**Strategic Planning and Budget Advisory Committee (SPBAC)**

**Budget Increment Request Form**

**PURPOSE:** Use this form to propose new UAS operating fund increments or initiatives (e.g. legislative requests for programs or positions) which require either NEW resources or a major internal REALLOCATION of existing funding. Individuals preparing proposals should consult with their dean or director prior to submitting to SPBAC.

For more routine and/or modest proposals affecting existing department or program budgets, please consult UAS Personnel Budget Procedures & Practices (<http://uas.alaska.edu/budget/docs/budget/uas-personnel-budget-procedures-practices.pdf>).

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| **Increment Title:** | **Assistant Professor of Economics** | |
| **Campus/Department or Program:** | **UAS Ketchikan** | |
| **Fiscal Year/Time Frame:** | **FY2016** | |
| **Submitted by:** | **Priscilla Schulte** | **Date: January 27, 2014** |

1. **Program/Position Description** *(Provide a description of the request and of its overall purpose.)*

UAS Ketchikan is requesting a full-time, tenure-track Assistant Professor of Economics to meet the growing demands of local and regional industry for employers looking for highly qualified, educated employees.

UAS Ketchikan currently delivers many of the courses required for the Associate of Arts (AA), Associate of Applied Science (AAS), Bachelor of Business Administration (BBA), Bachelor of Liberal Arts (BLA), and Bachelor of Arts in Social Science (BASS) as well as course work for the maritime industry sector. UAS Ketchikan delivers coursework for the AA, AAS, BBA, BLA and BASS via e-Learning. The BASS is the only one of its kind available via e-Learning statewide. There is a growing need to further develop and grow the Social Sciences in the region through the BASS.

1. **Need & Justification for Program/Position** *(Explain why the request is needed, including enhancement of existing programs, response to market demand, taking advantage of new opportunities. If applicable, include the number of students affected and specific employer demand met.)*

Ketchikan is an emerging hub for maritime-related industries. The maritime sector is one of the main regional economic drivers. Vigor Alaska, the only ship building and repair company in southern Southeast Alaska, is employing local residents for a range of jobs to meet their needs. Vigor has requested training from UAS Ketchikan in a variety of areas in order to provide local residents with the opportunity to work for Vigor and advance in the organization. UAS Ketchikan is partnering with Vigor to train their employees in several areas already, including math, welding and industrial skills. Vigor is very interested in expanding training opportunities into other areas such as management, and is supportive of the addition of an economics professor.

For many years, UAS Ketchikan had an economist on campus whom was responsible for providing economic development support to the community as a whole. The Ketchikan Gateway Borough supported this position and utilized the data to make economic development decisions. In addition, the economist taught courses to the local community. With the Ketchikan Pulp Mill closure, the position was no longer funded.

The Ketchikan campus also had a long-time business professor position which was discontinued in 2007, resulting in the loss of our ability to teach economics classes, specifically Econ 201 (Macroeconomics) and Econ 202 (Microeconomics). These classes are necessary for students in a number of degree programs. The Ketchikan Campus six-year sequence includes more than 85% of the required courses for the BASS concentrations in Anthropology, History, Psychology and Sociology. With the addition of a one-year term economics position in the fall of 2013, there is enough capacity to offer the BASS through e-Learning. In the first semester of this term position, 55 students were enrolled in Econ 201 and Econ 202. The spring semester 2013 currently has 58 students enrolled in economics classes. Ninety-six percent of the fall students were UAS program students and 84% of spring students are program students. This term position has enabled us to see that there is a need for a more permanent faculty to support existing and future programs.

There are also strong institutional indicators of the need for additional e-Learning baccalaureate programs statewide. In particular, the latest McDowell study on retention reports that a top reason students come to UAS is for access to e-Learning programs. Moreover, the report notes that the lack of a desired degree program is a main reason for students leaving UAS. A recent Board of Regents Report on UA e-Learning suggests that a number of e-Learning students transfer to complete degrees through other universities (with University of Phoenix as their top transfer school). Often this involves greater financial cost to the student and a later graduation date.  The BASS degree is the only baccalaureate degree in the social sciences offered through e-Learning in the UA system.

With today’s changing economic base, a faculty position in economics will support both the UAS degree programs and the region’s workforce development need for educated, well-rounded employees in management and business positions.

1. **UAS Mission & Core Themes** *(Identify which aspects of the UAS Mission and Core Themes this request supports and explain how it advances the mission and themes.)*

This request directly supports three core themes within the Strategic and Assessment Plan (Student Success, Teaching and Learning and Community Engagement). Student Success will be supported by expanding access to e-Learning programs such as the BLA and BASS. Teaching and Learning will be supported through the expansion of academic programs and degree programs available statewide. Community Engagement will be supported through partnerships with labor, government and industry. This position will be responsible for building productive partnerships between the university, the local job center, industry and other organizations to provide training opportunities, economic development expertise and opportunities for meaningful student internships.

