



# UNIVERSITY *of* ALASKA FAIRBANKS

COMPREHENSIVE SELF-EVALUATION REPORT

PREPARED FOR THE NORTHWEST COMMISSION ON  
COLLEGES AND UNIVERSITIES AUGUST 2020





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## INSTITUTIONAL REPORT CERTIFICATION FORM

On behalf of the institution, I certify that:

- There was broad participation/review by the campus community
- This report accurately reflects the nature and substance of this institution
- The institution is in compliance with NWCCU Eligibility Requirements
- The institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.



Daniel M. White, Chancellor

University of Alaska Fairbanks

July 8, 2020





# INTRODUCTION

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Established in 1917, the University of Alaska Fairbanks (UAF) is part of the statewide University of Alaska System, which also includes the University of Alaska Anchorage (UAA) and the University of Alaska Southeast (UAS). UAF's administrative center is in Fairbanks, with campuses and learning centers throughout the interior, northwest, and southwest regions of the state, plus the eCampus, which serves students statewide through online education. The Community and Technical College addresses the workforce, economic, and social needs of Fairbanks and the surrounding area. The College of Rural and Community Development administers the community campuses, with a focus on Alaska Native people and rural

communities. It includes the Interior Alaska Campus in Fairbanks, which serves rural and central Alaska; the Bristol Bay Campus in Dillingham; the Chukchi Campus in Kotzebue; the Kuskokwim Campus in Bethel; and the Northwest Campus in Nome.

UAF is distinguished by its unique location. Alaska, with 663,268 square miles, represents 20 percent of the landmass of the rest of the states combined. Fairbanks, located in the state's interior, has a city population of about 32,000, with about 100,000 people in the Fairbanks North Star Borough. The nearest town with a population of 10,000 or more is 315 miles away by two-lane road or a one-hour flight. Travel to



and from Fairbanks is typically by air because of the large distances between locations and because many towns, including those where several of the rural campuses are located, are not accessible by road or railroad.

Total enrollment for UAF in fall 2019 was 8,207, of which 5,413 were enrolled at the Fairbanks campus, 2,531 at the Community and Technical College, and the remainder at the rural campuses. The majority of students (80 percent) come from Alaska. Undergraduates make up 89 percent and graduate students make up 11 percent of the student body.

UAF's student population is diverse with respect to ethnicity, age, economic status, and proportion of part-time versus full-time students. Of the roughly 4,500 baccalaureate degree-seeking full-time equivalent (FTE) students enrolled at UAF in fall 2019, 43 percent were first generation. Thirty percent of UAF baccalaureate students belong to an ethnic minority. Because more than 20 percent of UAF students are Alaska Native or American Indian, the U.S. Department of Education has designated UAF a Title III Part A eligible institution, with Alaska Native-serving components.

The average age of UAF students is 30. Sixty-one percent of UAF students attend school part time, which is significantly higher than the national average for a four-year institution.

UAF offers educational programs ranging from occupational endorsements to certificates, associate, bachelor's, master's, and PhD degrees. Program areas include vocational-technical fields, arts, humanities, sciences, and professions. Developmental preparation is also offered to help prepare students for postsecondary education. These diverse programs include 166 degrees. This collection of programs is a result of



student and employer demand, UAF's history as Alaska's first university, its strength in research, and its geographic location.

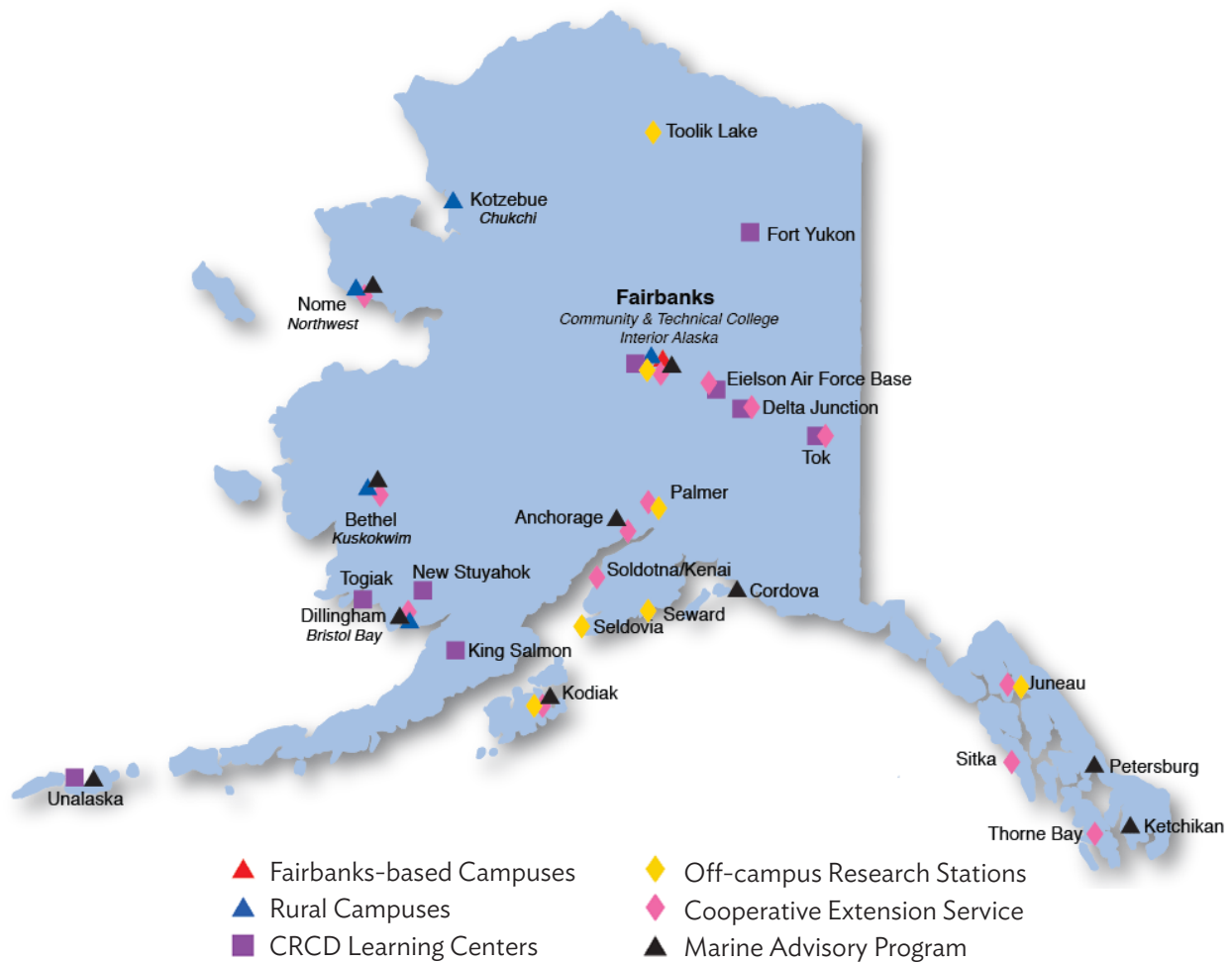
UAF is Alaska's flagship university and one of only a handful of institutions in the country to be designated a Land, Sea, and Space Grant University. UAF is the world leader in Arctic research and is a founding member of the University of the Arctic, a consortium of colleges, universities, and research organizations that work together to build education and research networks to meet the needs of the Circumpolar North. UAF is the principal research center for the statewide system, generating about \$100 million in grant-funded research expenditures in fiscal year 2019, almost 90 percent of the UA System's research funding. It emphasizes Arctic research in its schools and colleges and in major research units, including the Geophysical Institute, Institute of Arctic Biology, Institute of Marine Science, Institute of Northern Engineering, International Arctic Research Center, and the Institute of Agriculture, Natural Resources and Extension. Scholarly work takes place throughout the university, benefitting from the collections of the University of Alaska Museum of the North,



Alaska Native Language Center, and Alaska Polar Regions Collections at the Rasmuson Library, premier repositories of information related to Alaska and the Circumpolar North.

UAF plays a key role in studying the unique social and physical characteristics of the Far North and in applying that knowledge to serve northern peoples and communities, with a particular emphasis on Alaska Natives. Economic and workforce development are also part of UAF’s responsibilities to the state. Thanks to partnerships with state and private industries, UAF can respond to demand for skilled workers in a variety of fields, such as health care, engineering, construction, and education, by creating technical and academic programs that produce qualified workers. The practical

application of research to real-world problems in areas such as energy conservation, climate, and fisheries management is part of UAF’s economic drive as well. UAF has an extensive system of community outreach programs to help Alaskans in their everyday lives, with practical, research-based advice on everything from canning blueberries to insulating homes. Furthermore, UAF plays an important social and cultural role throughout Alaska, with a public radio and television station, lectures, musical and theatrical performances, and art exhibitions. With so much diversity in its mission—workforce development to postdoctoral research, urban centers and geographically dispersed and remote locations—UAF is central to the educational, economic, scientific, and cultural life of Alaska.





# STANDARD ONE

## STUDENT SUCCESS AND INSTITUTIONAL MISSION AND EFFECTIVENESS

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*The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.*



## STANDARD 1.A INSTITUTIONAL MISSION

**1.A.1** *The institution’s mission statement defines its broad educational purposes and its commitment to student learning and achievement.*

The University of Alaska [Board of Regents](#) approved UAF’s latest mission statement at its June 8, 2012, meeting. The following is contained in [UA Board of Regents Policy 01.01.030](#):

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the Circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

The mission is guided by and consistent with the following UA System mission statement (established on October 6, 2000, and contained in [Regents’ Policy 01.01.010](#)):

The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.

The UAF mission is widely publicized and disseminated and is considered at all levels of institutional planning and decision-making. The mission statement is printed in the annual UAF catalog and on many UAF web pages.

UAF has an extraordinarily broad mission, as broad as any educational institution in

the United States, as the university offers educational programs ranging from occupational endorsements to certificates, associate, bachelor’s, master’s, and PhD degrees. Program areas include vocational-technical fields, arts, humanities, sciences, and professions, as well as developmental education. These diverse programs include 19 occupational endorsements and 166 degrees. This collection of programs is a result of student and employer demand, UAF’s history as Alaska’s first university, its strength in research, and its geographic location.



Guided by and consistent with its mission, values, and vision, the following are the core themes that UAF adopted in 2012 (see Appendix 2):

- **EDUCATE:** Undergraduate and Graduate Students and Lifelong Learners
- **RESEARCH:** Create and Disseminate New Knowledge, Insight, Technology, Artistic, and Scholarly Works
- **PREPARE:** Alaska’s Career, Technical, and Professional Workforce
- **CONNECT:** Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing
- **ENGAGE:** Alaskans through Outreach for Continuing Education and Community and Economic Development

As the state’s flagship research university and a Land, Sea, and Space Grant institution, UAF advances (Research) and disseminates (Educate, Prepare, Engage, Connect) knowledge through teaching, research, and public service. Because of UAF’s location in interior Alaska, UAF has a strong commitment to maintain and further

develop partnerships with Alaska Native and rural communities (Connect). The mission emphasis on Alaska, the Circumpolar North, and their diverse peoples is represented in all the core themes. The Educate theme addresses the broad commitment to academic excellence and student success. Lifelong learning and UAF’s land grant mission are addressed specifically in the Engage theme but are evident in Educate and Connect as well. Thus, the core themes reflect the essential elements of UAF’s mission.

UAF’s efforts toward student attainment and equity align well with the new standards of the NWCCU, which place increased emphasis on student success and equity in learning. As the NWCCU increases its focus on student attainment and equity, UAF is in the process of phasing out the five core themes and identifying new objectives and indicators of success. The university expects this process to be completed during fall 2020.





# STANDARD 1.B ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

**1.B.1** *The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.*

Between 2012 and 2019, UAF focused assessment around its five core themes: Educate, Research, Prepare, Connect, and Engage. As the university moves into its next accreditation cycle, it has already begun the process of identifying indicators that reflect UAF’s mission but that are more closely tied to the 2020 NWCCU Standards and their emphasis on student success and equity. UAF is dedicated to maintaining high standards and continuously assessing mission fulfillment. Under the five core themes, a total of 31 meaningful, assessable, and verifiable indicators of achievement were identified.

Indicators are scored on a scale from 1 (below expectation) to 3 (meets expectations) and 5 (exceeds expectations). UAF defines mission fulfillment for the institution as achieving an

average index value of 3.0 or better for the indicators within each theme and having not more than one indicator in each theme group rated 1.

The mission fulfillment summary shown in the following table indicates that UAF has met or exceeded mission fulfillment goals in every core theme every year except in the Engage theme in 2017 to 2019. Some of the drop in this area was related to data collection methods, but when UAF fell below mission fulfillment levels, a broad-based task force was put in place to address the problem and make recommendations for improvement. The task force found that methods and avenues for outreach had changed significantly since the core theme was established. This process is discussed further below.

Year	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<b>Educate:</b> Undergraduate and Graduate Students and Lifelong Learners								
Average Score	4.0	4.0	4.1	4.2	3.9	4.5	4.2	3.7
# Scores of 1	0	0	0	0	1	0	0	0
<b>Research:</b> Create and Disseminate New Knowledge, Insight, Technology, Artistic, and Scholarly Works								
Average Score	4.8	4.8	4.6	4.8	4.5	4.6	4.6	4.6
# Scores of 1	0	0	0	0	0	0	0	0
<b>Prepare:</b> Alaska’s Career, Technical, and Professional Workforce								
Average Score	3.8	4.0	4.5	4.3	4.3	4.3	4.5	4.3
# Scores of 1	0	0	0	0	0	0	0	0

Year	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<b>Connect: Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing</b>								
Average Score	3.0	3.2	4.0	3.8	4.0	4.2	4.2	3.8
# Scores of 1	0	0	0	0	0	0	0	0
<b>Engage: Alaskans through Outreach for Continuing Education and Community and Economic Development</b>								
Average Score	3.8	3.8	4.0	4.3	3.2	2.7	2.7	3.3
# Scores of 1	0	0	0	0	1	2	2	2

UAF collects data for the assessment of mission fulfillment on an ongoing basis and produces summary reports for each indicator, as well as yearly and multiyear summaries. UAF publishes the results of these indicators for the past seven years on the Accreditation [website](#). The assessment results for each indicator provide a metric for accountability of performance and achievement in each area and help the university tell its story as it interfaces with external stakeholders. They also provide formative feedback that helps the university introduce interventions where needed and develop internal plans for continuous improvement. In addition, the results guide resource allocation and determination of strategic priorities for

reinvestment or reduction, ensuring that UAF continues on a strong trajectory for mission fulfillment. UAF is continuing to strengthen a culture of assessment that seeks to constantly improve student achievement.

Annual summaries and data collected for each indicator and core theme are shared directly with Chancellor’s Cabinet (which includes representatives from faculty, staff, and student leadership), Provost’s Council, and the Faculty Senate Administrative Committee.

Information on Student Learning Outcomes assessment, General Education assessment, and Program Review is provided in Standard 1.C.

**INSTITUTIONAL INDICATORS FY12 THROUGH FY19**

While UAF continued to collect indicator data in 2019, it is in a transitional period as the university has begun shifting to the new standards and measures. The Core Theme indicators have revealed areas where UAF is excelling but also areas for continued improvement. University

leadership will use the complete data for this accreditation cycle to reflect on what has worked well and where the university needs to focus its efforts moving into the next cycle. Detailed analysis of each indicator, objective, and core theme is included in Appendix 8.



## CORE THEME: EDUCATE

### UNDERGRADUATE AND GRADUATE STUDENTS AND LIFELONG LEARNERS

Core theme Educate is assessed through learning outcomes, national test performance, persistence and graduation, graduate enrollment in further higher education or post-graduation employment, select NSSE responses, and

student research and creative productivity. UAF achievement in these indicators consistently met or exceeded expectations. For a more detailed analysis of each indicator, see Appendix 8.

		Below Mission Expectation		Meets Mission Expectation				Above Mission Expectation	
		1	2	3	4	5			
Objective	Indicator	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<b>Objective 1:</b> Meet standards for learning outcomes of academic programs.	<b>Indicator 1:</b> Students achieve intended learning outcomes within their programs.	N/A	4	3	4	1	5	4	2
	<b>Indicator 2:</b> Students perform similarly to peers on programmatic national exams.	3	3	3	3	3	3	3	3
<b>Objective 2:</b> Retain and graduate degree-seeking undergraduate students.	<b>Indicator 3:</b> First-time undergraduate degree-seeking students persist and graduate.	4	4	5	5	5	5	5	4
<b>Objective 3:</b> Prepare undergraduate students for further study, future employment, and contemporary life.	<b>Indicator 4:</b> Students perform similarly to peers on programmatic national exams.	N/A	5	5	N/A	5	N/A	N/A	N/A
	<b>Indicator 5:</b> Graduates enroll in further higher education programs.	4	4	4	4	4	4	4	4
	<b>Indicator 6:</b> Seniors respond similarly to their peers at other institutions to select National Survey of Student Engagement questions.	N/A	3	N/A	N/A	3	N/A	N/A	3
<b>Objective 4:</b> Mentor or guide graduate students to master a subject area or advance knowledge.	<b>Indicator 7:</b> Graduates secure jobs or continue their education.	4	4	4	4	5	5	5	5
	<b>Indicator 8:</b> Students produce independently reviewed research and creative products. (same as indicator 14).	5	5	5	5	5	5	5	5

Although UAF was meeting or exceeding benchmarks in the Educate core theme, findings from the indicators were used to drive a number of improvements.

Efforts toward improvement of student achievement are discussed in more detail in Standard 1.D.

## CORE THEME: RESEARCH

### CREATE AND DISSEMINATE NEW KNOWLEDGE, INSIGHT, TECHNOLOGY, ARTISTIC, AND SCHOLARLY WORKS

Core theme Research was assessed using peer-reviewed publications and citations, research expenditures, creative and artistic works, student research, and use of library and museum facilities.

