

CHANCELLOR'S CABINET EVALUATION SHEET

DEPARTMENT:	Sociology, College of Liberal Arts
PROGRAM:	Sociology
DEGREE:	BA

CABINET DECISION

- Continue Program
- Discontinue Program
- Suspend Admissions to Program
- Request Specific Improvements or Follow-Up (describe below)

Additional comments:

FACULTY SENATE REVIEW

- Agree with Recommendation Disagree with Recommendation

Alternative recommendation (if in disagreement with cabinet):

Faculty Senate President

Date

PROGRAM REVIEW 2016-17

DEPARTMENT: Sociology, College of Liberal Arts

PROGRAM: Sociology

DEGREE: BA

The Department of Sociology is a once-thriving and productive department that has lost all but one faculty member in the last few years. The university's budget crisis has made it impossible to replace the faculty who left, and this has caused irrevocable harm to the program. In Fall 2010, there were 66 sociology majors and four full-time faculty members, three of whom held PhDs in Sociology. Dr. Jordan Titus retired effective June, 2015; Dr. Melanie Arthur resigned effective June, 2015. Both of these faculty were tenured and were active and productive scholars in addition to being excellent teachers. Dr. Titus specialized in the sociology of childhood, deviance, and sociology of law. She had created and successfully taught courses in her specialty for many years, drawing students from multiple disciplines to our Department. Dr. Arthur specialized in quantitative research methods and social problems; her resignation was also immediately and keenly felt. In January 2016, Andrea Greenberg, a long-time term assistant professor who regularly taught nine sociology courses per year, including multiple sections of our core class, SOC 100X, transferred to another academic department. After five years at UAF, Kara Dillard, a tenure-track assistant professor resigned in May 2016. In July, 2016, David Kadanoff, a new term assistant professor, resigned. It was this last departure that prompted the single remaining full-time faculty member, Dr. Sine Anahita, to request that the Provost suspend enrollment to the program.

When the Department had sufficient faculty to teach SOC 100X and substantive courses in the discipline of sociology, we were excellent at recruiting and graduating undergraduate students. SOC 100X, in particular, was our richest source of new majors and minors. But as tenured faculty left, and as SOC 100X was handed off to faculty with insufficient background in sociology, recruitment to the program lagged. We continued to graduate existing majors until we finally reached the point in mid-summer 2016 when we could count only eight majors. Tellingly, at least three transfer students have petitioned the Vice Provost to be admitted to the BA this summer. This fact demonstrates that there is still considerable interest in the Sociology BA at UAF, and that our low number of majors is not due to lack of student interest, but due to lack of faculty to recruit students and to teach gateway courses.

The BA in Sociology obviously cannot be sustained by only one tenured faculty member and a handful of adjunct instructors with insufficient academic background in the discipline. However, we thoroughly understand the fiscal realities that have enveloped our state and our university and acknowledge that we must be creative when envisioning a future for the discipline of sociology at UAF. Therefore, following the model of Strategic Pathways, in Section IV, we present a series of options for the review committees to consider.

PROGRAM REVIEW 2016-17

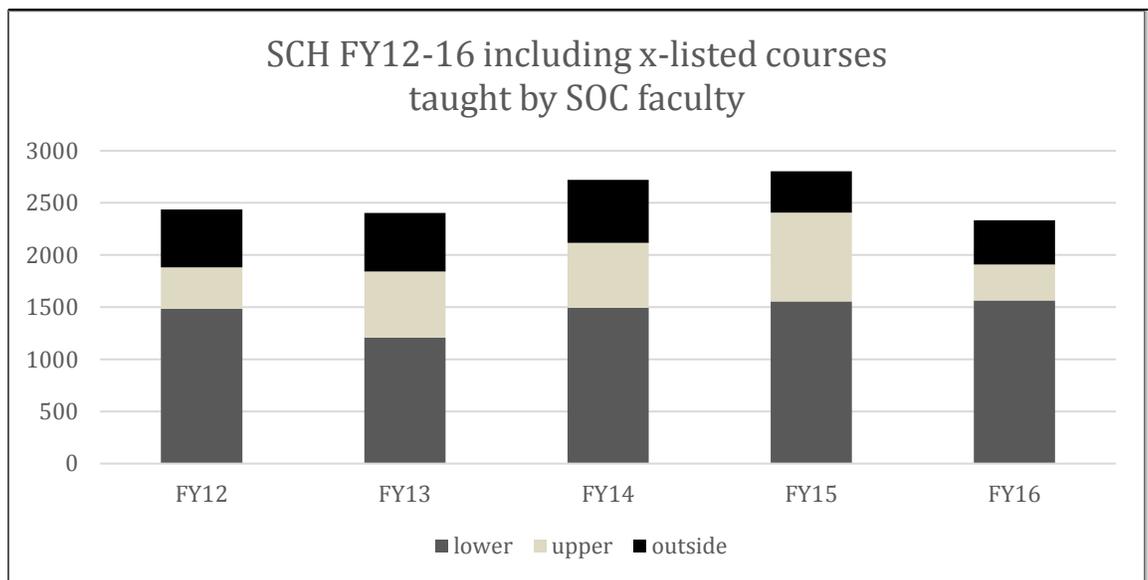
DEPARTMENT: Sociology, College of Liberal Arts
 PROGRAM: Sociology
 DEGREE: BA