1. **UA Statewide Priorities: Shaping Alaska’s Future** *(Identify which of the five themes and issues this request supports and explain how.)*

**Theme 1: Student Achievement and Attainment**

This position will impact student achievement and attainment positively. Economics courses delivered via e-Learning allow a variety of students to enroll and complete degrees in a timely fashion. UAS Ketchikan has successfully piloted hybrid/blended classes in history, sociology, philosophy, communication and anthropology. These courses allow Ketchikan students the opportunity to be in a face-to-face class with professors while interacting with students from all over the state. The addition of a tenure-track position would allow for the development of increased accessibility in the delivery of economics classes.

**Theme 2: Productive Partnerships with Alaska’s Schools**

This position will raise the college-going rate of Alaskan students attending college in-state and the proportion entering college immediately after graduating from high school by supporting two bachelor’s degree programs offered entirely by e-Learning (the BLA and BASS).

**Productive Partnerships with Public Entities and Private Industries**

Another key responsibility of this position would be to directly interact with public entities, private industry and Alaska Native organizations. UAS Ketchikan has been working with Alaska Ship and Dry Dock for over 10 years to provide training for shipyard employees. With a new owner, Vigor Alaska, there is a renewed effort to create a productive partnership that produces employees with the skills and knowledge needed at the shipyard. Vigor is very supportive of the addition of an economic position.

**Other Strategic Priorities** *(Explain how this request relates to any other local, regional or statewide priorities.)*

Ketchikan has an Economic Development Council that is charged with assessing and recommending economic development strategies for the Ketchikan Gateway Borough. Ketchikan does not have an economist on staff. Having an Assistant Professor of Economics in Ketchikan would provide the region with expertise not readily available. This faculty could work with the council when determining strategies for the community to grow and the economy to expand.

1. **OMB Performance Measures** *(Identify the anticipated positive impact of the request on each performance measure or the negative impact of not receiving a replacement funding request.   
   See:* [*http://uas.alaska.edu/provost/ie/docs/OMB\_performance\_measures.pdf*](http://uas.alaska.edu/provost/ie/docs/OMB_performance_measures.pdf)*)*

**Degrees Awarded:** The number of students completing degrees at UAS will increase due to the availability of economics classes required for the BBA, and emphasis areas of the BLA and BASS as well as GER and elective opportunities.

**High Demand Job Area Graduates:** Business and behavioral health graduates are top job growth areas that can be served by graduates with a BBA, BLA or BASS.

**Student Credit Hours:** UAS Ketchikan will increase its student credit hours through the addition of this position.

**High Demand Career Pathways:** UAS Ketchikan will be providing more opportunities for students to pursue high demand careers in positions available locally.

**Post-Graduation Employment:** The industries and individual businesses in Ketchikan and surrounding communities have voiced many times their desire to hire qualified, educated employees. Students in the BASS, BLA and BBA programs will have the well-rounded background needed for these kinds of jobs.

**Structured Experiential Learning:** In partnering with industry, UAS Ketchikan students will have high quality, meaningful internship opportunities in industries wanting to hiring local employees.

1. **How does the increment promote academic excellence, optimize existing capacity and/or create efficiencies or cost savings?**

This position provides an additional tenure-track faculty position on the Ketchikan campus, furthering academic excellence and providing stability for the degree programs. This faculty member will be engaged in faculty committees, faculty governance and the overall academic integrity of the university. The faculty will be recruited from a national pool and selected by a group of peers. Offering a tenure-track position will increase the likelihood of highly qualified candidates, adding to the University’s faculty depth and scholarship.

1. **Budget** *(Explain the amount of funds requested for non-personal services expenses such as travel, contractual, commodities and capital expenditures. Provide a brief description of the expenditures.)*

**FTE**: 1 position of tenure-track faculty type  
*(Provide the number/fraction of full-time equivalent positions requested and type, e.g. faculty or staff.)*

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| **Category** | **Amount** | **Description** |
| Personal Services | $100,000 | Salary and benefits for Economic professor |
| Travel | $1,000 | Travel for national search candidate(s) and relocation |
| Contractual |  |  |
| Commodities | $1,000 | Office setup, including technology |
| Capital Expenditures |  |  |
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| **Total Requested:** | $102,000 |  |

1. **Facilities or Other Resources** *(Explain what facilities needs might be associated with this request—e.g. office space, lab, shop, IT infrastructure, larger equipment)*

Faculty Office – faculty office space will be made available.

Computer – computer and other necessary office equipment will be available.

1. **Review by Dean/Director**

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Dean/Director signature reflecting consultation about proposed increment/initiative

**SPBAC Recommendation to Executive Cabinet:**

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| Pursue funding through: Legislative Request Institutional Reallocation School Reallocation Other  Do not pursue funding at this time |
| SPBAC comments to Executive Cabinet: |
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