UAF achievement in these indicators consistently met or exceeded expectations. For a more detailed analysis of each indicator, see Appendix 8.

		Below Mission Expectation			Meets Mission Expectation			Above Mission Expectation	
		1	2	3	4	5			
Objective	Indicator	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<b>Objective 5:</b> Conduct and disseminate basic and applied research.	<b>Indicator 9:</b> Faculty publish peer-reviewed journal articles, book chapters, and books.	3	4	3	4	3	5	5	5
	<b>Indicator 10:</b> Faculty conduct externally funded research at a rate comparable to peer research institutions.	5	5	5	4	5	5	5	5
	<b>Indicator 11:</b> Faculty publications are commonly cited.	5	5	5	5	5	5	5	5
<b>Objective 6:</b> Exhibit and perform creative works.	<b>Indicator 12:</b> Faculty perform and exhibit at the state, national, and international level.	5	4	4	5	3	2	2	2
<b>Objective 7:</b> Engage graduate and baccalaureate students in research, scholarship, and creative activity.	<b>Indicator 13:</b> Baccalaureate students complete a research course or project.	5	5	5	5	5	5	5	5
	<b>Indicator 14:</b> Students produce independently reviewed research and creative products. (same as indicator 8).	5	5	5	5	5	5	5	5

Objective	Indicator	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<b>Objective 8:</b> Collect, preserve, and provide access to intellectual, cultural, and natural history collections.	<b>Indicator 15:</b> UA Museum of the North collections are used for research by visiting scholars and students.	5	5	5	5	5	5	5	5
	<b>Indicator 16:</b> Rasmuson Library Alaska and Polar Regions collections are used by scholars, students, and the public.	5	5	5	5	5	5	5	N/A

UAF has made continual efforts to improve in the area of research. For example, the institution has prioritized undergraduate research. In 2014 the Faculty Senate passed a requirement that all baccalaureate students must complete a capstone project. Programs identified either a capstone course, experience, or project that would meet this outcome, and all graduating students now meet this requirement. Undergraduate research occurs in many venues, such as the required capstone experience for baccalaureate students.

UAF also created a university-wide office for funding of undergraduate research experiences. In 2012, UAF established the office of

Undergraduate Research and Scholarly Activity (URSA), funded through 1% of the institution’s indirect cost recovery. URSA supports, develops, and institutionalizes UAF’s diverse and robust programs of undergraduate research and creative scholarship. URSA is UAF’s resource for the development and promotion of experiential learning activities that engage undergraduate students to support UAF’s goal to become a leading student-focused research university. Building on existing efforts and capacities, URSA enables UAF students to pursue varying levels of research engagement, from a single credit of first-year seminar to independent scholarly investigations or a senior thesis including BFA exhibit or performance.





## CORE THEME: PREPARE

### ALASKA’S CAREER, TECHNICAL, AND PROFESSIONAL WORKFORCE

Core theme Prepare assessed graduates in high-demand job areas, rural graduates in areas that will prepare them for the rural workforce; pass rates for technical, professional, and career exams; and completion of tech-prep courses by high-school students. UAF achievement in these indicators consistently met or exceeded expectations. For a more detailed analysis of each indicator, see Appendix 8.

UAF continues to strive to meet the needs of students and the state for career preparation

and workforce development. Recognizing that the institution had several successful but not fully integrated programs across its schools and colleges, UAF has focused on coordination and collaboration in its Tech Prep and dual enrollment programs. A task force was formed as part of a 2019 Strategic Enrollment Planning process, and it made recommendations about pathways to improve collaboration in this area. UAF has hired a dual enrollment coordinator and begun a middle college, an exciting advancement in this area.

		Below Mission Expectation		Meets Mission Expectation				Above Mission Expectation	
		1	2	3	4	5			
Objective	Indicator	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<b>Objective 9:</b> Prepare students for the professional, career, and technical workforce.	<b>Indicator 17:</b> Professional, career, and technical students graduate in Alaska Department of Labor and Workforce Development high-demand job area programs.	5	4	5	5	5	5	5	5
	<b>Indicator 18:</b> Rural campus students graduate in Alaska Department of Labor and Workforce Development high-demand job area programs or from programs that prepare them for rural jobs.	3	2	3	2	3	3	3	2
	<b>Indicator 19:</b> Professional, career, and technical students pass programmatic state or national exams.	5	5	5	5	5	5	5	5
<b>Objective 10:</b> Help prepare secondary students for postsecondary career pathways.	<b>Indicator 20:</b> High-school students complete tech prep courses and programs.	2	5	5	5	5	5	5	5

An additional example of improvement resulting from systematic evaluation is the Community and Technical College’s Culinary Arts program. UAF’s program review process identified enrollment, retention, and program completion challenges that needed to be addressed within this program. Because the certificate programs serve as the foundation for the associate degree, the low completion rate of certificate students was of particular concern. To address these challenges,

delivery of the certificate programs was restructured into a cohort-based program where new students enroll in a structured sequence of coursework that leads to certificate completion in their first year. In addition to this restructure, the program increased its advising and student support efforts to help guide students from program inquiry to program completion. Since the restructure, the program has seen an improvement in retention and completion.

## CORE THEME: CONNECT

### ALASKA NATIVE, RURAL, AND URBAN COMMUNITIES BY SHARING KNOWLEDGE AND WAYS OF KNOWING

Core theme Connect is assessed through completion rates of Alaska Native and rural students, the number of students taking Alaska Native-themed courses, the incorporation of indigenous knowledge in student and faculty

research and creative activity, and use of the Alaska Native Language Archives. UAF achievement in these indicators consistently met or exceeded expectations. For a more detailed analysis of each indicator, see Appendix 8.

		Below Mission Expectation		Meets Mission Expectation				Above Mission Expectation	
		1	2	3	4	5			
Objective	Indicator	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<b>Objective 11:</b> Academic programs relevant to Alaska Native and rural residents are delivered broadly across Alaska.	<b>Indicator 21:</b> Alaska Native and rural high-school students earn certificates and degrees at rates similar to other students.	4	4	4	3	3	3	3	3
	<b>Indicator 22:</b> Students complete Alaska Native and rural-related courses and programs.	2	2	2	3	3	3	3	2
<b>Objective 12:</b> Alaska Native knowledge and ways of knowing are integrated into academic programs.	<b>Indicator 23:</b> Student projects, theses, and dissertations incorporate indigenous knowledge.	2	4	5	4	5	5	5	5
	<b>Indicator 24:</b> Collaborative use of indigenous knowledge is demonstrated in independently reviewed research and creative products.	4	4	5	5	5	5	5	5

Objective	Indicator	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<b>Objective 13:</b> Document and share Alaska Native and rural cultural and historical information.	<b>Indicator 25:</b> Alaska Native Language Archive collections are used by scholars, students, and the public.	3	2	4	N/A	N/A	5	5	N/A

The integration of contemporary knowledge and traditional ways of knowing is increasingly important as a theme of UAF mission fulfillment. Research, both basic and applied, in science, technology, and rural development is a requisite for human and community development. Bridging the wisdom gained from thousands of years of observation and experience with empirical science and new technology provides a sustainable, reliable future for Alaska.

Connecting traditional and contemporary knowledge in both rural and urban settings has been part of the planning and assessment process for decades, on the Fairbanks campus and at campuses outside of Fairbanks. Indicator data showed evidence that UAF students were not taking rural and Alaska-Native themed courses in the numbers that the institution aspires to. In April 2018, the UAF Faculty Senate

voted to adopt an Alaska Native Themed (ANT) requirement for all baccalaureate, associate of arts, and associate of science degrees, following a recommendation from the Alaska Native Studies Council. The requirement is designed to provide UAF students with knowledge of Alaska’s first peoples and to better equip them for employment in Alaska’s diverse workforce. Criteria to be listed as an ANT course were developed by a special subcommittee of the Faculty Senate Curricular Affairs Committee. Criteria include a focus (at least 50% of the course) on Alaska Native peoples, cultures, values, language, art, and ways of life. For the 2019–2020 catalog, 126 courses met this requirement. As the Connect theme continues to evolve with the ANT graduation requirement, UAF anticipates growth in understanding and exposure to Alaska Native ways of knowing in the coming years.

## CORE THEME: ENGAGE

### ALASKANS THROUGH OUTREACH FOR CONTINUING EDUCATION AND COMMUNITY AND ECONOMIC DEVELOPMENT

Core theme Engage was assessed through community partnerships, noncredit courses and workshops, 4-H participation, publication distribution in Alaska, advisory board meetings and consultations, and economic development agreements. UAF achievement in these

indicators began to decline around FY17. When the indicator data revealed that UAF was falling short of its mission fulfillment goals in some areas of the Engage core theme, a task force was formed in 2018 to make recommendations to the chancellor about paths to improvement and



ways to prioritize and measure outreach activities going forward (see Appendix 4).

The task force found a number of reasons for this decline in activity. Some are related to the ways that outreach is reported and others are related to decline in budget and staffing. The nature and scope of UAF’s outreach activities have changed significantly since the core theme and indicators were established in 2012, and a revision to the way the institution measures outreach and engagement is needed. The task force met throughout spring 2019 and developed a set of recommendations to modify this core theme.

Outreach activities that are not currently reported through the indicator include:

- Summer Session camps and activities
- Osher Lifelong Learning courses
- UA Museum of the North
- college and institute outreach
- programs such as ASRA, RAHI, and Upward Bound

The task force recommended to the provost and chancellor that the indicators of achievement be revised if the Engage core theme continues into UAF’s next accreditation cycle. The activities listed above are a more current and accurate reflection of current outreach activities. These recommendations will be incorporated into UAF’s planning process for its new indicators.

		Below Mission Expectation		Meets Mission Expectation			Above Mission Expectation		
		1	2	3	4	5			
Objective	Indicator	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Objective 14: Partner with Alaska communities on issues of mutual interest.	Indicator 26: Partnerships demonstrate impacts that are mutually beneficial to the university and the community, and result in faculty scholarship.	5	5	5	5	5	5	5	5
	Indicator 27: Alaskans complete noncredit courses and workshops.	3	3	4	5	3	2	2	1
Objective 15: Involve Alaskans in lifelong learning.	Indicator 28: Youth participate in the 4-H program and develop life skills.	3	3	3	3	4	3	1	1

Objective	Indicator	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<b>Objective 16:</b> Communicate research-based knowledge.	<b>Indicator 29:</b> Research-based publications intended for the general public are distributed to Alaskans.	4	4	3	4	1	1	1	5
	<b>Indicator 30:</b> Alaskans participate in advisory board meetings and consultations with service faculty and staff.	3	4	4	4	4	4	5	3
<b>Objective 17:</b> Collaborate with individuals, businesses, and agencies to diversify and grow local and state economies.	<b>Indicator 31:</b> Businesses engage with UAF in agreements that lead to economic development.	5	4	5	5	2	1	2	5

As an example of progress in the Engage areas, UAF established the Office of Intellectual Property and Commercialization (OIPC) in 2011. The mission of UAF’s OIPC is to encourage broad practical application of UAF research for public benefit to support UAF’s research, education, and outreach mission into the future.

A part of OIPC is Center ICE (the Center for Innovation, Commercialization, and

Entrepreneurship), which helps faculty and students turn their ideas into business success, commercialize their intellectual property, create spin-off companies, and get their products into the right hands where they can change the world, while engaging with the broader Alaska community to help develop a spirit of entrepreneurialism and innovation.

**EVALUATION, PLANNING, AND RESOURCE ALLOCATION**

UAF regularly evaluates the adequacy of its student support, resources, capacity, and operational effectiveness. UAF is currently reviewing its indicators to determine whether they continue to provide the most accurate picture of the university’s strategic directions. This review will follow the procedures established when the core themes were originated and revised and will include students, staff, faculty, and administrators in the process. The indicator review will consider the new strategic plan, the strategic enrollment plan, UA goals and measures, and the budget outlook for the future.

In support of students’ academic achievement, the Faculty Senate’s representatives from all schools and colleges establish, oversee, and revise as necessary all academic policies and approve all proposed program and curricular changes. The provost administers a regular five-year cycle of program review and systematic assessment of student learning outcomes, both of which are also conducted by full-time faculty. Reviews of current programs include consideration of available resources (at the institution level) and capacity and whether those are sufficient to sustain the program in the future, given student demand. Following both regular and expedited

reviews, a number of academic programs have been discontinued or significantly revised during this accreditation cycle, as a function of reduced resources or changing needs. Evaluation of new program proposals also includes consideration of centrality to mission, available resources, cost, and revenue generation and whether those are sufficient. The Board of Regents requires a complete and cogent analysis of these factors before they will approve a new program.

Financial management activities are monitored via quarterly reporting through the [Office of Finance and Accounting](#); unit deans, directors, and vice chancellors are charged with managing school, college, and institute budgets within identified parameters. The [Office of Management and Budget](#) engages as staff to the Planning and Budget Committee and also facilitates campus budget planning scenarios, aligns budgetary investment with strategies and goals, and provides decision support to leadership.

UA and Board of Regents' goals and measures, UAF strategic plans, as well as NWCCU accreditation standards define budget priorities and guide resource allocation decisions. Budget proposals submitted to UA Statewide must list the statewide and UAF strategic goals addressed by the request.

Each fall, UA conducts a system-wide operating review. Each of the UA institutions presents an extensive collection of data measures used to evaluate fulfillment of its mission. The data measures, developed and defined at each UA institution in coordination with the UA System office, are used both for internal management and in annual reporting to the State of Alaska Office of Management and Budget in both the Alaska Budget System (ABS) and Key

Performance Measures. The state posts the UA System ABS along with elements of the Mission and Measures report [online](#), with UAF performance details posted [here](#). ABS reports must be backed up by current budgets submitted to the state. UAF's data is collected and prepared centrally through its office of [Planning, Analysis and Institutional Research \(PAIR\)](#).



Many of the established committees that are charged with decisions or recommendations on application of resources and capacity include an assessment of their annual process as part of their work. For example, this has been a regular activity for the Planning and Budget Committee (PBC), which has provided feedback to the provost, vice chancellor for administrative services, and chancellor on the matters assigned to the committee, committee process, sufficiency of the data provided to inform their recommendations, and the ultimate response of the Chancellor's Cabinet to their recommendations. Changes have been made in all of these areas in response to the committee.

The UAF Planning and Budget Committee is co-



chaired by the provost and the vice chancellor for administrative services. This group is made up of representatives of administration, staff, faculty, and governance groups from across UAF and is charged with reviewing and assessing budget options. The PBC's objective is for UAF to continue to fulfill its mission of performance and to improve its reputation with the public, potential students, and organizations that provide funding for research, education, and outreach programs. It aims to preserve and in some cases enhance successful programs, activities, and services that are essential to maintain core strategic strength, but it does recommend reductions where programs or other activities and services are less successful and less central to fulfilling UAF's mission. PBC examines cost reductions, considers new viable options, determines which programs would undergo a special program review based on identified criteria, and contributes to developing the tuition and fee proposal.



Since FY2015, UAF has engaged in annual responses to reduced funding or threats of reduced funding. Fiscal challenges have arisen not only because of actual reductions in state general fund appropriation but also because of increasing fixed costs, a substantial Board of

Regents reallocation to address deferred maintenance, and falling enrollment (recently exacerbated by COVID-19) that impacted tuition revenue. The PBC as well as ad hoc committees appointed by the chancellor worked to identify and preserve programs and services that were both central to the mission of the university and performing at expected levels and to pinpoint others that could be reduced, restructured, or eliminated. For example, in 2020 the chancellor submitted ideas and proposals for [shared services](#) with the goals of achieving efficiency and budget savings through elimination of duplicated offices and processes. These proposals are currently under review. These processes of review and prioritization have taken into account contributions to the overall mission as well as core themes and strategic goals. These review committees helped to spur a variety of initiatives and investments to improve revenue generation, including Strategic Enrollment Management and Nanook Navigator. In the area of research, efforts have focused on developing large, collaborative funding proposals.

In the course of their work, the Planning and Budget Committee and several of the ad hoc budget committees identified some areas for improvement in planning, resource allocation, and assessment and made recommendations for improvement. Academic programs are repeatedly and quantitatively assessed relative to core theme objectives, enrollment, net cost, and other standards of performance, and it was possible for the Planning and Budget Committee to contribute to the development of criteria to identify academic programs that should be considered for elimination. However, in some other areas, the expected standards of performance were less clear. This spurred a series of in-depth [reviews](#) of areas including research, University Relations, and intercollegiate athletics.

The Chancellor’s Cabinet has also repeatedly reviewed existing processes of assessment, planning, and budget development as resources became more constrained. One concern that was identified earlier in the accreditation cycle was that many funding reductions had been made by formula. They were not strictly vertical; for several years academic programs and research were reduced less than support units, for example. However, every area of the university has experienced substantial reductions, while there were relatively few vertical cuts that eliminated complete units, programs, or services judged to be of lower priority in fulfilling UAF’s mission. The other major issue that was raised is that revenue generation did not receive enough attention early in the budget reduction process. Both of these have been addressed, first by a campus-wide process to identify reductions, implemented in 2014 and engaging the PBC. That process resulted in the elimination or redesign of several academic programs; vacating most off-campus leased space and moving those units to campus; a proposal to discontinue intercollegiate athletics (denied by the Board of Regents); and a number of smaller reductions. Increasing enrollment also became a planning focus, first in 2017 with task forces appointed by the chancellor and more

recently with a Strategic Enrollment Planning Initiative. There has also been a UAF-wide opportunity to submit proposals seeking seed funding to implement revenue enhancement ideas, along with statewide faculty initiative funding to seed ideas for revenue generation.