I. PROGRAM PRODUCTIVITY AND EFFICIENCY

- 1) Discuss or provide context for the following components of the PAIR data, and provide an explanation of any numbers that may seem out of place given the size and capacity of your program:
- a. Total SCH
 - b. Number of majors
 - c. Number of degrees
 - d. Time to degree
 - e. Department budget
 - f. FTEs
- If the data do not accurately reflect the program, explain why not. Also, discuss trends, e.g., is enrollment growing or decreasing? Why?

a. Total SCH

The PAIR data provided do not include courses that are cross-listed with other programs but that are taught by Sociology faculty. The table and graph below includes those courses.



SCH FY12-16 in Sociology, including cross-listed courses				
	<i>lower</i>	<i>upper</i>	<i>outside</i>	<i>total</i>
FY12	1485	396	555	2436
FY13	1208	633	564	2405
FY14	1494	624	603	2721
FY15	1557	849	397	2803
FY16	1566	342	426	2334

PROGRAM REVIEW 2016-17

DEPARTMENT: Sociology, College of Liberal Arts

PROGRAM: Sociology

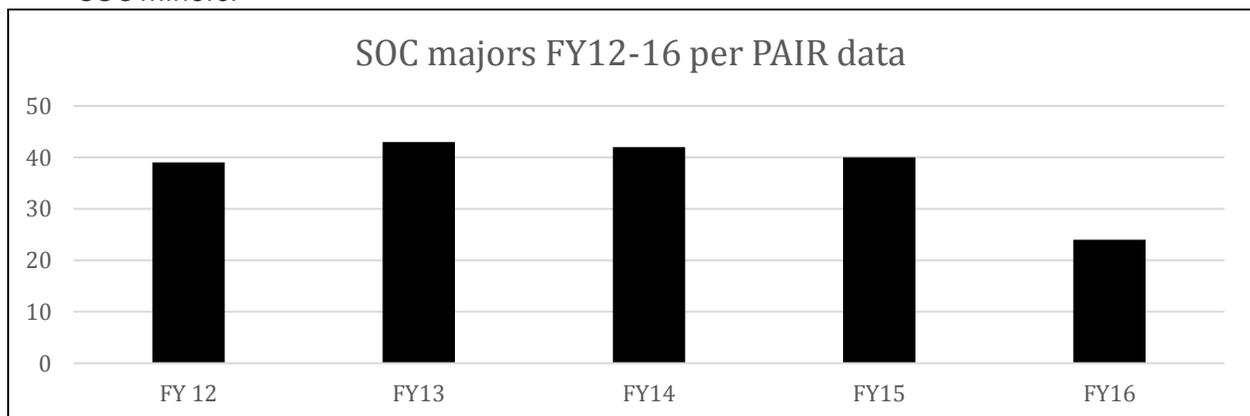
DEGREE: BA

As the table indicates, the Department of Sociology contributes significantly to “service teaching” through our popular SOC 100X Individual, Culture, and Society course. We teach this course in multiple modalities, including: face-to-face in large lecture courses with 50-65 students; online through Blackboard; and two small honors sections with about a dozen students in seminar style. One Sociology faculty also regularly teaches SOC 100X for CTC, although this is not counted in the data above.

Note the 17% drop in overall SCHs from FY15 to FY16. The drop is the result of the loss of Sociology faculty, three of whom departed in Spring 2016. Lower division enrollment in Fall 2016 is stable only because we were able to hire four adjunct instructors just before classes began. Upper division SCHs dropped 60% from FY15 to FY16 because of the loss of the three faculty; upper division courses cannot legitimately be taught by instructors who do not hold advanced degrees in Sociology or a closely related discipline. Thus the negative effects of faculty loss are immediate and severe.