Although there remains continued fiscal uncertainty, units continue to be asked to submit proposals for innovative growth initiatives. The PBC reviews the proposals and ranks them based on how they support accreditation themes, the chancellor’s goals, UA Statewide’s goals, and their potential for generating new enrollments and revenue streams as well as how they support student success. This ranking is passed to the Chancellor’s Cabinet, where final decisions are made. In spite of budget reductions over the past several years, UAF has invested in strategic priorities. For example, in 2019 a request for proposals for inclusion in the upcoming legislative budget request allowed faculty to submit proposals for initiatives up to \$200,000. The request for proposals asked for information on how the proposal related to UA’s goals and measures, UAF’s strategic goals, and how the initiative fostered student success.



**1.B.2** *The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.*

UAF offers everything from occupational endorsements to doctoral degrees; it is an open-enrollment institution that is also a world-respected leader in research; it encompasses seven campuses spread over an area 20 percent as large as the rest of the United States. UAF prides itself on its collaboration with indigenous communities and its education of Alaska Native students. It is one of only a few institutions that are designated a Land, Sea, and Space Grant university. The indicators that the university has used since 2012 reflect its mission and institutional priorities. Because UAF has such a broad mission, it was challenging to codify into five core themes and 17 objectives within those themes. The core themes that were approved, along with the objectives and indicators, were determined to be the most meaningful to the university given its far-reaching mission.



The process for setting UAF’s goals, objectives, and indicators was thorough and inclusive. The process took a year (FY12) of discussions among students, faculty, staff, community stakeholders, and administration members. The identification of 31 indicators, each of which is benchmarked to peer and national standards and scored on a five-point Likert scale, took additional effort from all participants to develop. During the 2012 core theme planning, faculty, staff, students, administrators, and external advisory groups were asked to provide feedback on the core themes via a web-based survey. Based on the survey results, the steering committee proposed a new set of themes. The Faculty Senate and Staff Council considered the revised themes and suggested additional revisions. The Chancellor’s Cabinet proposed revisions, and then the steering committee passed a draft to UAF’s governing bodies: Faculty Senate and Staff Council. Based upon this shared governance process, the cabinet finalized the core themes in April 2012, and they were presented to the Board of Regents and approved in June 2012. Indicators continued to be updated periodically throughout the cycle as the university refined its processes or determined that the information gathered was not providing the insight that was needed for data-informed improvement.

Examples of the use of data to improve effectiveness are provided in Standards 1.B.1 and 1.D.

The university is embracing the alignment of the new Standards with the start of what will be



a new evaluation cycle and has already begun the process (planned to be completed by early 2021) of revising the indicators to emphasize student success and equity. UAF has always been committed to the success of all of its students and is now determining better ways to reflect that in its assessment measures. The new indicators will also reflect the university’s priorities as a research institution with a long-standing mission to serve Alaska communities.

The UA system, in collaboration with the three universities, establishes [peer institutions](#) for the system and for each university. UA Institutional Research uses measures such as size, mission, and organization to identify peer groups for comparison studies. Due to its broad mission and

unique structure, UAF has several peer group categories: research peers, academic peers, community campus peers, and aspirational peers. The lists of each of these are found on the website of [Planning, Analysis, and Institutional Research](#).

UAF is in the process of joining the [Postsecondary Data Partnership](#) through the National Student Clearinghouse, which will allow the university to better analyze and share its student success data, as well as compare its performance with peers. Until that time, the analysis of UAF’s performance in retention and graduation with its academic and regional peers shows that there is room for improvement in both areas:

Peer Institution	Six-year Graduation Rates Fall 2013 Cohort
<a href="#">Oregon State University</a>	67.1%
<a href="#">University of Nevada - Reno</a>	61%
<a href="#">North Dakota State University - Main Campus</a>	60.32%
<a href="#">University of Wyoming</a>	59.8%
<a href="#">University of Maine</a>	57%
<a href="#">University of Idaho</a>	56.12%
<a href="#">Montana State University - Bozeman</a>	56%
<a href="#">Utah State University</a>	53.72%
<a href="#">University of Montana - Missoula</a>	48.7%
<a href="#">New Mexico State University - Main Campus</a>	48.2%
<b><a href="#">University of Alaska Fairbanks</a></b>	<b>41.67%</b>
<a href="#">University of Alaska Southeast</a>	37%
<a href="#">University of Alaska Anchorage</a>	32%
<a href="#">Idaho State University - Pocatello</a>	31%
<b>Average</b>	<b>50.7%</b>

Peer Institution	Retention Rate Fall 2018–Fall 2019
Oregon State University	85.4%
University of Nevada - Reno	81%
North Dakota State University - Main Campus	78.92%
University of Idaho	77.3%
Montana State University - Bozeman	76.5%
University of Wyoming	76%
New Mexico State University - Main Campus	74.8%
University of Maine	74%
Utah State University	73.50%
<b>University of Alaska Fairbanks</b>	<b>72.86%</b>
University of Montana - Missoula	71.4%
University of Alaska Anchorage	66%
Idaho State University - Pocatello	64%
University of Alaska Southeast	59%
<b>Average</b>	<b>73.62%</b>

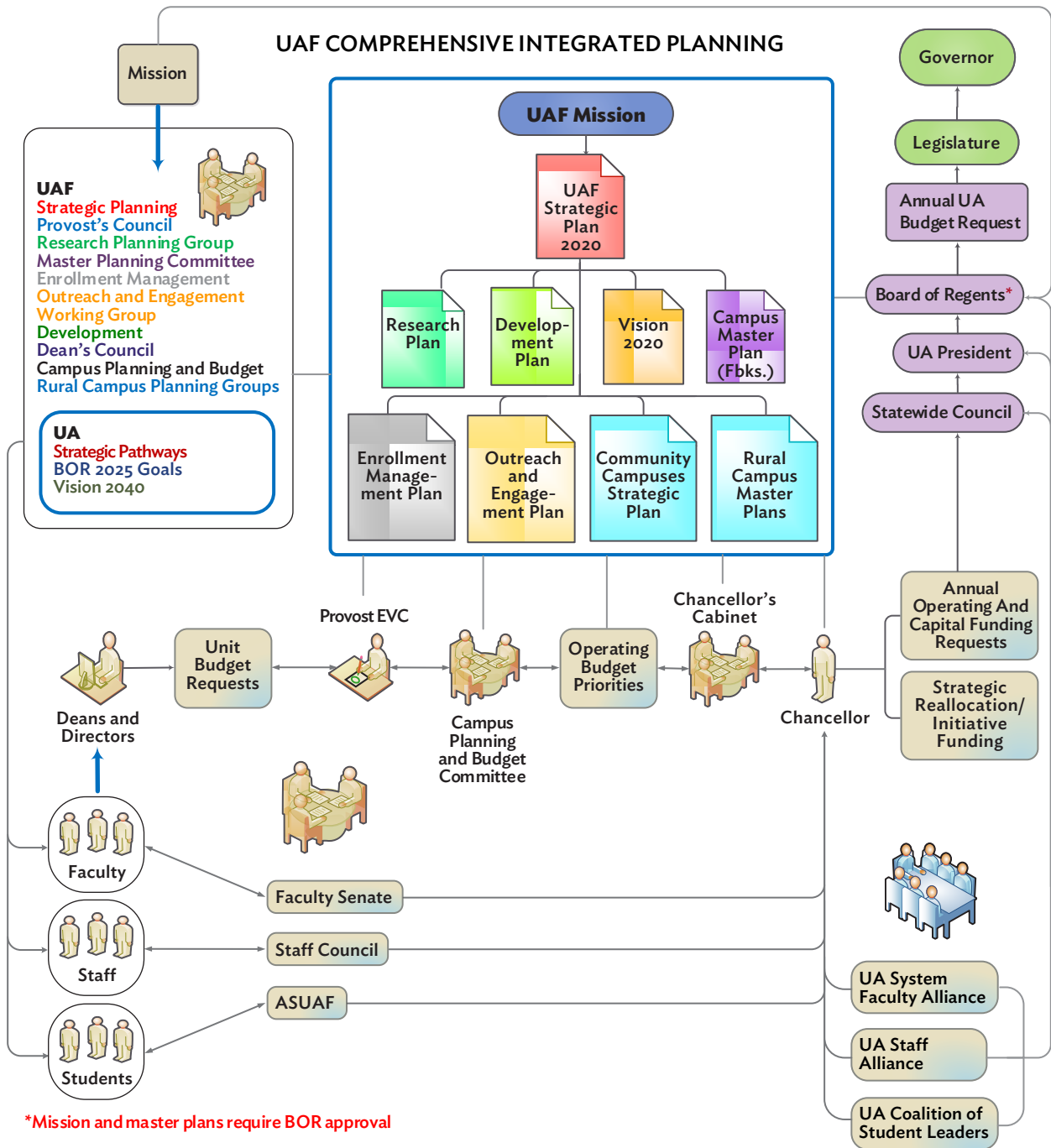
Unlike many of the peer institutions in this list, UAF incorporates a community college system, and it is difficult to distinguish among certificate, associate, baccalaureate, and nondegree-seeking students. This is not an excuse for low retention

or graduation rates, of course. As it adds to and refines its tools for measuring student success, UAF will get a clearer idea of the best ways to improve that success and also a clearer sense of which schools are its genuine peers.

**1.B.3** *The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

UAF uses a continuous, comprehensive, and purposeful planning approach to fulfill its mission. Numerous UAF work groups, committees, and councils lead targeted planning processes to address university priorities such as enrollment, facilities, outreach, and research. The documents produced through these planning efforts (linked in the table on p. 30) contain clear goals with corresponding action plans and specific performance metrics or deliverables to guide implementation efforts. Implementation is led by faculty, staff, and students with the support

of relevant decision-making bodies, such as the Chancellor’s Cabinet. Outputs and outcomes of these implementation efforts contribute to the collective achievement of UAF’s Strategic Plan and of the core themes. Planning documents are made available to faculty, staff, students, and the community via the UAF and UA websites and are promoted through numerous communication channels such as chancellor fora, email, newsletters, and web-based notification. See the chart below.



**UAF'S COMPREHENSIVE INTEGRATED PLANNING PROCESS**



## COMPREHENSIVE PLANNING

Long-range planning has become part of UAF’s institutional culture and is carried out through a systematic and integrated process. Led by the chancellor and his leadership team, a collective of cross-departmental work groups, committees, and councils drive the campus planning processes. UAF engages university stakeholders and constituents to ensure successful planning, implementation, and evaluation. Each planning process is iterative in nature and includes faculty, staff, students, and governance groups. Input is gathered through focused group discussions and direct feedback on documents. Documents are vetted through faculty, staff, and student governance bodies for final approval by the chancellor. Planning documents provide a solid foundation for carrying out the institutional mission while maintaining flexibility to enable the university to be nimble in response to unexpected changes in circumstances and dynamic needs.

The annual operating and capital budget development process is a primary tool for

ensuring financial resources are aligned with the university’s comprehensive, integrated planning. The annual operating budget request process typically begins with a request for proposals to deans and directors across the campus community. Proposals must include a justification, based on the UAF Strategic Plan and the UA president’s priorities, which are formulated to support attainment of the Board of Regents’ goals. In addition to the proposals from deans and directors, some budget requests are submitted by vice chancellors or by the chancellor. These must be justified based on the same criteria as the deans’ and directors’ requests and typically represent areas of strategic importance to the university. Requests are evaluated and prioritized at the campus level (by the Chancellor’s Cabinet) and then again at the UA Statewide administrative level, before being presented to the Board of Regents as part of the overall UA budget request. The regents may make further changes before sending it to the governor.

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## CHANCELLOR’S PLANNING EFFORTS

The Chancellor’s Cabinet is a consultative and information-sharing leadership team supporting key initiatives, project planning, decision-making, and implementation on matters critical to UAF’s mission, strategy, and operations. The cabinet is the forum that ensures the perspectives and values of the entire UAF community are considered and reflected in discussions and decisions. It strives to consistently and effectively communicate campus and community issues. Working together, the cabinet seeks to build institutional leadership by sharing ideas, solving problems, and learning collaboratively. The chancellor has a Core Cabinet consisting of vice chancellors, the executive officer, and University Relations director that

meets weekly and an expanded full cabinet that includes faculty, staff, and student governance leaders that meets biweekly.

The chancellor regularly holds open forums to update the campus community on issues of importance and to gather input for the planning process. During 2019–2020, forums were held on budget, tuition, strategic planning, COVID-19 response, expedited program review, enrollment, and diversity.

The chancellor’s [website](#) lays out UAF planning processes and offers pathways for input.

## BUDGET PLANNING

UA and Board of Regents' goals and measures as well as UAF Strategic Plans define budget priorities and guide resource allocation decisions. Budget proposals submitted to UA Statewide

must list the statewide and UAF strategic goals addressed by the request. The budget planning process is also described in Standards 1.B.2 and 2.E.

## UAF STRATEGIC PLAN 2012–2019

UAF's Strategic Plan was completed in 2012 and approved by the Faculty Senate in 2014.

The [2012 UAF Strategic Plan](#) lists the following goals, with the core themes that they address in parentheses:

- **GOAL 1:** Educate students to be informed, responsible, and active citizens by incorporating real-world experiences and applications into the undergraduate curriculum. (Educate, Research, Prepare, Engage)
- **GOAL 2:** Promote UAF as Alaska's premier research enterprise in partnership with state and federal agencies, industry, Alaska Native organizations, and civic groups. (Research, Connect, Engage)
- **GOAL 3:** Serve Alaska's diverse communities in ways that are increasingly more responsive and accessible and enhance the social, economic, and environmental well-being

of individuals and communities. (Educate, Connect, Engage)

- **GOAL 4:** Improve assistance to students in making transitions across all phases of the education curriculum. (Educate, Prepare, Connect)
- **GOAL 5:** Create or expand graduate programs to targeted areas of identified need and existing strengths. (Educate, Research, Engage)
- **GOAL 6:** Enhance UAF's competitive advantage by attracting and keeping the best and brightest students, staff, and faculty. (Educate, Research, Prepare)
- **GOAL 7:** Develop innovative approaches to managing university resources to support its mission and position it to meet the challenges of the future. (This addresses the sustainability of all core themes.)

## UAF STRATEGIC PLAN 2020–2025

Using the mission statement as its guide, UAF is revising its broad-based [Strategic Plan](#) based on sustainable goals for the future. The Strategic Planning working groups identified six goals that will guide the university's development in the future as a student-focused research university.

The working groups continue to refine their goals with the intent of approving the new plan during the 2020–2021 academic year.

Committees comprised of faculty, staff, alumni, students, governance groups, and community

members designed and reviewed each of the following goals:

### **1. MODERNIZE THE STUDENT EXPERIENCE**

As defined by UAF, a modern university fulfills six criteria: (1) a dynamic, cutting edge, and international institution; (2) a vital source of critical innovation and student engagement; (3) a leader in the realm of trailblazing research; (4) the keystone of a caring, integrated community; (5) expressive of a vibrant campus life that is diverse and inclusive; and (6) accessible financially, geographically, and culturally.

### **2. SOLIDIFY OUR GLOBAL LEADERSHIP IN ALASKA NATIVE AND INDIGENOUS PROGRAMS**

The vision for this goal is to be a global leader in six areas: (1) Alaska Native and indigenous degree programs and pedagogy; (2) recruitment, retention, and degree completion of Alaska Native and indigenous students; (3) Alaska Native and indigenous research, knowledge production, and publications; (4) Alaska Native and indigenous leadership development; and (5) Alaska Native and indigenous workforce and development, tribal community partnerships, service, and education.

### **3. ACHIEVE TIER 1 RESEARCH STATUS**

A Tier 1 research institution is the highest ranking of research activity for a United States PhD-granting university, defined by the Carnegie classification system as independent, long-standing, well-defined, and globally recognized. The benefits of being a Tier 1 institute include global recognition of research strength; competitive attractiveness for faculty, staff, and students; and enhanced competitiveness for untapped funding opportunities.

### **4. TRANSFORM UAF'S INTELLECTUAL PROPERTY DEVELOPMENT AND COMMERCIALIZATION ENTERPRISE**

UAF strives to be the driver of Alaska's innovation economy and focus for UA Arctic innovation, to produce graduates skilled in the processes necessary to bring research to commercialization, and to deliver economic, societal, cultural, and education impact to Alaska and the people of the Circumpolar North.

### **5. EMBRACE AND GROW A CULTURE OF RESPECT, DIVERSITY, INCLUSION, AND CARING**

UAF focuses on who and what it wants to be. This goal is to work every day to operationalize the equity and inclusion that people seek to advance in Alaska and beyond. Genuine equity requires continual transformation: a thorough and deep examination and shift when needed in organizational practices, norms, culture, and composition.

### **6. REVITALIZE KEY ACADEMIC PROGRAMS**

All UAF programs are viewed as being vital to the health of the university. This goal is broken into mission statements: (1) to revitalize academic programs that are responsive to workforce development needs across the state of Alaska and to national and international economic climates; (2) to develop a culture of integration and access from occupational endorsements to PhD; (3) to administer easy access for students to advising, support, and research through staff and faculty; (4) to invest in and support faculty and staff; (5) to provide robust outreach, engagement, and promotion for all programs.



## STRATEGIC ENROLLMENT PLANNING

In summer 2018, UAF began laying the groundwork for a new, data-driven [Strategic Enrollment Plan](#), incorporating the university's data on potential applicants, enrollees, and students with national trends and demographics. This data is compiled by the higher education enrollment management firm Ruffalo Noel Levitz in order to use predictive analytics to more efficiently increase and support enrollment. There were over 150 participants in the Strategic Enrollment Planning process; more than 50 percent of the participants were faculty. The process resulted in 16 action planning groups

that created 17 action plans. A [memo](#) from the chancellor outlines approved investments, which include improving academic advising, online program development, adding a California regional recruiter, a counselor fly-in program, a diversity programming and outreach coordinator, website and communications expansion, development of an eSports program, support for the Honors College to expand the Climate Scholar Program, and military and veteran recruitment and outreach. The initiative is currently in its initial implementation phase.



## CAMPUS MASTER PLAN

UAF has recently completed its third [campus master plan](#) since the first was finished in 2002. The plan was approved by the Board of Regents on February 20, 2020. The Campus Master Plan committee included broad representation from faculty, staff, students, alumni, and community members. There were multiple opportunities for feedback from all constituencies. The Campus Master Plan aligns with the mission, core themes, strategic goals, and UA priorities.

The master plan addresses UAF’s instructional, research, and student life needs through the lens of physical and financial stewardship of the environment and system resources. Specific goals for this plan are:

- Enhance UAF’s strong academic, research, and service programs.
- Provide facilities to strengthen the student experience and integrate with research.
- Celebrate the unique campus identity and diverse community.
- Improve the campus curb appeal.
- Improve the physical environment; address outdated and underperforming space for enhanced student, staff, and faculty experiences.

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## CAPITAL BUDGET PLAN

Long-range capital planning is carried out through the campus facilities master plan and includes a 10-year capital improvement plan. Projects included on the 10-year capital improvement plan are categorized into deferred maintenance; renewal and replacement; new construction; land, property, and facilities acquisitions; research for Alaska; equipment; and other one-time items.

Capital requests for new or renovated facilities reflect construction, furnishing, and equipment costs. Deferred maintenance and renewal and replacement are currently UAF’s top capital

priority in an effort to reduce the backlog in this area.

Projects identified on the 10-year capital improvement plan must be approved through the campus master plan and may be adjusted as funding scenarios change and critical needs arise. The 10-year capital plan is reviewed annually by UAF leadership in preparation for the capital budget request each fall.

The most recent capital budget request can be found [here](#).

## STATE OF ALASKA AND UA COLLABORATION

UAF coordinates planning efforts with the goals and initiatives of UA Statewide, the system president, and the Board of Regents.

[Strategic Pathways](#), the UA strategic plan developed in 2016 with ongoing implementation, reviewed the following areas: teacher education, management/business, engineering, information

technology, procurement, research administration, intercollegiate athletics, e-learning, fisheries, health, community campuses, arts and humanities, social and natural sciences, and mine training. Its core principles are focus, access, scope, excellence, consistency, and fiscal sustainability. Here is a list of important planning documents:

University of Alaska Fairbanks (UAF)	
Title	Source
UAF Mission Statement	<a href="http://www.uaf.edu/uaf/about/mission/">www.uaf.edu/uaf/about/mission/</a>
UAF Chancellor’s Cabinet	<a href="https://uaf.edu/chancellor/leadership/cabinet">https://uaf.edu/chancellor/leadership/cabinet</a>
UAF Strategic Plan 2019	<a href="http://www.uaf.edu/strategic/">http://www.uaf.edu/strategic/</a>
UAF Vision 2020	<a href="https://uaf.edu/finserv/omb/budget-planning/pbc/UAF-Vision-2020-Web-Doc-Updated-24Mar2015.pdf">https://uaf.edu/finserv/omb/budget-planning/pbc/UAF-Vision-2020-Web-Doc-Updated-24Mar2015.pdf</a>
UAF Cooperative Extension Service Plan of Work	<a href="https://www.uaf.edu/ces/about/pow/">https://www.uaf.edu/ces/about/pow/</a>
UAF Strategic Enrollment Planning	<a href="https://www.uaf.edu/sep/index.php">https://www.uaf.edu/sep/index.php</a>
UAF Campus Master Plans	<a href="http://www.uaf.edu/mastplan/">http://www.uaf.edu/mastplan/</a>
State OMB: UAF Performance Details	<a href="https://www.omb.alaska.gov/html/performance/details.html?p=234">https://www.omb.alaska.gov/html/performance/details.html?p=234</a>
UAF Faculty Senate	<a href="https://www.uaf.edu/uafgov/faculty-senate/">https://www.uaf.edu/uafgov/faculty-senate/</a>
UAF Emergency Management Plan	<a href="https://www.uaf.edu/safety/emergency-preparedness.php">https://www.uaf.edu/safety/emergency-preparedness.php</a>
University of Alaska (UA) System	
Title	Source
UA Mission Statement	<a href="https://www.alaska.edu/bor">https://www.alaska.edu/bor</a>
UA Goals and Measures	<a href="https://www.alaska.edu/pres/goals-metrics/">https://www.alaska.edu/pres/goals-metrics/</a>
UA Strategic Pathways	<a href="https://www.alaska.edu/pathways">https://www.alaska.edu/pathways</a>
State OMB: UA Performance Details	<a href="https://www.omb.alaska.gov/html/performance/details.html?p=172">https://www.omb.alaska.gov/html/performance/details.html?p=172</a>
Alaska Career and Technical Education Plan: A Call to Action	<a href="https://www.alaska.edu/research/wd/CTE/">https://www.alaska.edu/research/wd/CTE/</a>
Statewide Academic Council	<a href="https://www.alaska.edu/research/councils/ac/index.php">https://www.alaska.edu/research/councils/ac/index.php</a>
Alaska Science and Technology Plan	<a href="https://www.alaska.edu/research/scor/AK_SCoR_ST_Plan_2016.pdf">https://www.alaska.edu/research/scor/AK_SCoR_ST_Plan_2016.pdf</a>
UA Health Plan	<a href="https://www.alaska.edu/benefits/health-plan/">https://www.alaska.edu/benefits/health-plan/</a>

**1.B.4** *The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.*

UAF monitors internal and external environments through several pathways. Internally, there are well-established processes for input, feedback, and proposals from students, staff, and faculty. The [Planning, Analysis, and Institutional Research \(PAIR\)](#) office compiles and publishes a wide variety of institutional data relating to students, staff, and faculty and makes that information generally available. UA [Data Strategy and Institutional Research](#) also compiles data reports, including the annual [UA in Review](#), that allow comparisons across the system. PAIR provides regular updates on enrollment and retention to deans, directors, and the Chancellor’s Cabinet. The Alaska Office of Management and Budget monitors UAF’s financial condition and makes management reports available on its [website](#). These allow anyone to assess the fiscal status of the institution and the major categories of expenditures.

UAF assesses its planning, assessment, and resource allocation periodically, primarily through the Planning and Budget Committee (PBC). The special or expedited program reviews in FY14, FY15, FY16, and FY19 were based on criteria determined by the PBC and served as a prioritization process for academic programs, with a goal of preserving areas of strategic excellence, improving efficiency, and examining areas of duplication within the UA system. Each vice chancellor regularly assesses performance within their areas of responsibility and uses that information in making strategic investments as well as reductions.

A number of academic and research units work with external advisory boards that provide input

on a range of issues pertinent to the programs, such as employment opportunities and changing industry standards.

UAF’s Prepare and Engage core themes reflect commitment to Alaska communities and to the industries that support the Alaska economy. The workforce development programs are responsive to industry needs and to labor projections in Alaska. The outreach activities respond to demand for services in areas such as fishing and mining.

The UA System has a [Government Relations](#) office, with one staff member based in Washington, DC, and two in-state members who rotate among Fairbanks, Anchorage, and Juneau. The primary role of Government Relations is to advocate on behalf of the University of Alaska by building and promoting positive relationships with federal, state, and local policymakers and stakeholders to ensure funding and policy initiatives that reflect the needs of the university.





## INTERNAL AND EXTERNAL CHALLENGES

UAF faces clear challenges: projected declining state population, severe budget cuts, possible restructure or consolidation of campuses and/or programs within UA, and costs and enrollment losses due to COVID-19.

One of UAF's most significant challenges is its budget, which is directly tied to the economic health of the state. More than 90 percent of Alaska's revenue comes from oil and gas production taxes, with no statewide income or sales taxes. Oil production has declined since the early 1980s, and falling oil prices have led to plummeting state reserves. With fewer jobs, the population in interior Alaska has also declined. In January 2019, Alaska Governor Mike Dunleavy announced a budget that would cut the UA system dramatically: a reduction of \$134 million, which represented a 41 percent decrease in state support.

On July 22, 2019, the UA Board of Regents [voted](#) to declare financial exigency. The university engaged in a strong and concerted advocacy effort to highlight the value of the university to the state as an economic engine for Alaska. The messaging targeted both Alaska's legislators and the general public. The advocacy efforts were effective, and the governor's proposed reduction was amended in a [three-year compact](#) between UA and the state. The agreement includes a multiyear decrease in funding. In FY20, the budget was reduced by \$25 million in state general funds; in FY21, the university system faced an additional \$25 million reduction from the state; and in FY22 another \$20 million cut in state funds. The total amount of reductions between FY20 and FY22 is \$70 million—about half of the \$134 million originally proposed—and is spread over three years rather than implemented in one fiscal year.

These amendments allowed the university a more orderly planning timeframe. Following approval of the multiyear budget agreement, the Board of Regents voted to end financial exigency on August 20, 2019.



While the three-year compact allows UAF to plan more effectively, the university remains highly engaged with managing its budget reductions. UAF and the UA System continue to argue strongly for the importance of higher education to the health of the state. Still, UAF is preparing for a wide range of potential budgetary challenges. Chancellor White provides weekly budget updates through the university Cornerstone newsletter, which are archived on his [website](#).

In 2019, the chancellor put together task forces to study the following areas in order to find efficiencies, revenue possibilities, and cost savings: class sizes, adjunct use, research, eCampus, noncredit credentials, and policy improvements.

In addition, he announced the following cost-saving measures:

- Facilities: a reduction in off-campus leases and demolition of outdated facilities
- Organizational changes: possible consolidation of units
- Programmatic changes: elimination of academic programs with very low enrollments
- Student affairs: identification of savings in housing, dining, athletics, and recreation

In the academic year 2019–2020, UAF went through an expedited academic program review and an administrative review to reduce costs and seek efficiencies. Approximately half of all academic programs and all major administrative units underwent review, and the other half of academic programs are expected to be reviewed in 2020–2021.



UAF enrollment has declined, in part due to the negative budget news. Falling enrollment is also due to Alaska demographic realities, since approximately 80 percent of UAF students come from Alaska. The state population decreased in each of the past three years. More significantly for UAF, the number of high-school graduates has declined over the past decade and projections do not show the number increasing for another five years. UAF has responded to this challenge aggressively, with increased recruitment efforts outside of Alaska and reaching out to former students of UA or another college or university with some college experience or credentials but no degree. The university also initiated a broadly participatory strategic enrollment planning process, which resulted in 16 distinct action-planning groups making recommendations to the chancellor and Core Cabinet for enrollment and retention initiatives. A number of these initiatives were funded for 2019–2020 and have begun implementation. In fall 2020, UAF is joining the Interstate Passport system as a means to increase enrollment by transfer students.

In 2019, the UA Board of Regents began discussions about a possible consolidation of the three system universities under a single accreditation. While this idea was tabled, partly in response to a letter from NWCCU expressing concerns about the process, the board continues to explore options for consolidation and collaboration between the three universities and their community campuses. The latest proposals (June 2020) can be found [here](#). UAF’s chancellor, as well as student, faculty, and staff leadership, are active participants in these discussions.

On June 4, 2020, the Board of Regents voted to develop a feasibility plan to determine the pros and cons of merging the University of Alaska Southeast with the University of Alaska Fairbanks.

The preliminary report will be presented to the board in October 2020.

As described in other sections of this accreditation self-study, in spring 2020, UAF joined the rest of the country and the world in adapting to the threat of coronavirus and COVID-19. Developing and implementing enhanced safety protocols for the hands-on delivery of education in light of COVID-19 is a significant challenge, particularly for technical

programs. Instigating new safety protocols and educating faculty, students, and staff on integrating these protocols in all appropriate situations carries both logistical and financial challenges. The university is proud of the [academic and financial accommodations](#) that it made to support students during this difficult semester. However, the financial and enrollment effects of the pandemic will have continuing impacts on the university.

## AREAS OF OPPORTUNITY

Along with challenges come opportunities to invest in areas of strength and to explore new avenues for development.

UAF's location is perhaps its greatest strength. UAF is a 360-million-acre classroom and natural laboratory. Its location has led to pursuit of research programs on the Arctic, the subarctic, climate change, the northern seas surrounding Alaska, the volcanoes and earthquakes endemic to its geologically active corner of North America, northern peoples, cold regions

engineering, and other topics associated with its place. UAF has more external research funding per faculty FTE than any of its peer institutions, and its researchers have built a strong record of publications. UAF's small size compared with most public research universities has led to particular strength in interdisciplinary research, such as climate change and one health research. The university plans to continue to strengthen its reputation in Arctic and Circumpolar research and other high-priority areas such as climate change, health, energy, and security and to recruit faculty and students to take advantage of its unique opportunities.

In Fairbanks, the research university mission of UAF is located on the Troth Yeddha' Campus, a name that comes from the Dené people of the lower Tanana River and derives from the words "troth," meaning "Indian potato" or "wild potato," and "yeddha'," meaning "ridge." UAF is proud to be federally designated as an Alaska Native Serving Institution, with over 20 percent of the student body being Alaska Native and/or American Indian. With a growing number of indigenous scholars and researchers among the faculty and staff, UAF is a premier





global destination for Alaska Native and other indigenous students. The opportunity to study and contribute to indigenous arts, language revitalization, and Native knowledge systems, or to attend a world-class research university that embraces indigenous values and identity, is an asset that can attract indigenous students and scholars from outside of Alaska.

Fairbanks has two military bases in the surrounding area: Fort Wainwright adjacent to the city and Eielson Air Force Base 25 miles away. UAF has recognized the importance of the military and veterans community by establishing the [Department of Military and Veterans Services](#). The department assists veterans, active service members, and eligible dependents with paperwork for degree and certificate programs. UAF has been designated a Purple Heart Campus and is committed to continuing its support of military and veteran students, who constitute 13.6 percent of the student population.

UAF's Community and Technical College's (CTC) is the only two-year institution in Alaska with a full community college structure, offering more than 40 degree programs. This structure positions CTC to serve underprepared students for their transition and success at the bachelor's level. Grants that are targeted at this student population and specifically to community colleges provide opportunities for growth and to increase equitable access to education.

UAF has recognized the growth of online education and is putting significant funding towards the development of online courses. In 2020, UAF has again been included on *U.S. News and World Report's* [lists of the best online programs](#). UAF continues to invest in online programs and services that meet the educational needs of Alaska's diverse students, including



high-school students seeking dual credit, military students, and working adults with some college but no degree. The switch to online education in spring 2020 highlighted UAF's strengths in this area and also indicated areas for increased investment.

UAF [eCampus](#) has also earned national recognition from Quality Matters, a nonprofit organization recognized as a leader in quality assurance for online education. UAF was the fourth university in the nation to earn Quality Matters' Online Learner Support Certification and the first online special education program in the nation to earn Quality Matters' Online Program Design Certification. UAF eCampus provides training and course development opportunities to all UAF faculty, and students are increasingly drawn to the programs that are offered [entirely online](#), such as Homeland Security and Emergency Management or Psychology.

In fall 2020, UAF is welcoming the inaugural group of students to the [North Star College](#) (NSC). NSC is a middle college formed in



collaboration with the Fairbanks North Star Borough School District that will allow 40 high-school seniors the opportunity to take classes on the UAF campus for dual high-school/college credit. Both the university and the school district hope to expand NSC to include high-school juniors, with an eventual enrollment of 175 students. Because the school district is paying all costs of tuition, fees, and books for the students, NSC will make college accessible for some students who would not have considered college or been able to attend.

UAF [Honors College](#) has experienced significant growth, partly driven by the new Climate Scholars program. Climate Scholars is an interdisciplinary program that offers a unique opportunity for undergraduates to get involved and make a meaningful impact. UAF climate scholars have

the chance to work with top experts who are engaged in cutting-edge research on climate and the Arctic. They are also eligible for special scholarship, experiential learning, and exchange opportunities.

The need to rethink the way the university operates leads to innovative ideas and attractive new programs. The chancellor has a “Box of Big Ideas” on his [website](#) where anyone in the campus community can submit a suggestion. Ideas can be anything from a new service on campus, process improvement, new research, or an innovation. Task forces through strategic enrollment planning or the budget planning process are generating exciting proposals for new programs and creative ways to support student success.



## STANDARD 1.C STUDENT LEARNING

**1.C.1** *The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.*



The UAF catalog lists 166 programs offered at all levels from occupational endorsements to doctoral degrees. All academic programs are detailed in the catalog and on the institutional website and departmental websites. Faculty are required to identify student learning outcomes on all course syllabi, and approval of new courses and programs is denied without stated learning outcomes. All programs have [intended outcomes and assessment plans](#).

Courses are offered at the freshman (100), sophomore (200), junior (300), senior (400), post-baccalaureate nondegree (500), and graduate (600-) levels. Noncredit courses (000–049) may be offered. Developmental courses (050–099) are considered preparatory and are not part of the degree programs. Some smaller programs offer “stacked” undergraduate and graduate courses (400/600); by Faculty Senate policy, the 600-level version of the course must require additional student effort, such as a seminar or a term paper, to reflect the greater acuity that is expected from graduate

students. Graduate students may not take any 600-level courses for credit if they have already received 400-level credit for that course in their undergraduate work.

The Board of Regents has established several types of transcribed educational credentials. These include:

- Occupational Endorsement, 9–29 credits: Awarded for completing a series of courses that meet specific vocational needs.
- Post-Baccalaureate Certificate, 24–60 credits: Awarded for completing a program of study including undergraduate and/or graduate courses. A baccalaureate degree is required for admission to the program. Eligible (400- and 600-level) credits may be applied to a subsequent master’s degree. Currently these are offered only in fields of education for students seeking state licensure as teachers.
- Graduate Certificate, 12–29 credits: Awarded for completing a series of graduate courses that constitutes a focused area of graduate study. As examples, the College of Natural Science and Mathematics offers graduate certificates in Science Teaching and Outreach and one in Statistics, and the Graduate School offers a graduate certificate in Resilience and Adaptation.