b. Number of SOC majors

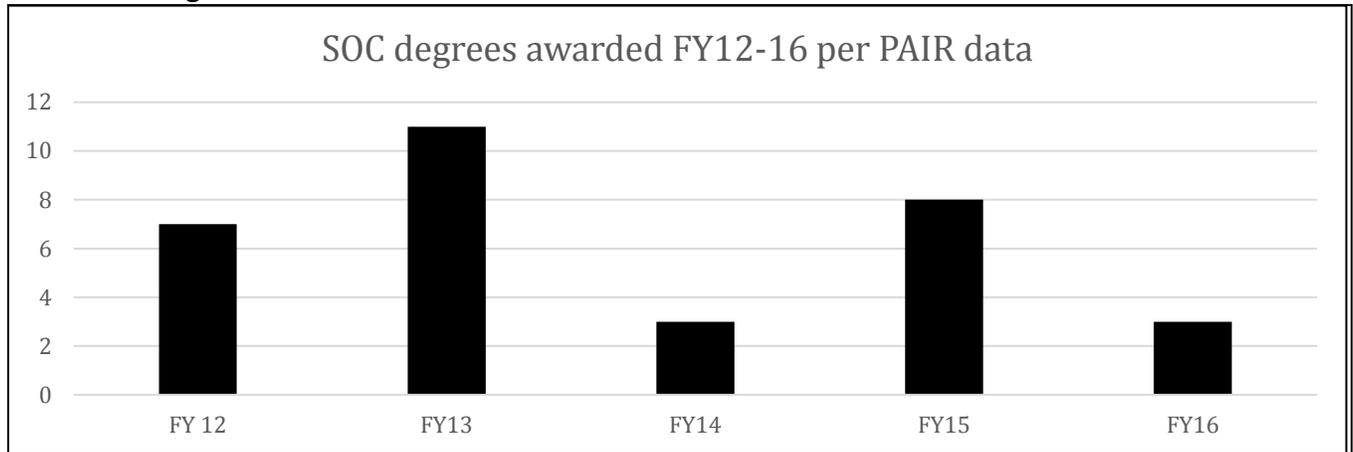
The Department of Sociology has been efficient at graduating students. However, because of the loss of experienced and dedicated sociologists to teach our primary recruiting course, SOC 100X, the Department has not been able to recruit enough majors to replace students who graduate. The change from FY15 to FY16 is particularly telling. PAIR data states that we have 24 majors; however, the Department’s records can document only four students who are declared Sociology majors, known to the Department, and enrolled in Sociology courses in Fall 2016. Four of the students listed as majors in Banner are unknown to the faculty and have not taken a Sociology course at UAF; eleven have completed all of their Sociology courses; two have transferred out of state or are confirmed as having stopped/dropped out of college; three graduated summer 2016. By comparison, the Department can document between ten and fifteen SOC minors.



PROGRAM REVIEW 2016-17

DEPARTMENT: Sociology, College of Liberal Arts
 PROGRAM: Sociology
 DEGREE: BA

c. SOC degrees awarded



PAIR data indicate that the Department graduated an average of 5.9 students annually during the period FY12-16.

d. Time to degree

The Department does not have current data to document time to degree.

e. Department budget

Most of our departmental expenditures are for faculty salaries. Historically, we have employed an average of 4.5 FTE faculty and .5 FTE staff. Until Fall 2016, we have not hired a significant number of adjunct faculty.

The table below illustrates our actual expenditures for FY12-FY14. We were not provided data for FY15 or FY16. Data for FY12-FY14 were pulled from our 2014-15 Program Review report. Personnel expenses for FY15 and FY16 are projected to be much less than FY14 due to the loss of faculty.

Actual Expenditures for Sociology, FY12-14			
	<i>FY12</i>	<i>FY13</i>	<i>FY14</i>
instructional personnel services	379,539	358,000	384,601
administrative staff services	25,223	25,685	26,388
other expenditures	9,433	11,078	6,443
TOTAL expenditures	\$414,195	\$394,763	\$417,135