In addition to academic degrees at the associate's, bachelor's, and graduate level, UAF's Community and Technical College and College of Rural and Community Development offers occupational endorsements. Post-baccalaureate certificate programs and licensures are offered in several areas.

UAF's credits and degrees adhere to Regents' Policy (10.04.030). Credit hours required to complete certificates (at least 30 credits), associate degrees (at least 60 credits), bachelor's degrees (at least 120 credits), master's degrees (at least 30 credits), and PhDs (at least 18 credits and three years of study) are comparable to other institutions. UAF's [Academic Course and Degree Procedures Manual](#) details the approval process for revisions, additions, and deletions. UAF has implemented these procedures online in CourseLeaf Curriculum software.

UAF has convened a [team](#) of faculty and staff to identify and implement improvements to the course and program approval process. Process improvement design began in May 2019, and significant changes to the course and program approval process have been made in cooperation with the Faculty Senate that aim to enhance academic quality and streamline internal processes. The goals include an increase in approval of new courses and programs to modernize the student experience and to give departments and programs more flexibility to adjust their programs to meet changing student demand. Currently, the [approval process for new academic programs](#) requires that a sample course of study, student learning outcomes, and a three-year cycle of course offerings be included. Proposed programs must demonstrate that they can be completed in a timely way. Students have access to a [website](#) that provides sample roadmaps to completion, which shows that

programs can be completed in a timely fashion as well as student learning outcomes. Students and advisors are also able to plan and track students' progress with DegreeWorks software.

A number of programs have specialized accreditation, indicating that they comply with accepted norms in their specific fields of higher education. The catalog's overview page on [accreditation](#) lists specialized accreditations for UAF programs.



The [semester length and numbers of course contact hours](#) for classes, set by the Faculty Senate in compliance with Regents' Policy, are consistent with accepted practice in higher education. In particular, Regents' Policy and University Regulation (10.040.035) require a minimum of 750 minutes of instruction per credit hour and specify that fall and spring semester must be at least 15 weeks long. The minimum standard for UAF is 800 minutes of instruction per credit hour. During a regular semester, three-credit courses typically meet three clock hours per week for 15 weeks, with restrictions on [compression](#) of course schedules into a shorter time period. Distance courses follow this



same structure. Distance delivered courses are designed to achieve the same learning outcomes as in-person courses, and include both time for structured instructional activities (minimum 800 minutes per credit hour) and time for completing work independently (minimum 1,600 minutes per credit hour). Students will usually spend eight

to 10 hours per week on a three-credit-hour online semester course. Online students interact with peers as well as instructors in a way that fits the course curriculum; typically, the same text, number of homework assignments, quizzes, papers, and exams are required as for in-person courses.

**1.C.2** *The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.*

Baccalaureate General Education courses are at the 100- and 200-level, as are introductory courses in most disciplines. All baccalaureate degrees require at least 39 upper-division credits (300- and 400-level).

Graduate courses are at the 600-level, although master's degree candidates may apply up to two 400-level courses towards their degrees, with approval of their graduate advisory committees.

Faculty in individual disciplines determine course depth, breadth, and sequencing, and the program review process provides an extra-departmental perspective on programs. New programs and major program revisions require approval by the Faculty Senate and Board of Regents; all program revisions and course designator changes require at least the approval of the appropriate Faculty Senate committee.





**1.C.3** *The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.*

All certificate and degree programs are required to publish a student learning outcomes plan and summarize the assessment of student learning outcomes every two years. The plans and reports are posted [online](#). Program learning outcomes and roadmaps to degree completion are also published [online](#). Student learning outcomes plans are developed, implemented, and evaluated by program faculty. All new occupational endorsement, certificate, and degree programs are required by Faculty Senate policy to include student learning outcomes plans with the submission for approval. The Academic Course and Degree Procedures Manual is posted [online](#).

For individual courses, the Faculty Senate syllabus [checklist](#) also requires that each course syllabus include course goals and specific student learning outcomes. While faculty members have the academic freedom to achieve student learning outcomes in many ways, each instructor is accountable to the student learning outcomes, regardless of location or method of course delivery. The Faculty Senate office retains approved syllabi with the course goals and student learning outcomes for each new or modified course. Departments also collect and retain syllabi. An area that UAF is working on is ensuring that student learning outcomes appear on all syllabi, not only those that are newly approved.

**1.C.4** *The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.*

UAF makes information available to students, their families, faculty, staff, and other constituents through its [catalog](#). UAF is an open enrollment university at the undergraduate level. Students who intend to pursue a baccalaureate program but do not meet baccalaureate admission standards are admitted as baccalaureate-intended students (also called pre-majors). Students are admitted to associate degree or certificate programs if they are at least 18 years of age or if they have a high-school diploma or GED.

Admission requirements and procedures for certificate, associate, baccalaureate, master's,

and doctoral programs are provided in the [catalog](#) and the [Admissions website](#). Information and step-by-step instructions for applying to UAF are available at the [Admissions website](#). Students are guided through the admissions processes depending on their status, such as resident, nonresident, graduate, undergraduate, and international. The catalog also has entrance requirements for high-school students.

Graduation requirements are published in the [catalog](#). Requirements are posted for each degree type as well as specific requirements for each major or program.

**1.C.5** *The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.*

The [constitution](#) of the Faculty Senate states that faculty responsibilities include the formulation of policies and regulations guiding academic standards, including degree requirements, curriculum review, admissions standards, and grading policy. Curriculum changes, additions, deletions, compressions, and new programs begin with faculty, and each change must be approved by the department chair. Depending on the change, the review moves through additional levels of faculty review until it reaches the administration. The process for each change is clearly stated in the [Faculty Senate Academic Course and Degree Procedures Manual](#) and is identified on the Faculty Senate curriculum [website](#). New programs are approved by the Faculty Senate, then by the administration, and ultimately the UA Board of Regents. Most course changes and degree requirement changes must be approved by the Faculty Senate Curriculum Review Committee, after preliminary review at the college or school level by faculty committees.



All academic certificate, associate, baccalaureate, master's, and doctoral programs from all of UAF's campuses are on a five-year cycle of program review, evaluating program quality, student learning outcomes assessment (SLOA), productivity, centrality to mission, and efficiency. The program review cycle has three levels: (1) a faculty committee composed of representation from all major academic units, (2) an administrative committee made up of deans and campus directors, and (3) Chancellor's Core Cabinet. Feedback from each of these levels is provided to the programs, and they have the opportunity to respond or provide additional information at each step of the process. Any program eliminations recommended through the program review process are required to go through the Faculty Senate program deletion process and to the Board of Regents for approval.

Many programs involve external advisory committees or feedback from major employers of their graduates in assessing their programs. For example, the School of Education solicits input from school districts throughout the state. In addition, many professional and vocational-technical programs have specialized accreditation, endorsement, or certification that require extensive programmatic assessment. These programs are listed on the accreditation [website](#).

Programs are required to submit summaries of learning outcomes assessment data every two years. Templates for SLOA plans and summaries and guidance on how to complete these are available on the assessment website. This website

also links the completed assessment plans and UAF summaries for all academic programs by college and school. Due to disruptions caused by COVID-19, the regular cycle of learning outcomes reporting was delayed by one year, with submission now due in spring 2021 rather than spring 2020.

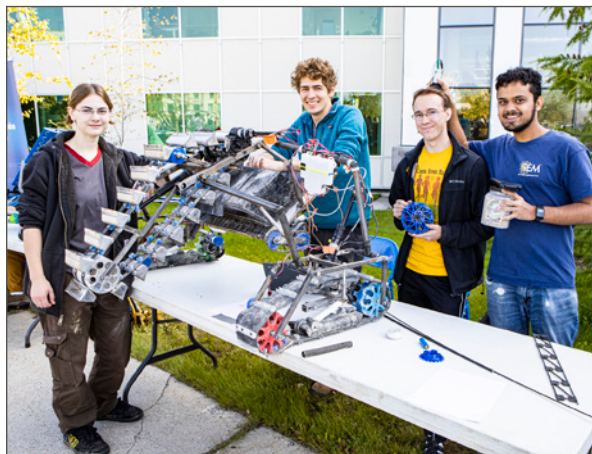
Assessment **plans** are required to list the following:

- Intended objectives/outcomes
- Assessment criteria and procedures
- Implementation (what, when, who)

Assessment **summaries** are required to report the following:

- Assessment information collected
- Conclusions drawn from the information collected and how faculty are collectively involved in drawing those conclusions
- Curricular changes resulting from conclusions drawn

Faculty must provide students with the course goals and specific student learning outcomes for each course. All courses that undergo changes and all new courses proposed go through a university-wide curriculum review process, and their syllabi are monitored to ensure that learning outcomes are clearly stated. Syllabi for all courses offered are collected by deans and directors, and it is currently their responsibility to monitor the inclusion of learning outcomes. Centralizing this monitoring is an area of improvement that is being considered by the vice provost and the newly hired faculty fellow for accreditation and assessment.



Beginning in spring 2020, the faculty fellow initiated several projects:

- **Holding weekly office hours**  
Twice a week, for six hours, the fellow makes herself available to consult with departments, individual faculty, and campus support units regarding outcomes assessment.
- **Leading a Catalyst Survey Project Task Force**  
The fellow collaboratively developed and administered surveys in spring 2020 to faculty, staff, administrators, and students regarding the effects of COVID-19 changes to instructional delivery and created a [website](#) sharing the survey results as well as encouraging faculty to create signature assignments based on the aggregate data.
- **Collaborating with Faculty Development**  
The fellow is engaged in the beginning phases of a new approach to faculty development at UAF. Drawing from the 2016 publication *Faculty Development and Student Learning: Assessing the Connections*, the fellow is developing a faculty “[accelerator](#)” to measure the difference faculty development can make for student academic achievement.



In fall of 2015, with a recommendation from the UAF Faculty Senate, UAF moved from a paper-based Student Opinion of Instruction system to an online course evaluation system called Blue, provided through eXplorance. The provost's office administers the evaluations; the student

governance organization (ASUAF) publishes results for student use, linked from the [provost's website](#). UAF policy requires faculty to include student evaluations of instruction in promotion and tenure and other review processes.



**1.C.6** *Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.*

During the accreditation reporting period, UAF has transitioned from a set of Core Curriculum courses to a set of General Education Requirements (GERs) for all associate of arts, associate of science, and baccalaureate degree programs, effective with the fall 2016 semester. The GERs are parallel to the requirements at the other UA System institutions, and all General Education courses transfer among the three universities.

General Education Requirements are defined by Regents' Policy and University Regulation (10.04.040). Regents' policies require a minimum of 34 credits distributed among the university-defined categories of Oral Communication Skills, Written Communication Skills, Mathematics, Natural Sciences, Arts, Humanities, and Social Sciences. These General Education Requirements are to "provide a nucleus of a broad cultural background that includes a critical awareness of the human



heritage, of the challenging requirements and opportunities of the present and future, and of the complexities and possibilities of the human mind and personality.” To meet these requirements, UAF has implemented General Education Requirements that all baccalaureate students must complete (transfer AA and AS graduates are considered to have met these requirements). The [student learning outcomes and requirements](#) for the UAF General Education Requirements are defined in the catalog. The Faculty Senate has developed requirements for qualifying courses, and this information is provided to faculty through the [Academic Course and Degree Procedures Manual](#).

The general education requirements meet not only Regents’ Policy and University Regulation; they also relate well to [UAF’s mission](#), which “integrates teaching, research and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.” The general education requirements speak to the [core values](#) documented in the strategic plan, including “student success” and “access to comprehensive higher education and lifelong learning.”



The GERs, like the previous Core Curriculum, are envisioned as an integrated body of courses that complement each other and extend learning in the discipline-specific courses. The General Education Requirement is the foundation of all baccalaureate programs, the associate of arts program, and the associate of science program at UAF. Its [objectives](#) are published in the catalog, stating that students will:

1. Build knowledge of human institutions, sociocultural processes, and the physical and natural world through the study of the natural and social sciences, technologies, mathematics, humanities, histories, languages, and the arts.
2. Develop intellectual and practical skills across the curriculum, including inquiry and analysis, critical and creative thinking, problem solving, written and oral communication, information literacy, technological competence, and collaborative learning.
3. Acquire tools for effective civic engagement in local through global contexts, including ethical reasoning, intercultural competence, and knowledge of Alaska and Alaska issues.
4. Integrate and apply learning, including synthesis and advanced accomplishment across general and specialized studies, adapting them to new settings, questions, and responsibilities and forming a foundation for lifelong learning.

The associate of arts and baccalaureate degrees have the same General Education Requirements and total 35 to 40 credits. The associate of science degree requires an additional eight credits in the natural sciences, totaling 43 to 48 credits. Courses are grouped as Communications, Mathematics, Natural Sciences, Arts,

Humanities, and Social Sciences. Summaries of the requirements with lists of eligible courses are available through the Academic Advising Center and on the [Registrar's web page](#).

Certificates are focused on specific vocational and technical skills; thus the general instruction is more limited within these programs. In some certificate programs, students complete embedded, documented competencies within their technical classes to meet some or all of the communication, computation, and human relations general education requirements. Embedding the general instruction content within specific vocational and technical courses has added value to the students by presenting instruction in the context of their specific field of study. Related instruction that is embedded in a degree-specific curriculum must be documented and approved by the Curriculum Review Committee of the Faculty Senate.

Past reporting on core assessment is documented on the [assessment website](#). The five areas of the core—written and oral communication, perspectives on the human condition, natural science, mathematics and statistics, and library skills—were assessed separately, with assessment embedded in courses. Faculty teaching Core Curriculum courses, including those at all campuses and by distance, were responsible for collecting assessment information, documenting student learning outcomes, and using this information to improve the curriculum.

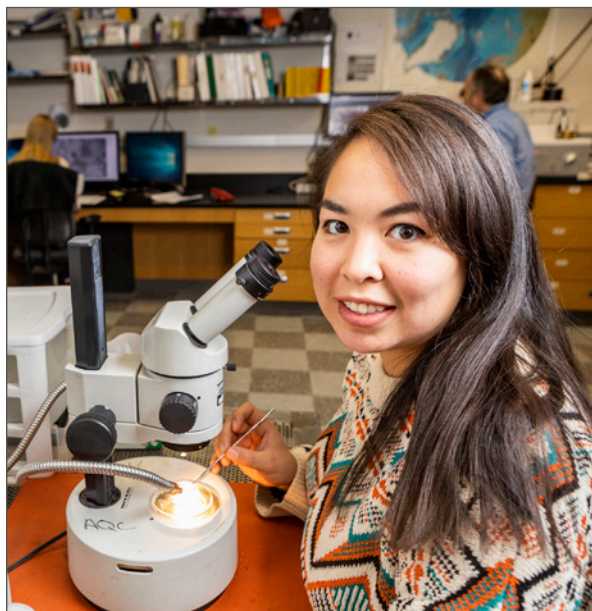
GER assessment is under the purview of the Faculty Senate General Education Committee (GERC). Because the plan for GER was approved by the Faculty Senate without an associated assessment process, there has been a gap in assessment in this area. In 2018, GERC formed an assessment subcommittee to launch a

faculty-driven assessment process for the new requirements. In spring 2019, members of the subcommittee hosted a series of think tanks. These think tanks were inclusive of all GER instructors, including adjuncts and teaching assistants. The working groups were also diverse in disciplinary expertise. The goal was to highlight the importance of general education and emphasize the commitment to bringing instructors together for a quality reflective experience on student learning. At each think tank, American Association of Colleges and Universities (AACU) rubrics were shared and space was provided for faculty present to share their impressions of UAF's learning outcomes.



The 2019–2020 GERC reaffirmed a commitment to a faculty-driven process and formed a new subcommittee in fall 2019. This subcommittee, made up of faculty members in writing, art, philosophy, mathematics, chemistry, speech communication, and anthropology, focused their attention on General Education Learning Outcome #1 (above). Faculty for all GER courses were required to identify the learning outcomes addressed by their courses. The committee meetings throughout the fall produced a collaboratively designed signature assignment and accompanying rubric. Student learning data from the pilot yielded 100 student samples. Ten samples were reviewed with the rubric in a norming session after grades were submitted, with each faculty member scoring the rest of the samples to create a report to share. A [GER website](#) provides the process and report.

Support from the Office of the Provost helped encourage faculty that assignment and rubric designs were first steps in an ongoing reflective process. In addition, the newly appointed faculty fellow in assessment and accreditation in spring 2020 helped facilitate the faculty-driven process, using communication strategies informed by National Institute for Learning Outcomes Assessment (NILOA).



Plans for fall 2020 include engaging all faculty teaching courses associated with Learning Outcome #1 while piloting a plan for Learning Outcome #2. By fall 2023, all four learning outcomes will be assessed across the courses. Academic year 2024–2025 will involve reflecting on the whole process and making improvements based on the data. During this academic year faculty will be invited to suggest changes or refinement to the learning outcomes before the cycle begins anew.

**1.C.7** *The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.*

To ensure that UAF maintains a culture of continuous improvement, annual assessments of the indicators are completed and Student Learning Outcomes are summarized every two years. Academic programs must complete a review every five years, and the review reports are required to provide information on how the program connects to the UAF mission and core themes. Criteria for program assessment are broadly defined by

Board of Regents policy (10.06) and adapted to fit UAF’s needs. A standard data form is prepared by the office of Planning Analysis and Institutional Research (PAIR) for each program, and the program reports must respond to the system data. One of the required areas that programs must address is how they have used SLOA and program review results to make improvements.



Committee evaluations are made accessible to the programs at each level of review. The faculty committee for program review looks at the most recent SLOA plan and summary for every program. They provide feedback on the evidence of student learning outcomes and their use in curricular improvement. Reviews of SLOA summaries regularly include a recommendation to make sure to use the results of their assessment analysis in curricular planning. The feedback from this committee is used each year in reporting for indicator 1 for the core theme Educate.

The UAF Provost's Office maintains a [website](#) listing assessment activities at UAF. Included

there is information on core theme assessments and SLOA. On the specific Core Themes and Indicators web page, the most recent year's score for each indicator is available as well as a summary of all indicators for each of the past eight years. Annual summaries and data collected for each indicator and core theme are shared directly with Chancellor's Cabinet, Provost's Council, and Faculty Senate Administrative Committee so that needed improvements can be identified.

The website also includes [evidence and examples](#) of the use of assessment data to make improvements.

**1.C.8** *Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.*

Policies on transfer credits are published in the catalog section on [transferring credit](#). Transfer credit for specific courses is awarded where course content and outcomes are consistent with established courses in the catalog. College-level courses that do not have an exact match in UAF's curriculum are generally accepted as elective credit in the appropriate discipline, and departments assess courses if the established rules and precedents do not lead to a clear decision. Courses are transferred as substitutions for GERs when appropriate. Coursework taken to meet GERs at another UA System campus are accepted toward UAF's GERs. If a student has completed all GERs toward a degree at another UA System unit or if a student has completed an AA or AS at a regionally accredited college prior to transferring to UAF, the full UAF GER requirements are considered to have been met, under a policy approved by the Faculty Senate.



In addition to the general transfer credit policies above, UAF has signed articulation agreements with institutions outside the UA System and has joined the Interstate Passport system. Credit is



transferred based on a periodic review by UAF faculty of the college catalogs, course syllabi, and faculty. Articulation agreements have been signed with several international institutions for specialized programs to enhance exchange and transfer opportunities.

Transfer credit may be accepted for graduate degrees at the discretion of the graduate committee, the department/program chair, the college/school dean, and the Graduate School dean. Transfer credits must be listed on the student's Advancement to Candidacy form.

Credit for prior learning is available for undergraduate degree-seeking students and is guided by established procedures and policies. The program is administered by the [Academic Advising Center](#) and is also described in the [catalog](#). UAF's credit for prior learning process follows the Regents' Policy and University Regulation (10.04.070) on nontraditional learning. Undergraduate degree-seeking students may acquire a maximum of 25 percent of their total program requirements through credit for prior learning.

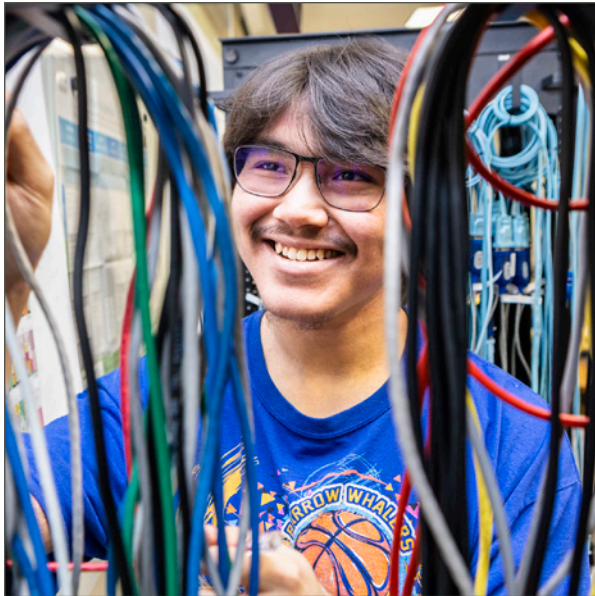
Faculty from participating departments review credentials and make recommendations for awarding credit. Review is based on equivalency to regularly offered non-special-topics courses

listed in the [course descriptions](#) section of the catalog. Credit is not based on experience but on the university-level learning outcomes associated with the student's experience that match the learning outcomes of the equivalent course. Credit for prior learning is posted on the student's transcript as such, but it does not impact a student's grade point average, is not considered residence credit, and does not duplicate other awarded credits. At any point in review, the student's submission for credit may be denied, and UAF makes no advance assurances regarding the number of credits awarded.

Policies for credit by exam and other avenues for obtaining credit through competency testing or UAF advanced placement are stated on the web site of the [Academic Advising Center](#) and in the [catalog](#). UAF administers and accepts credit for some introductory courses from the College-Level Examination Program (CLEP) or for acceptable scores on the College Board Advanced Placement exams. In addition, language credit is awarded for successful completion of accredited testing in languages. Credit is awarded for successful completion of Defense Activity for Non-Traditional Education Support (DANTES) tests as recommended by the American Council on Education. UAF also grants credit for some international baccalaureate exams.



**1.C.9** *The institution’s graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.*



UAF is a Doctoral/Research-Intensive institution in the Carnegie classification and is the primary PhD-granting institution in Alaska. Thirty-nine master’s degrees and 16 doctoral programs are currently offered, serving about 900 degree-seeking graduate students. Graduate degree offerings are listed in the [catalog](#). Graduate programs are designed and delivered by academic departments, with oversight by the dean of the Graduate School. In 2020, UAF granted 49 doctoral degrees.

All graduate programs follow the same [review](#) cycle and student learning outcome [assessments](#) procedures as for undergraduate degrees. All terminal degrees, including doctorates and MFAs, require at least three years of study beyond the baccalaureate degree, an approved thesis

or body of creative work, and an oral defense of that thesis or work (including an outside examiner for doctoral degrees). Individual degree requirements are posted in the catalog by discipline. Some programs, including the MBA and MEd, meet disciplinary accreditation standards (Association to Advance Collegiate Schools of Business or AACSB, Council for the Accreditation of Educator Preparation or CAEP, Accreditation Board for Engineering and Technology or ABET, and Council for Accreditation of Counseling and Related Educational Programs or CACREP).

Over the last five years, the number of students enrolled in the interdisciplinary PhD program and the indigenous studies PhD program has increased substantially, especially for students involving indigenous studies in their graduate program. All interdisciplinary PhD proposals require that at least one graduate committee member be from a department that has its own doctoral program or be an experienced PhD student mentor. Indigenous studies is offered collaboratively by the College of Liberal Arts, College of Rural and Community Development, and School of Education.

UAF offers both research-oriented (thesis or project) and practice-oriented (nonthesis/nonproject) master’s degrees. Research-oriented master’s programs require a minimum of 18 credits of advanced courses (up to six credits at the 400 level and the remainder at the 600



level, with the remaining 12 required credits including at least 6 credits of thesis or 3 credits of project research. These programs also require a written or oral comprehensive examination. Practice-oriented degrees require more courses, e.g., at least 24 credits at the 600 level and 6 credits at the 400 or 600 level, including a capstone course, are required for the MBA. Doctoral degrees require a written comprehensive examination, an oral defense, and a dissertation that is a substantial contribution to the body of knowledge in the area studied. Course requirements for the PhD vary by program.

Research-oriented programs are designed to direct graduate students toward scholarly activity that leads to the acquisition of new knowledge. Practice-oriented programs prepare graduate students for professional practice and direct them toward application or transmission of existing knowledge. Fine arts programs are designed to provide artists with the background to compete for state, national, and international positions and to culminate in the production of a solo gallery exhibition or a publication-quality creative manuscript.

A list of graduate programs is available in the [catalog](#).



## STANDARD 1.D STUDENT ACHIEVEMENT

**1.D.1** *Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.*



Consistent with the public land-grant mission, high-school students from across the state of Alaska are the major pool for undergraduate programs. Undergraduate student recruitment is primarily conducted by 13 staff, including five professional admissions counselors who work with high schools across the state and throughout the nation, as well as with admissions coordinators within the schools and colleges. Multiple communication plans have been implemented to target specific populations, aiming to recruit and support prospective students. The director of admissions works with academic deans and department heads and distributes application and enrollment statistics to constituents. To better relate to applicants, student ambassadors communicate with potential students to answer questions about preparing for college, choosing a degree, and a variety of other questions about UAF. Also, [Financial Aid Office](#) advisors work

with prospective and current students to address questions about paying for college.

[College of Rural and Community Development \(CRCDC\)](#) community campus staff market their programs locally and regionally. CRCDC staff present to prospective students at local schools, tribal councils, clinics, or other settings on topics related to becoming a student at UAF, with a strong emphasis on financial aid. Placement testing and advising are scheduled during these visits. Several CRCDC campuses have programs that prepare high-school students and underprepared adults for the transition to college. It is also common for these campuses and CRCDC generally to include Alaska Native elders on teaching teams. [Rural Student Services](#), also within CRCDC, works closely with rural students and the [Office of Admissions](#) in the areas of recruitment, academic advising, registration, and financial aid.

Information on how to apply to the Community and Technical College (CTC) is presented on the [Admissions](#) website and on the [CTC website](#). CTC holds in-person and virtual registration events that provide information for prospective students and allow them to apply with a waived application fee.

New student [orientation](#) is held at the beginning of each fall and spring semester on the Fairbanks campus to introduce students to the campus and campus life, including numerous academic

support services and programs. Orientation is required for first-year baccalaureate degree-seeking students entering UAF, including all international students, both undergraduate and graduate. eCampus also offers a free online orientation that is available to all online students.

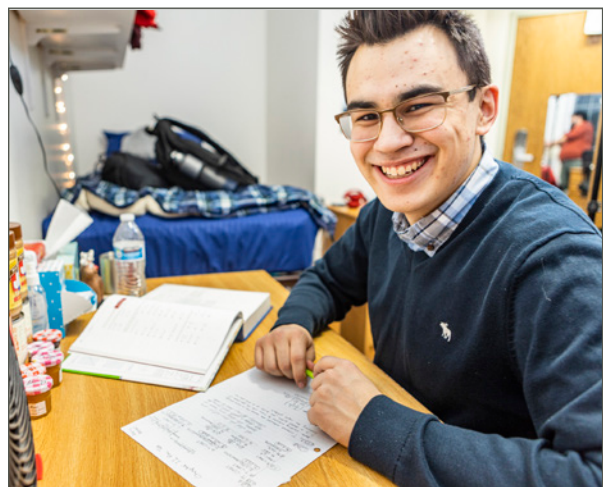
Requirements are specified in the catalog for enrolling students in degree and certificate programs, but faculty department chairs or program directors, after consultation with faculty, have some discretion to make exceptions on a case-by-case basis, with appropriate justification and the responsible dean's approval. For some types of exceptions, the provost's approval is also required. Examples include students under the age of 16 or any exception for international students.

The [Office of Admissions](#) organizes and leads a variety of diversity events targeting under-represented populations. In addition, one counselor specializes in recipients of the UA Scholars Award. This statewide program offers significant tuition support for the top 10 percent of every high-school class in Alaska. Although merit-based, the program reaches every demographic across a very large and diverse state and has supported many students who otherwise would likely not have thought about attending college.

[Graduation Services](#), located in the [Office of the Registrar](#), helps students ensure they are on track toward degree completion. [DegreeWorks](#) software is an easy-to-use web-based degree audit and academic advising tool that allows students and their advisors to run a degree audit, assess progress to certificate or degree completion, see how their current courses apply to graduation requirements, and examine alternative majors and minors.

A large part of the institutional mission is carried out in its research programs. Graduate students are typically recruited through faculty contacts, unit websites, and other marketing efforts (e.g., distributing brochures at professional meetings), and through college- and school-based recruitment coordinators. The [Graduate School](#) supplements college and school activity by distributing general UAF graduate program publications and targeted program advertisements. It holds statewide college graduate fairs, e-mails UA juniors and seniors, and responds to student inquiries. The Graduate School also administers the application process for master's and PhD programs and works with school and college faculty to determine admissions decisions for students.

A large number of international students apply to graduate programs, and undergraduate exchange students come to UAF from abroad. Prior to admission, international students work with the [Office of Admissions](#), and after enrollment these students receive targeted advising and assistance from the [Office of International Programs and Initiatives](#). Participation in international and national student exchange programs encourages campus diversity and provides diverse experiences for students.



**1.D.2** *Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).*

UAF’s indicators include measures of student achievement, including retention, completion, and postgraduation success.

The current indicators centered around student success are:

- **INDICATOR 1:** Students achieve intended learning outcomes within their programs.
- **INDICATOR 2:** Students perform similarly to peers on programmatic national exams.
- **INDICATOR 3:** First-time undergraduate degree-seeking students persist and graduate.
- **INDICATOR 5:** Graduates enroll in further higher education programs.

- **INDICATOR 6:** Seniors respond similarly to their peers at other institutions to select National Survey of Student Engagement questions.
- **INDICATOR 7:** Graduates secure jobs or continue their education.
- **INDICATOR 21:** Alaska Native and rural high-school students earn certificates and degrees at rates similar to other students.

Historical data show that UAF is meeting or exceeding expectations in these indicators. A score of 3 indicates meeting expectations and 4 or 5 indicates exceeding expectations. The NSSE is administered every three years, so indicator 6 does not have a score for every year.

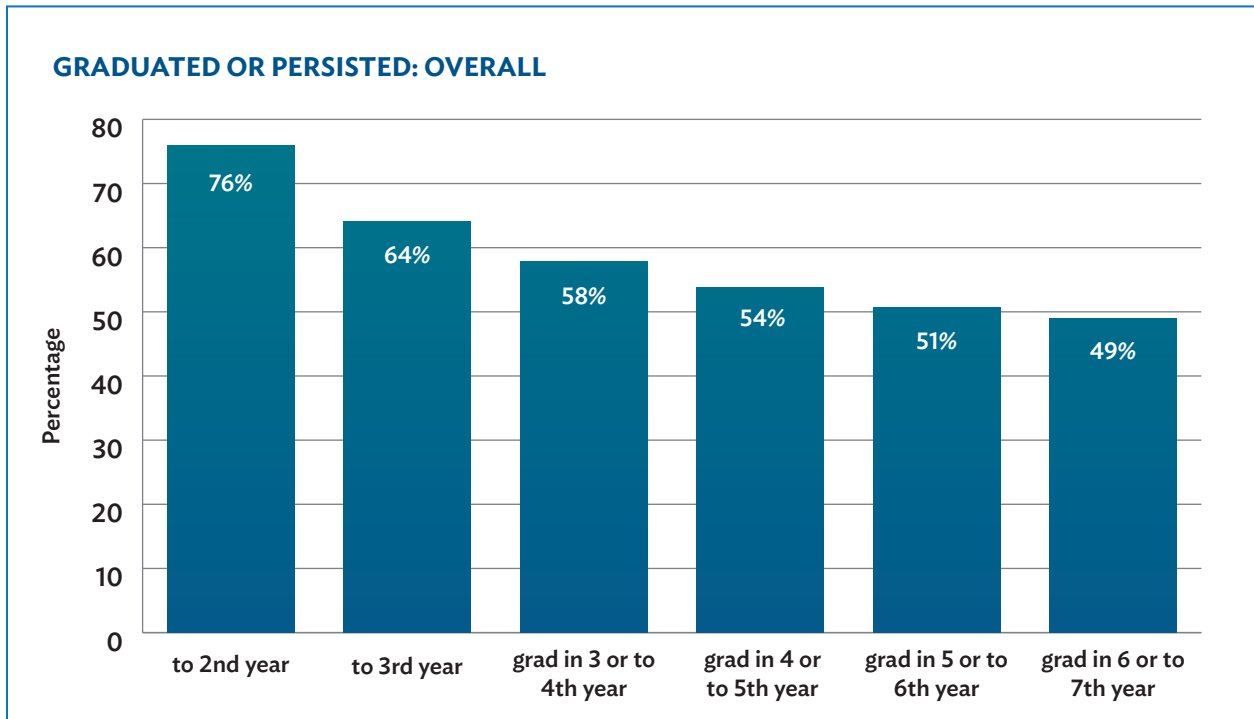
	Below Mission Expectation		Meets Mission Expectation		Above Mission Expectation
	1	2	3	4	5
	FY15	FY16	FY17	FY18	FY19
Indicator 1	4	1	5	4	2
Indicator 2	3	3	3	3	3
Indicator 3	5	5	5	5	4
Indicator 5	4	4	4	4	4
Indicator 6	N/A	3	N/A	N/A	3
Indicator 7	5	5	5	5	5
Indicator 21	3	3	3	3	3