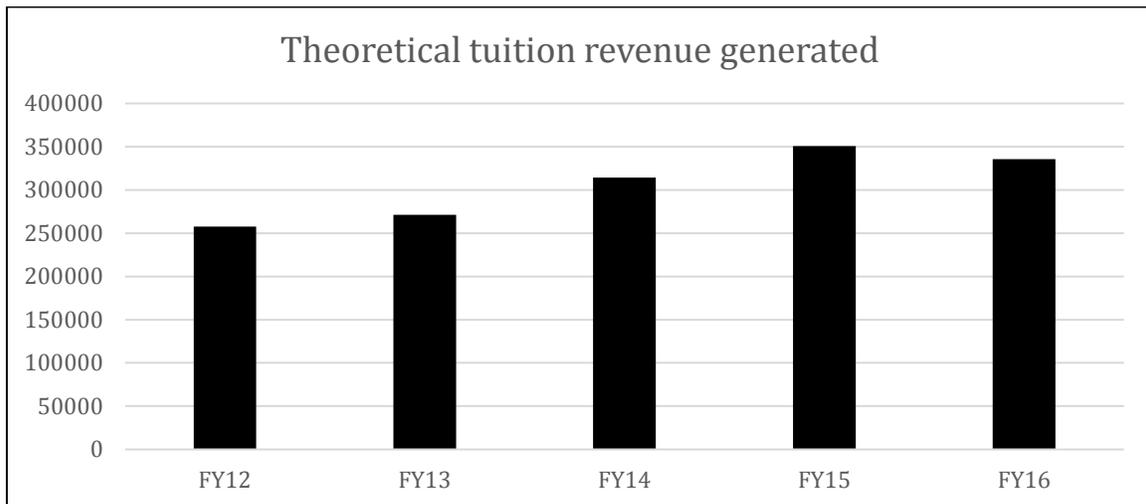
PROGRAM REVIEW 2016-17

DEPARTMENT: Sociology, College of Liberal Arts

PROGRAM: Sociology

DEGREE: BA

In Fall 2016, the Department of Sociology employed one tenured professor and four adjunct instructors. The adjunct instructors are each teaching one course, with enrollment ranging from a low of 25 in SOC 201 Social Problems to 60+/- in three sections of SOC 100X Individual, Culture, and Society, our primary revenue-generating course.



The tenured faculty is the only one who holds a PhD in Sociology, and thus is the only faculty member qualified to teach upper division courses. The 5% drop from FY15 to FY16 is due to upper division courses that were cancelled due to faculty departures.

In spite of the loss of faculty late in 2016, enrollment in SOC 100X—and thus the generation of tuition dollars—continues to be strong. But the courses cost less to deliver because adjunct salaries are approximately one fourth the salary of tenured faculty.

The Department currently has nine upper division electives that we used to offer regularly, but are no longer able to teach due to the loss of specialty faculty. The loss of tuition revenue due to the Department's inability to offer a full complement of upper division electives will be even worse in FY17 because of the loss of faculty.

e. **FTEs**

The PAIR data provided indicate that the Department had, on average, three to four full time faculty on nine month contracts during the period AY12-16. The data do not, however, reflect the current reality. In Fall 2016, there is one full time faculty member. The number of staff FTEs—one person who the Department shares with Philosophy—has remained stable throughout the period of review.

PROGRAM REVIEW 2016-17

DEPARTMENT: Sociology, College of Liberal Arts

PROGRAM: Sociology

DEGREE: BA

- 2) Describe the way this program fits into the department as a whole.
 What other programs are offered in the department and how are they connected with this program?
 What percentage of faculty and staff time is devoted to this program as opposed to others offered?
 What are the budgetary needs associated with this program in particular, e.g., how many faculty teach exclusively or predominantly the courses required for this program?
 Do those courses meet requirements for other programs?
 Are there any special equipment, space, commodity or other needs associated with the program that are not covered by student fees?

The Department offers the BA in Sociology and a minor in Sociology. Enrollment to the BA was suspended in mid-summer 2016. The BS in Sociology was suspended in 2015. The minor in Sociology continues to be offered, but relies on faculty in other departments who teach courses that are cross-listed with Sociology. There are no other programs offered in the Department.

100% of faculty effort is devoted to Sociology. Our staff person is half-time in Sociology and half-time in Philosophy. She divides her effort equally between the two departments.

Currently, the one full time faculty member is predominantly teaching courses that are necessary for the program, including all of the required courses and most of the upper division electives. Some of the electives for the program are being taught as cross-listed courses by Psychology faculty. In the period AY12-16, before the exodus of faculty, all of the faculty taught predominantly in Sociology, and the required courses and elective courses were evenly distributed among the faculty.

Some of the courses that were taught, or are being taught, meet requirements for other programs, including: Law and Society concentration in Justice; Women, Gender, & Sexuality Program minor; Fisheries BA; Fisheries and Ocean Sciences BS; Northern Studies minor; Education BA; Psychology BS and BA; Justice BA; Human Services AAS; and Interdisciplinary AAS, BA, MA/MS, and PhD degrees.

There are no special needs associated with Sociology that are not covered by student fees. The Department houses the Qualitative Research Office, a tiny computer lab with specialty software, but it was funded by one-time grants from URSA.

- 3) Does this program have sufficient resources (people, space, time, funding, student interest) to adequately meet its objectives in a sustainable manner?

The Department of Sociology does not have sufficient resources to adequately meet its objectives in a sustainable manner. We are unable to continue to offer the BA in

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Sociology without replacing at least two of the faculty who we have lost or without collaborating with UAA and/or UAS to share resources. If the faculty cannot be replaced, and if we reduce the UAF program to a minor only, after the required teach-out, we can adequately offer a sharply pared-down minor with the one tenured faculty we have retained. There continues to be student interest in Sociology, as indicated by the healthy continued enrollments in SOC 100X in both the face-to-face sections, the online sections, and summer sessions. There is particular interest in Sociology courses that are offered online, as indicated by the healthy enrollments in all of the upper and lower division courses the Department teaches online. Most of the students who are enrolled in Sociology courses are not Sociology majors, or even minors, but are students who are taking the courses for upper division credit. That they chose Sociology from among the many options indicates that students continue to be interested in Sociology courses and in learning about how society operates.