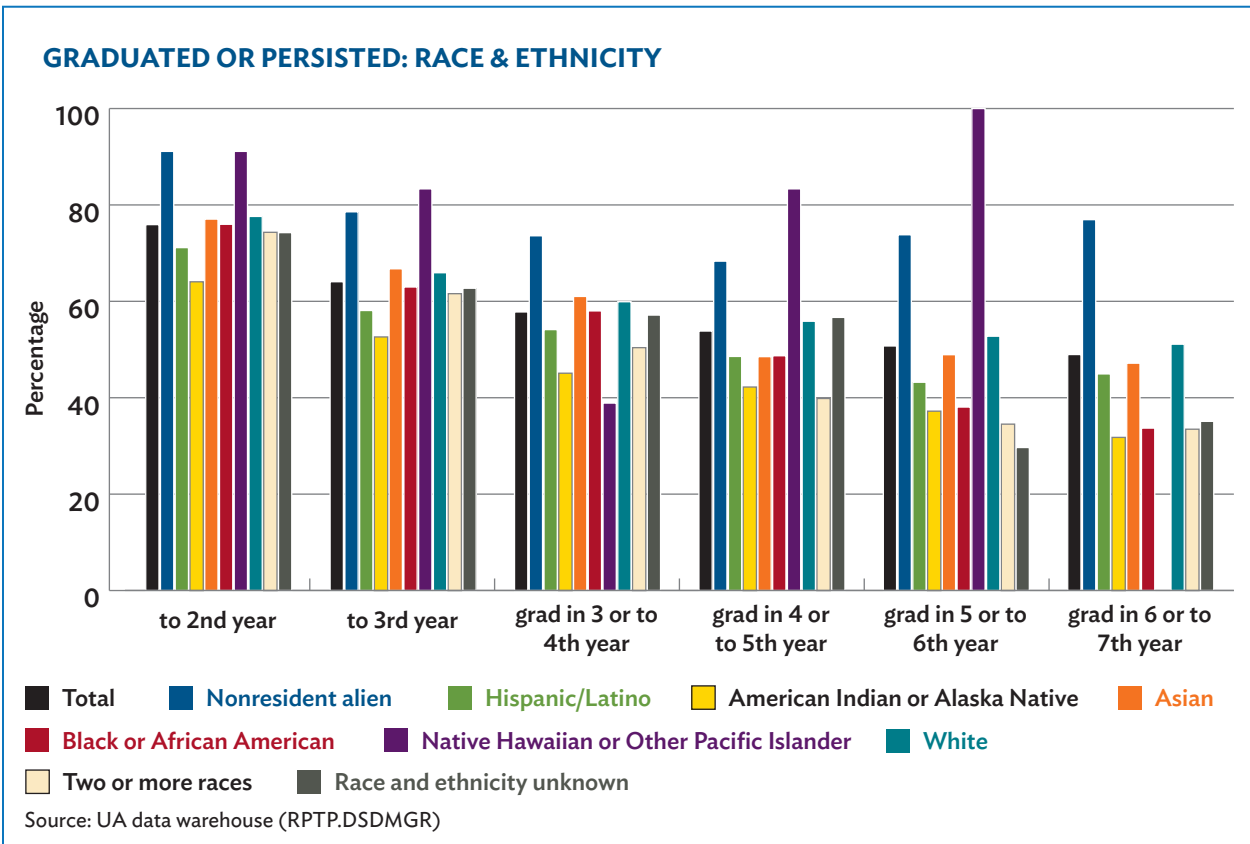
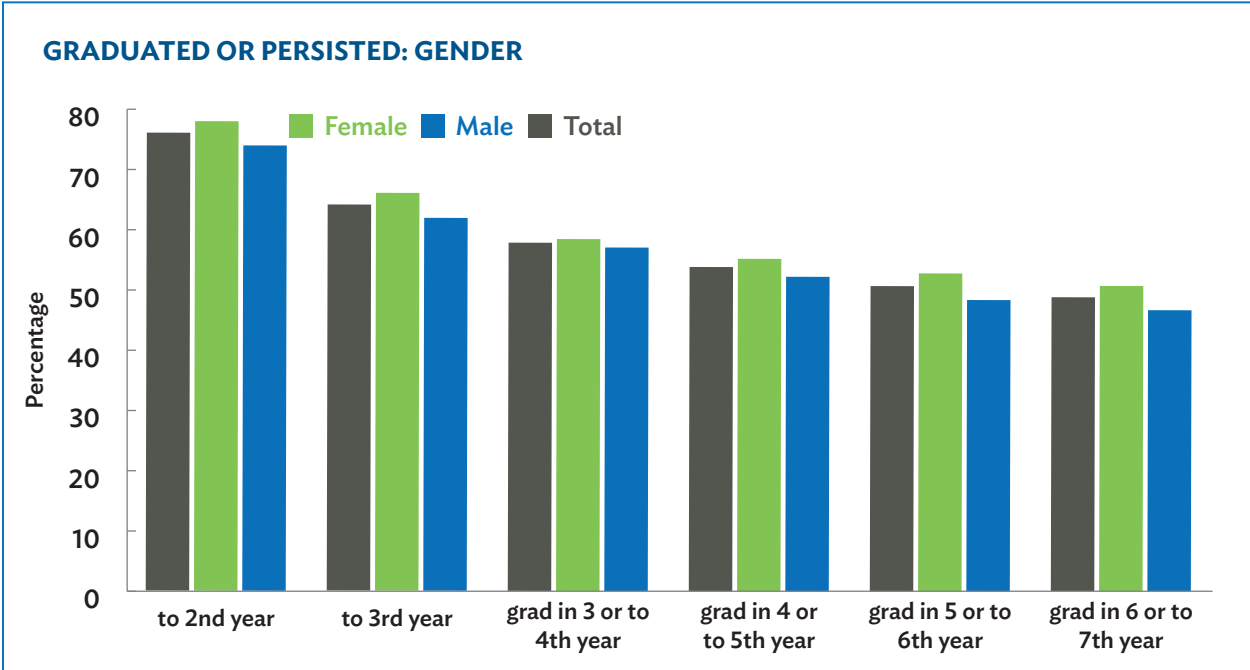


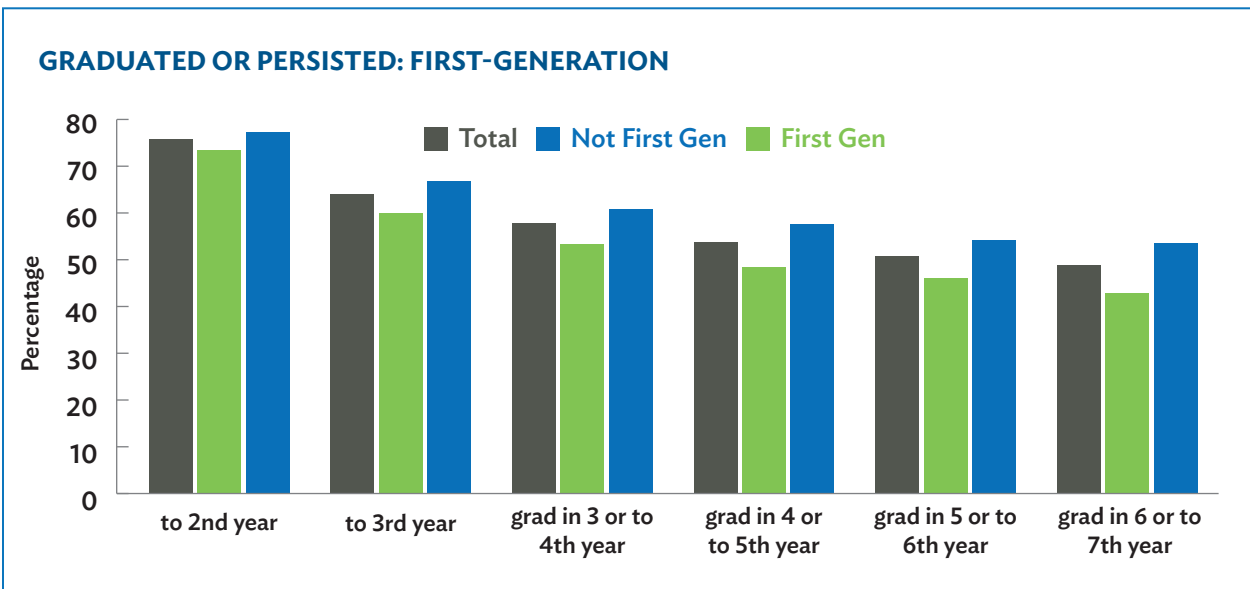
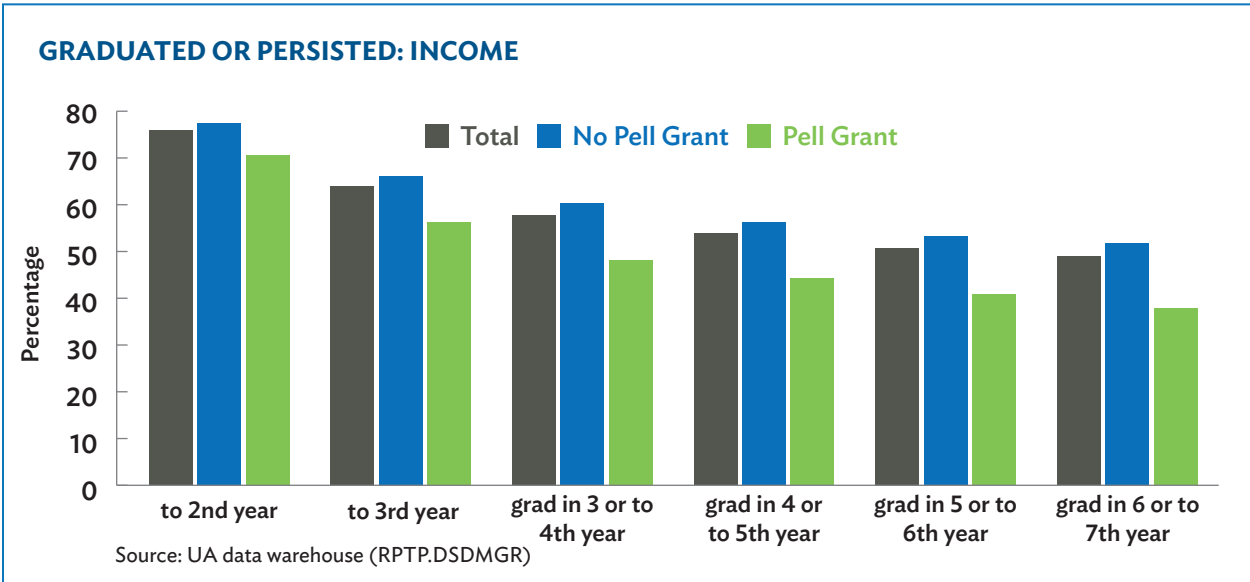
As UAF transitions to the new Standards, the university has begun collecting, analyzing, and sharing disaggregated data in a more systematic way. PAIR has supplied the following historical information as a benchmark, and goals for improvement will be set as the university enters its new accreditation cycle. Not all information is available historically (for example, disaggregated postgraduation success) and the university is actively planning how to collect all data for this

standard in the future. The data below reflect first-time full-time students, which is the Integrated Postsecondary Education Data System (IPEDS) standard. Going forward, the university plans to gather and publish data on all students, because that will be more reflective of the true patterns in student achievement. Some categories are not reflected below (age, certain racial and ethnic categories) because the numbers were too low for reliable analysis to be performed.

**PERSISTENCE**







Persistence has been defined as year-to-year persistence. First to second year persistence is equal to retention. Persistence data in the subsequent years show the number of students that have either graduated or continued at UAF. This does not reflect students who might

be continuing their education at a different institution. After a 12 percent drop in persistence from year two to year three, the percentage of students that either graduate or continue starts to level off, with the rate of loss shrinking each year:

**CONTINUING OR GRADUATED**

Into year 2	Into year 3	Into year 4	Into year 5	Into year 6	Into year 7
76%	64%	58%	54%	51%	49%



This flattening indicates that UAF students persist strongly after the first and second years. For the past several semesters, the university has conducted a calling campaign to contact every student who has not enrolled for the following semester. Advisors' notes indicate that most students' reasons for not persisting are financial or personal: health issues, caring for a family member, employment, or military service. Further analysis should reveal more insight into students' persistence patterns and reasons for continuing or stopping out.

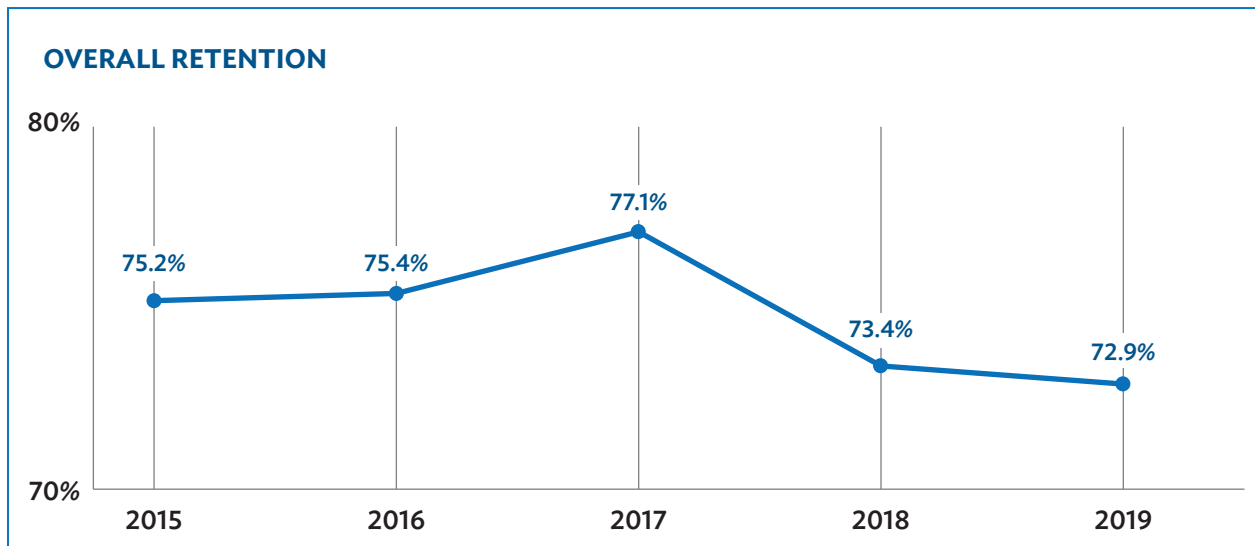
Disaggregated data show that the persistence rates for white students and other race and ethnicity categories are roughly the same with the exception of Alaska Native and American

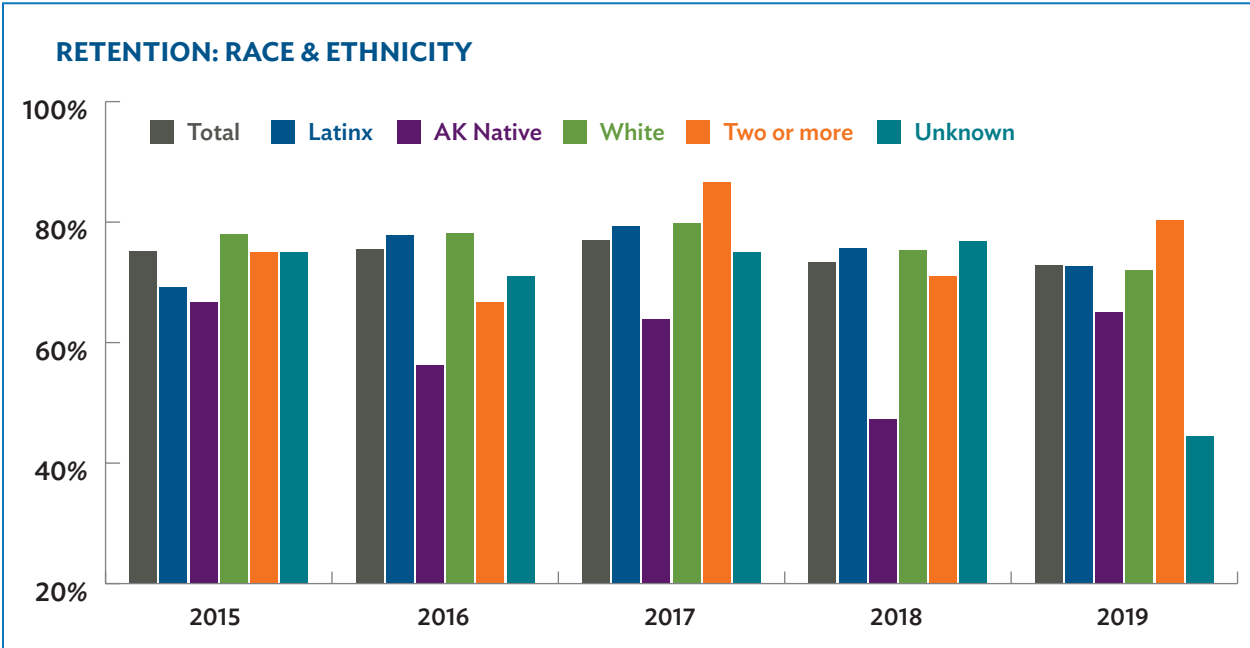
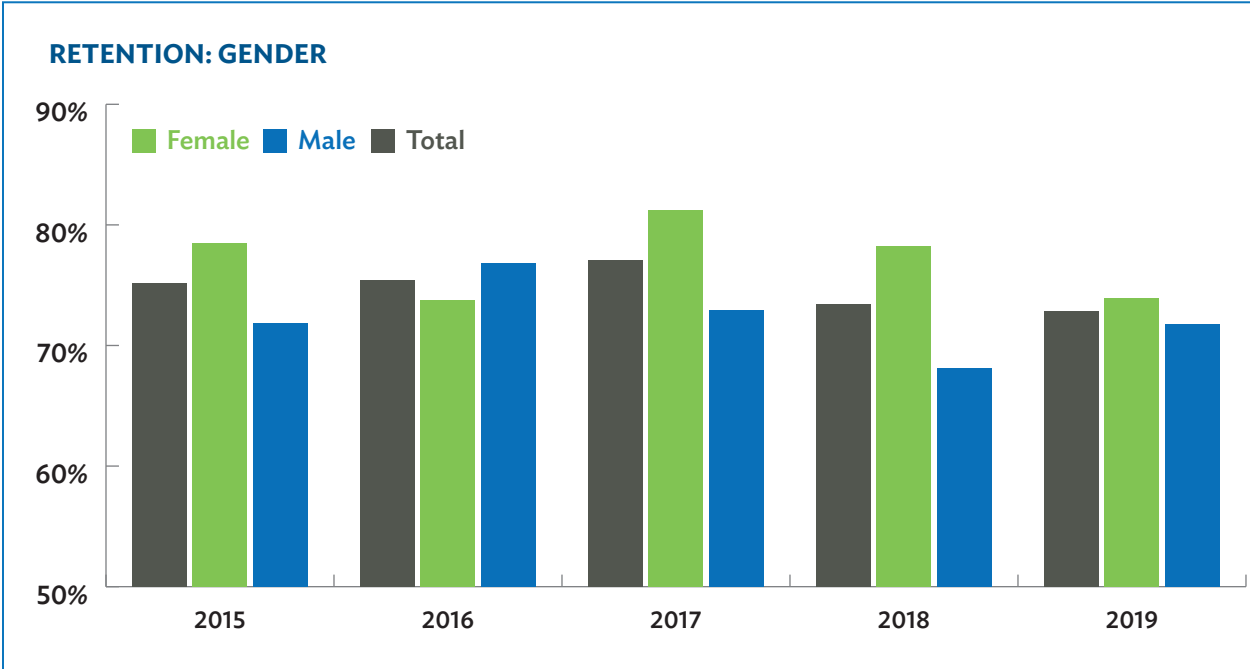
Indian students and Black students. Alaska Native students show lower persistence than other students. Similarly, Pell-eligible students and first-generation students persist at a lower rate than others, though the gap is not as large.