4) Describe the productivity of the program faculty in publication, scholarship, teaching, funded research and service. Mention specific Unit Criteria if they will help the committee to assess the level of scholarly productivity. List any grant funding associated with the program faculty during the review period.

Sociology does not have specific unit criteria. All Sociology faculty have historically exceeded their workload obligations. For example, before she left Sociology, term assistant professor Andrea Greenberg taught nine courses a year (including overloads for eLearning and/or Summer Sessions) in addition to carrying up to 50% of the advising load for the Department. Additionally, she founded and advised the SOC Club, which provided important service opportunities for students. Dr. Anahita regularly teaches up to twelve courses a year, including courses for Summer Sessions and CTC. For three years, she was the Associate Director of Arctic and Northern Studies (ANORS), teaching courses and advising graduate students. She has been particularly involved in creating new courses that are cross-listed with different departments, e.g. History of Cannabis (Summer 2016) that was cross-listed with SOC, HIST, and JUST. Historically, all of the tenure track faculty have been active in research, teaching, and service. On average, tenure track faculty workloads have averaged about 70% teaching, 20% research, and 10% service. All of the Sociology faculty who applied for tenure and/or promotion to date were awarded tenure and/or promotion, indicating that they were “very good or better” in the three areas of workload responsibilities. Dr. Anahita is in the process of applying for a \$195K NSF grant that was invited by the Polar Programs program director. Dr. Anahita and Dr. Dillard (recently resigned) also obtained small grants (\$1000-10,000) from external sources to support their research and teaching activities. Dr. Anahita has been successful in garnering institutional funds to support departmental and college

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instructional work during the period of review, e.g. URSA (\$11,926) , Provost's Instructional Technology Grants (\$27,000), and statewide Strategic Initiatives (\$25,000).

II. NEED FOR PROGRAM

1) UAF'S mission and Core Themes are attached. How does this program contribute to that mission and those themes? Is this program uniquely central to the mission?

The Sociology department's stated mission is "to contribute to the broader intellectual mission of the university by sharing the sociological perspective through teaching and research on social issues, especially those concerning social justice and pertaining to the North and its diverse peoples." The emphasis on the North and its diverse peoples is parallel to the University's mission statement, which uses similar language. The Department of Sociology is thus critical to fulfilling the mission of UAF through our focus on social issues. Historically, UAF Sociology faculty excel at integrating research with teaching and service, which is key to the mission of UAF. One of the hallmarks of our department has been our focus on issues related to social justice and inequalities. All of the tenure-track faculty in our department studied and published on these topics, and integrate research findings into their course materials. To make course material applicable to our students, most of whom are Alaskan, we provide plentiful examples relate to the circumpolar North and its diverse peoples. Sociology prepares students to become lifelong learners through teaching critical thinking and inspiring a thirst for sociological understanding. The critical thinking skills that Sociology teaches, including how to test assumptions empirically, to evaluate evidence, to reason effectively, and to present arguments well both orally and in writing are central to a liberal arts education that prepares students for a range of work and career opportunities. Over the years, many students have commented through form and informal assessment tools about how our department's courses and the mentoring they received from our faculty have transformed the way they think about society and social issues.

EDUCATE: We offer a BA in Sociology as well as a minor. We also make a substantial contribution to the core curriculum by teaching up to 10 sections of SOC 100X Individual, Society and Culture annually in multiple modalities. Some of these class sections are large, while some have been small to accommodate Honors program students or sections with a specific content focus. Educating students in the craft of Sociology is central to our Department's mission and made up the majority of the work of our faculty.

RESEARCH: Historically, all tenure track faculty in our department have been active in research and producing scholarly works. Dr. Titus (retired) specialized in social land

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legal conceptions of childhood. Dr. Dillard (resigned) was a certified public issues facilitator and researched deliberative civic engagement efforts and practices across communities. Dr. Arthur (resigned) explored inequity in health and access to healthcare services. Dr. Anahita continues to be interested in how organized inequalities such as gender, sexuality, and race are perpetuated through organizational practices. All tenure track faculty members publish in peer reviewed journals and books, and Drs. Titus and Anahita have contributed to op-eds to local newspapers. Dr. Dillard worked with students to make publically available via publication their research findings. Faculty research has historically been well integrated into our courses.

PREPARE: We prepare our students for the workforce by teaching them transferrable skills such as critical thinking and sociological understandings of their own experiences, including their work experiences. We also prepare students to enter careers, particularly careers that require an understanding of the social world.

CONNECT: We integrate ideas from Alaska Native, rural, and urban communities into our courses. We have two courses--Rural Sociology and Race and Ethnic Relations--that closely examine Alaska Native and rural Alaskan experiences. Until Dr. Dillard's resignation (2015) Capstone Seminar students tackled a local social problem such as mental health care in Fairbanks and hosted and facilitated deliberative dialogues that can lead to community solutions. Through our research, our *courses*, and our service, we seek to make connections with diverse experiences.

ENGAGE: As a faculty, we are active in community engagement as public intellectuals and researchers. Our faculty members have published several opinion editorials and have hosted public forums on a variety of topics important to the university community and to Fairbanks.

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2) List any active academic, community, or industry partnerships associated with this program, and briefly explain what the partner contributes (including but not limited to monetary and in-kind contributions).

Historically, the Department of Sociology has had several partnerships that have resulted in grant funding, research collaborations and publications, and student engagement opportunities. Dr. Dillard's (resigned) partnership with the Charles F. Kettering Foundation in the area of public-civic engagement and deliberation resulted in three publications, and grant support for her spring 2013 Capstone Seminar research project and public deliberative forums. Dr. Arthur (resigned) had research partnerships with physicians at Oregon Health & Science University and Brown University that produced

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data for analysis, conference papers, and publications. Outside of academic/research partnerships, the Sociology Department has had partnerships with Fairbanks-based organizations that have allowed students to get hands on experience. Andrea Greenberg (transferred) facilitated student support for the Interior Alaska Center for Nonviolent Living's Take Back the Night program. Faculty have also worked with the Food Bank, Rescue Mission, Fairbanks Native Association Head Start, Literacy Council, Big Brothers Big Sisters, Fairbanks Folk Festival, and Immaculate Conception Soup Kitchen to allow students to explore how sociological concepts of poverty, race, class, gender, culture and educational inequality affect real lives. These partnerships provide extremely valuable experience to students.

3) Is this program duplicated within the UA system? If there is another program within the system, does this one have any important differences from the other program(s)?

UAA offers a BA and BS in Sociology, as well as a minor. They currently have five full-time faculty, all tenured, active researchers. All of the faculty hold PhDs in Sociology. Until the recent budget cuts, they normally had two to three adjunct faculty members who taught specialty courses. UAA has approximately 67 majors. As part of their outcomes assessment process, UAA Sociology requires students in the capstone course to take the ETS™ Sociology Major Field Exam. In 2016, their students scored in the 97th percentile overall. On specialty exams, student scores ranged from the 84th to the 98th percentile.

UAS has an integrated social science degree, offering a minor in Sociology, but not a BA or BS. The program has historically had two sociology tenure-track professors, but currently has only one.

This past year, as Strategic Pathways has been unveiled, Dr. Anahita worked to establish a collaborative relationship with UAA's Sociology program. In September, she had brief conversations with the UAS Provost, Karen Carey, and the UAS Dean of the School of Arts at Sciences, Karen Schmitt about the possibilities of a UAF-UAS collaboration. UAF Sociology has historically offered more online courses than UAA and UAS. We have continued to expand our online course options, which will expand possibilities for all UA students to take Sociology courses. In Summer 2016, Dr. Anahita prepared course change paperwork to align UAF Sociology courses more closely with those offered at UAA so that students can seamlessly transfer Sociology credits across campuses, and to facilitate cross-campus cooperation. Additionally, Dr. Anahita has recently been appointed to a statewide committee that will align social science courses across the UA system.

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- 4) Describe the demand for the program by students and the prospective job market for program graduates. (For assessing the job market, you may find the following publication useful (<http://labor.alaska.gov/trends/>), particularly their annual employment forecast. The national Bureau of Labor Statistics also has potentially applicable information (<http://www.bls.gov/ooh/>)).
- If your program tracks actual job placement of its graduates, please provide that information. However, it's recognized that not all degrees qualify recipients for specific occupations, so in some cases, you may need to address this question in broader terms, e.g., what skill set does the degree represent? What kinds of jobs are graduates obtaining?

Employers want graduates with skills that we routinely teach in Sociology courses: speaking, writing, critical thinking, research, statistical analysis, cross-cultural understanding, civil discourse, and collaborative teamwork. The employment market for sociology graduates is bright. Government agencies, non-profit organizations, social movement organizations, law offices, hospitals, colleges and universities, and businesses need the types of skills provided by a BA degree in Sociology.

Recent Sociology graduates have entered these occupations: adjunct instructor; cannabis entrepreneur; case manager; clerical work; construction management; community college instructor; disability services; eLearning advisor; faculty services; financial advisor; food service; government agencies; group home manager; immigration advocate; in-home intimate product sales; information technologist; legislative aide; paralegal; personal management; physical therapist; professional hockey player; professional basketball player; pub manager; public relations; non-profit agency professional; office management; social work; school counseling; student services; transportation safety; travel industry management; and victim advocacy.

Several recent sociology graduates went to graduate or professional school, including several who plan to obtain their PhD in sociology or a related discipline.

Several of our students have eschewed careerism and instead have used their sociological knowledge to pursue other paths in life. These include: blogger; community activist; hospice volunteer; novelist; parent; and peace activist.

III. MISSION FULFILLMENT

Attach the most current Student Learning Outcomes (SLOA) plan and most recent SLOA summary.

The Student Learning Outcomes Assessment Plan that is posted on the Provost's website is outdated. Due to leadership problems (six chairs in five years, two of them appointed by the dean) in the Department, SLOA data have not been collected since 2013. Although the below SLOA Summary notes that our Plan is being redesigned, due to the problems in the department, the redesign did not happen.

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2013 Student Learning Outcomes Assessment Summary

Submitted by: J.J. Titus Contact Information: 474-5387 Date: 05.17.13

1. Assessment information collected

• Competency in sociological core concepts

(i) Test instrument ("Social Facts or Fallacies?") was administered by instructors of four sections of SOC 100X (*Individual, Culture & Society*) in fall 2011 ($n = 178$), and three sections of SOC 100X in spring 2013 ($n = 109$).

(ii) Test instrument ("Social Facts or Fallacies?") was administered by instructors of SOC 490 (*Capstone Seminar*) in spring 2012 ($n = 5$), and spring 2013 ($n = 9$).

• Competency in sociological theories

Rubric under redesign; no data collected.

• Competency in sociological research skills

(i) As embedded course assignments, certificates of successful completion of "Students in Research, Basic Course" through CITI website were collected by instructors of SOC 480 (*Qualitative Social Science Research Methods*) in spring 2012, and SOC 373 (*Social Science Research Methods*) in fall 2012 and fall 2013.

• Competency in substantive areas of the discipline

Rubric under redesign; no data collected.

• Competency in deploying the sociological imagination

Rubric under redesign; no data collected.

2. Conclusions drawn from the information summarized above

• Competency in sociological core concepts

As a direct measure of student learning, a 20-item test was completed by students in a core curriculum course (SOC 100X), as well as by sociology seniors in the program's capstone course (SOC 490). The scores of students enrolled in SOC 100X (prior to the sociology degree program) were compared to the scores of students enrolled in SOC 490 (seniors at the end of their sociology degree). Due to relatively small enrollments in the capstone seminar, data collected over the last two academic years were combined for this analysis. Detailed results are displayed on the chart below.

SOC 100X $n = 287$; SOC 490 $n = 14$

On all but a single question of the 20-item test, students in SOC 490 out-performed students in SOC 100X, indicating a substantial gain in senior students' sociological knowledge. All students at the end of the program (100% of seniors enrolled in SOC 490) answered 6 or more of the 20 questions correctly, and at least 75% of them answered 15 questions correctly. No single question was answered correctly by all SOC 100X students, but 5 questions were answered correctly at least 75% of these pre-program students. The results from question #5 show an anomaly, where 14% of pre-program students answered this question correctly compared to not a single student in the senior seminar. This particular question, concerning the institution of the family in world religions, is one that has proved problematic in multiple prior outcomes assessment reports. In the past, various means of filling this gap in our curriculum have been tried without success (e.g., proposing the development of a sociology of religion course, offering our course *The Family in Cross-Cultural Perspective* as a regular classroom course). During a recent redesign of the test instrument this particular question was judged as one that did not well represent the intended objectives of our current program, and was subsequently removed. The test

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instrument was originally created in 2003 as part of a proposed student learning outcomes assessment plan. Given the turn-over in faculty, changes in our curriculum over the last 10 years, and a new student learning outcomes assessment plan (implemented 5.18.12), sociology faculty determined that a critical examination of this test instrument was in order. After identifying specific areas contained within our program objectives and outcomes (class, culture, gender, inequality, race, research methods, socialization, sociological imagination, sociological theory), 12 questions were selected to reflect those 9 areas, with some questions reflecting more than one area. Only 6 questions from the original 20 were retained (with revised wording of 3), and 6 new questions were constructed. The new instrument will be deployed beginning fall 2013. A copy of the instrument is available at <https://sites.google.com/a/alaska.edu/sociology>

• **Competency in sociological research skills**

The embedded course assignments resulted in all students enrolled in the two research methods courses providing evidence (in the form of successful completion certificates) of having gained understanding of the ethical responsibilities of sociologists regarding research with human subjects.

3. Curricular changes resulting from conclusions drawn above

None.

4. Identify the faculty members involved in reaching the conclusions drawn above and agreeing upon the curricular changes resulting

Sine Anahita; Melanie Arthur; Kara Dillard; Andrea Greenberg; Cécile Lardon; Jordan Titus

IV. Options

The Strategic Pathways model promoted by UA President Jim Johnsen offers the UAF Department of Sociology a unique opportunity to restructure and to collaborate with other UAF departments and UA campuses. The Department views Special Program Review as an opportunity to suggest a series of options that we can pursue to realize the vision inherent in Strategic Pathways. Our single most important objective is to preserve Sociology as a discipline in Interior Alaska. To that end, the following options are proposed.

1. Discontinue the BA in Sociology.

Enrollment to the BA was suspended July, 2016.

Pros

- allows the Department to focus on the Sociology minor and on expanding its GERs and eLearning options
- competition between UAA and UAF for Sociology students would cease; possibilities for collaborating with UAA Sociology to offer Alaska-wide Sociology programs would open
- would immediately save approximately \$300,000 annually in faculty salaries and benefits

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Cons

- would terminate a program that has been successful in the past at producing tuition dollars, graduates, and faculty research and service
- would reduce the availability of upper division Sociology courses for all UAF students

2. ***Reinvigorate the BA in Sociology at UAF to focus on student and faculty research.***

Hire at least two additional tenure-track faculty with PhDs in Sociology who would be located at the Fairbanks campus. Expand research opportunities for students through research methods courses and experiential courses.

Pros

- would reestablish a program that has been successful in the past at generating tuition dollars; recruited, retained, and graduated students who have used their sociological background for career success and life satisfaction; and produced faculty research and service
- would generate external funding for faculty and student research
- would meet the vision of Strategic Pathways of establishing UAF as UA's research university

Cons

- would cost more than \$220,000 annually in faculty salaries and benefits
- would cost \$10,000-50,000 for faculty recruitment and start-up costs
- would require institutional rethinking about the fact that Sociology is considered by the American Sociology Association to be a STEM science and needs to be supported as such

3. ***Collaborate with UAA to offer joint BA (and BS) degree program through face-to-face, web-conference, and traditional eLearning courses.***

Sine Anahita has met with the UAA Sociology faculty to discuss collaborating on degree programs. Currently, many UAA students take UAF Sociology courses through eLearning. UAA offers both a BA and BS in addition to a minor in Sociology. Partial course alignment has already been achieved through course change paperwork Dr. Anahita submitted in summer, 2016. Some of the changes have been instituted, while others are making their way through the UAF system.

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Pros

- would meet the objectives and the vision of Strategic Pathways
- would expand eLearning opportunities for all students, not just Sociology students
- would strengthen the discipline of Sociology throughout Alaska
- would serve students who are place-bound; would expand educational opportunities not only all across Alaska, but serve transfer students, military-affiliated students, and others who desire to earn their Sociology degree online

Cons

- UAA Sociology faculty report that the UAA dean advised them to wait until Strategic Pathways is instituted before they consider collaborating with UAF; UAA faculty are understandably hesitant to collaborate with UAF due to the Department's recent difficulties; Dean Todd Sherman has pointed out that UAA Sociology has no incentive to collaborate with UAF
- the two institutions would have to work out details about funding, physical location, which institution would be grant degrees, etc.
- UAA Sociology currently does not have access to web-conference facilities
- uncertainty about the effects of Strategic Pathways has everybody nervous; e.g. will Strategic Pathways result in the elimination of social science degree programs at UAF and locate them solely at UAA?

4. Create new integrated social sciences program at UAF, with Sociology as a key component, and with a research focus.

Combine Sociology with other social sciences programs, e.g. History, Arctic and Northern Studies, Political Science, Women, Gender, & Sexuality Studies, Economics, (Cultural) Geography, Natural Resource Management. Offer BA, BS, minor, and/or graduate degrees as faculty and other resources allow. UAS has used a similar model successfully for many years. *

Pros

- could offer multiple degrees and courses with the faculty and other resources that UAF currently has
- would provide an institutional home for Sociology and other threatened programs
- would expand collaborative research opportunities for faculty and students, and would attract external research funding

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- would differentiate UAF from other UA campuses; alternately, the UAF integrated social sciences program might collaborate more intensely with UAS and/or UAA
- would salvage faculty, staff, and student jobs

Cons

- some programs and individuals in those programs are opposed to the idea of merging
- deans would have to work across colleges and schools; institutional “turf” issues would inevitably arise
- there might be significant costs to integrating programs

* Dr. Anahita has had several discussions with faculty in Political Science, History, Economics, and Women, Gender, & Sexuality Studies, and Geography. She has also had discussions with several administrators, including Provost Susan Henrichs, Dean Paul Layer, Dean Mark Hermann, and Director David Valentine. In general, faculty in programs that are threatened with discontinuation are open to further discussions about possible mergers. Provost Henrichs has also expressed interest in further exploring the possibilities of an integrated social sciences program with the caveat that the programs be truly integrated, e.g. with one or more courses that integrate the department’s disciplines. She used the new Film and Performing Arts program as an example of a program that introduced a new, integrative course after Theatre and Film Studies merged. John Heaton, chair of History and associate dean in CLA, is concerned that the integrative social sciences degree would not be marketable for graduates. In contrast, Amy Lovecraft, chair of Political Science, helped Anahita work on a document outlining the possibilities of such a bold collaboration. Clearly, much more discussion would be necessary to even consider Option Four.

Thank you for your work reviewing this document.
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