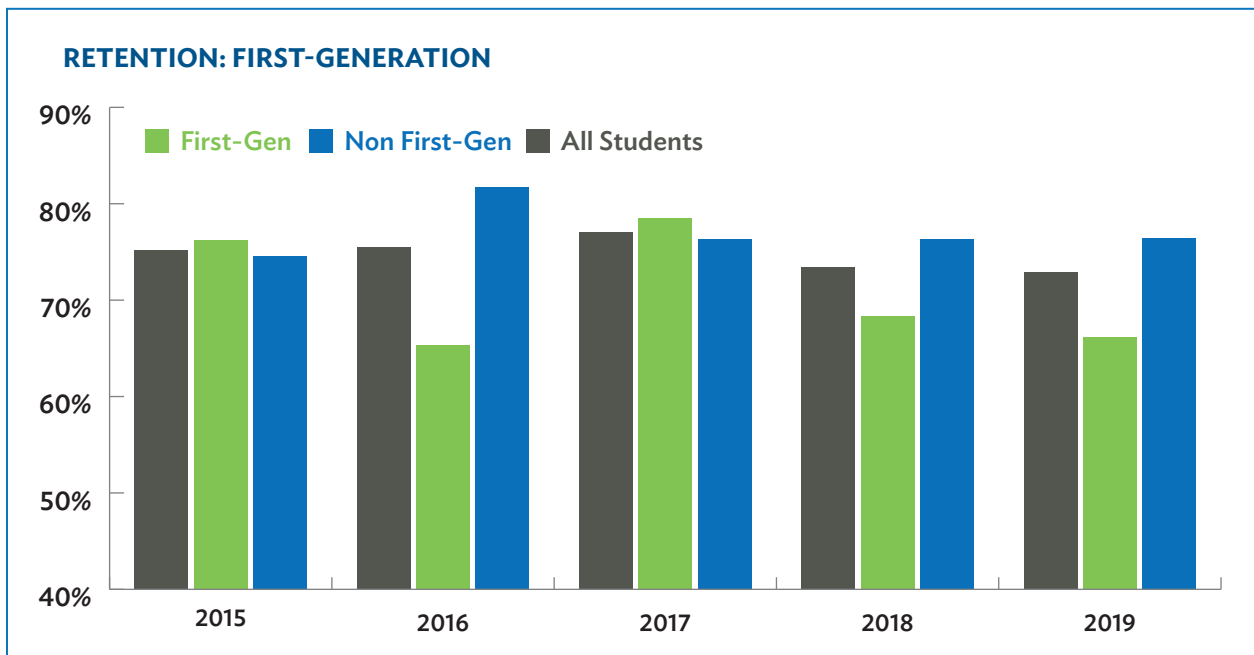
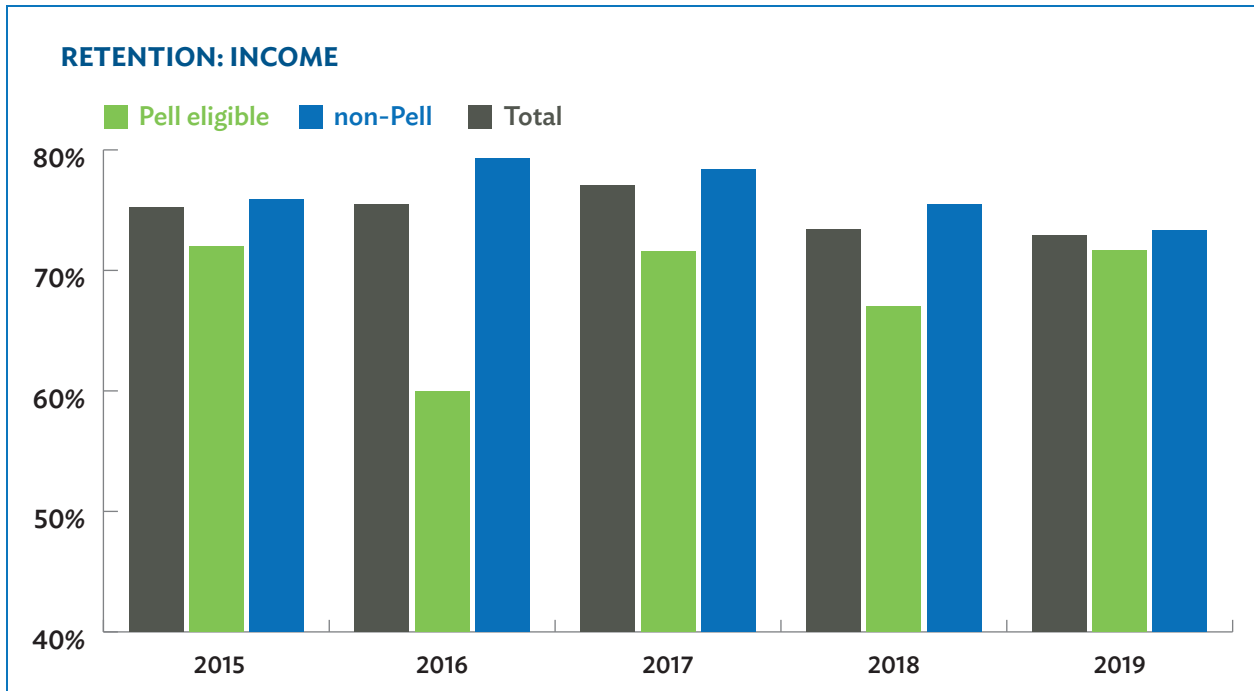
**Areas for further analysis and improvement:**

- heavy loss of students between years two and three
- how to support students who continue to persist into years six, seven, and beyond by incentivizing earlier completion
- equity gaps, particularly for Alaska Native, Black, Pell-eligible, and first-generation students

**RETENTION**







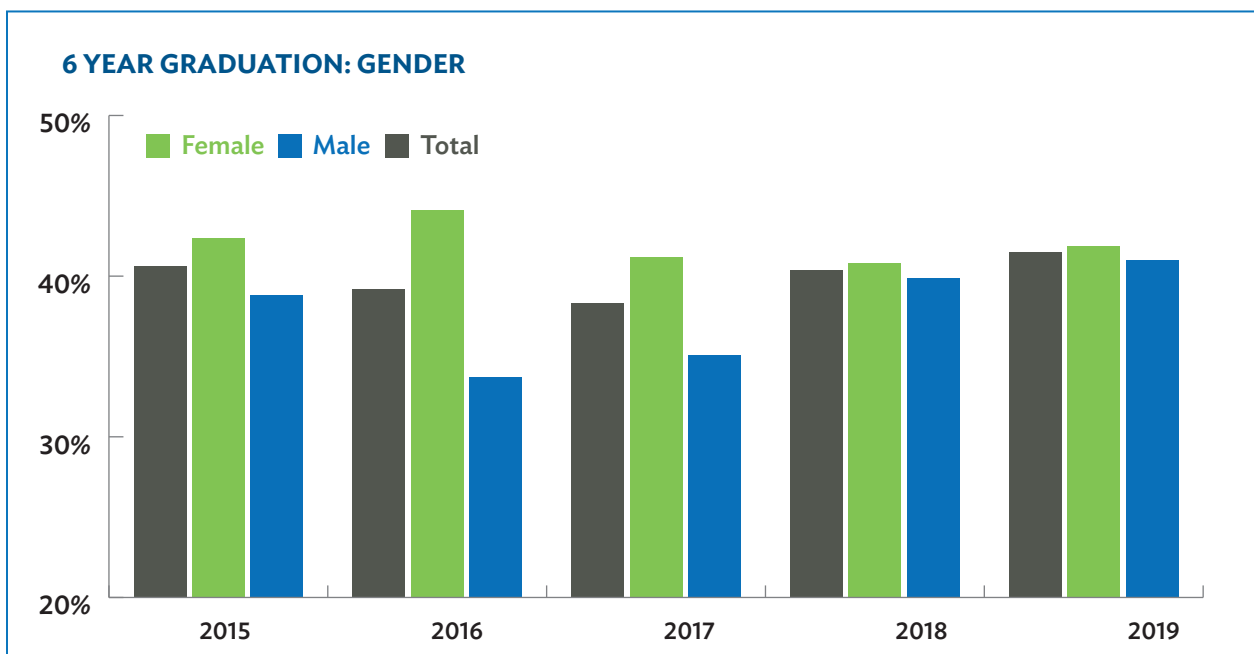
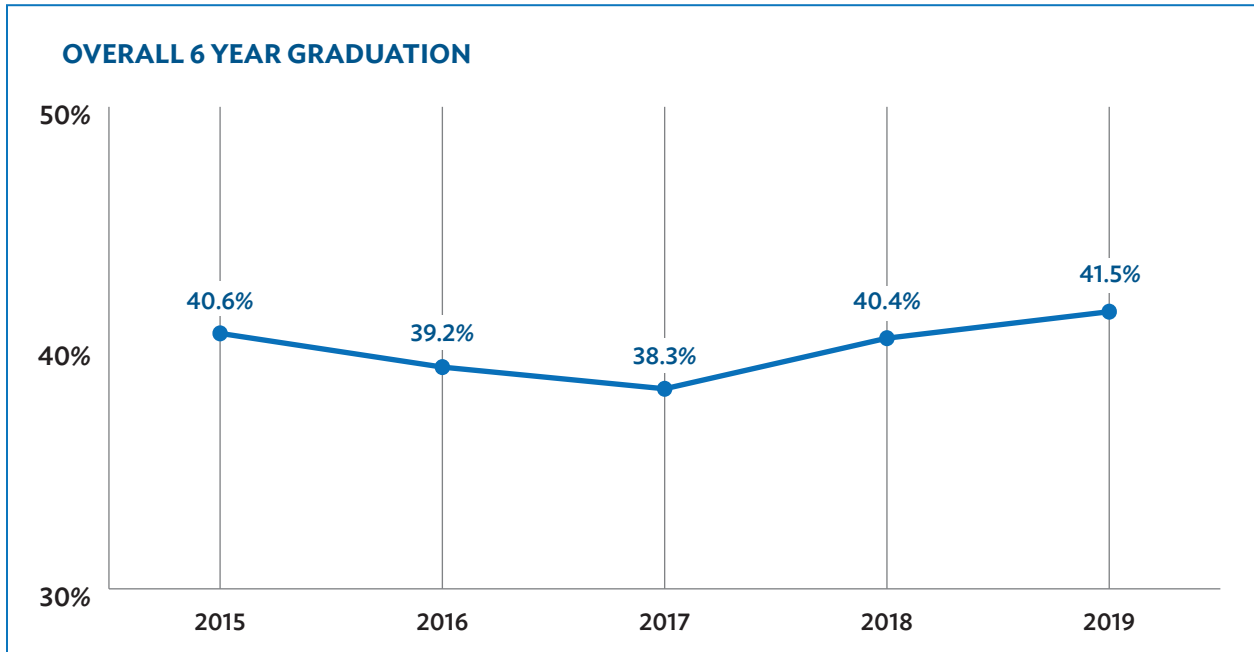
Retention is defined as fall-to-fall retention for first-year full-time students. Overall retention has remained fairly stable, but the university strives to improve retention for all students initially to the average of its peers (73.6%) and longer-term to at least 80%.

Disaggregated data show that while there is year-to-year variability, male students are typically retained at lower rates than female students. As was the case with persistence, Alaska Native students show lower rates of retention than other racial and ethnic groups. Both Pell-eligible and first-generation students show lower retention rates than students not in those categories.

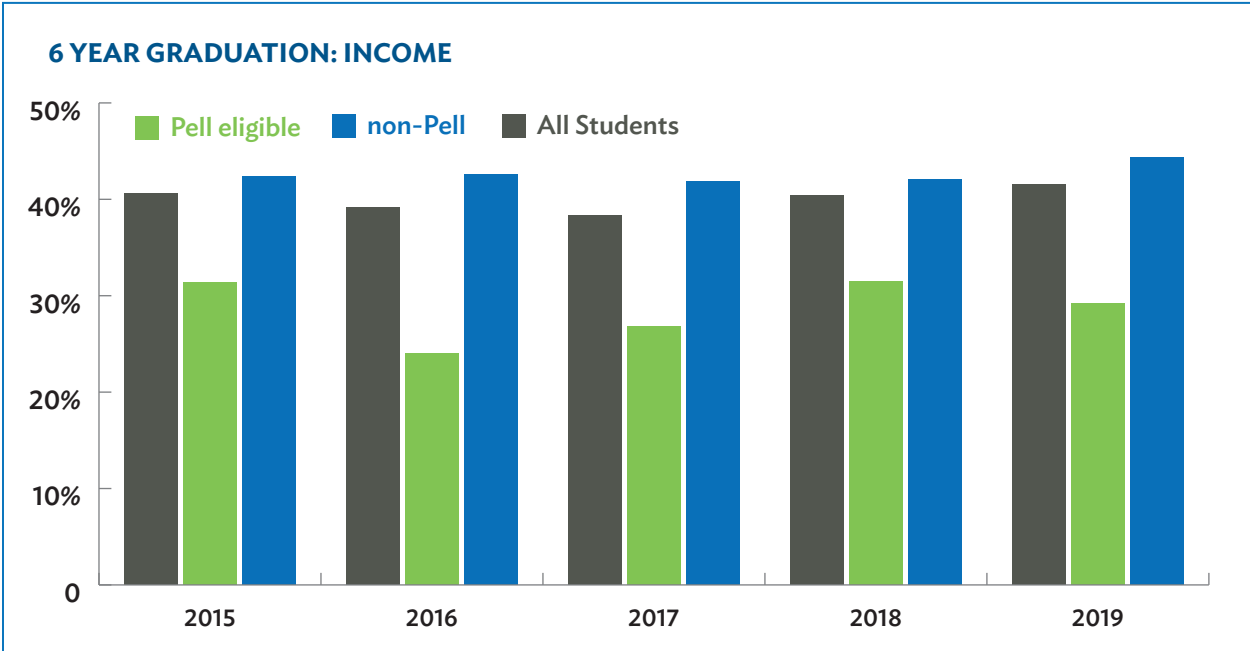
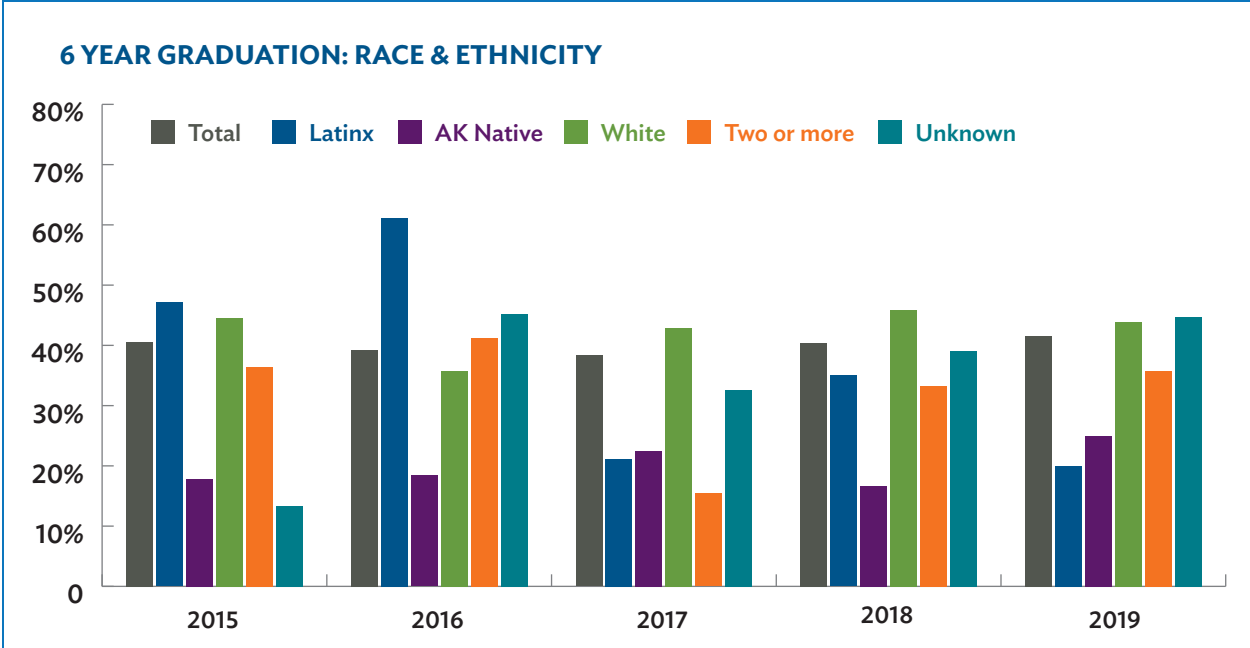
Areas for further analysis and improvement:

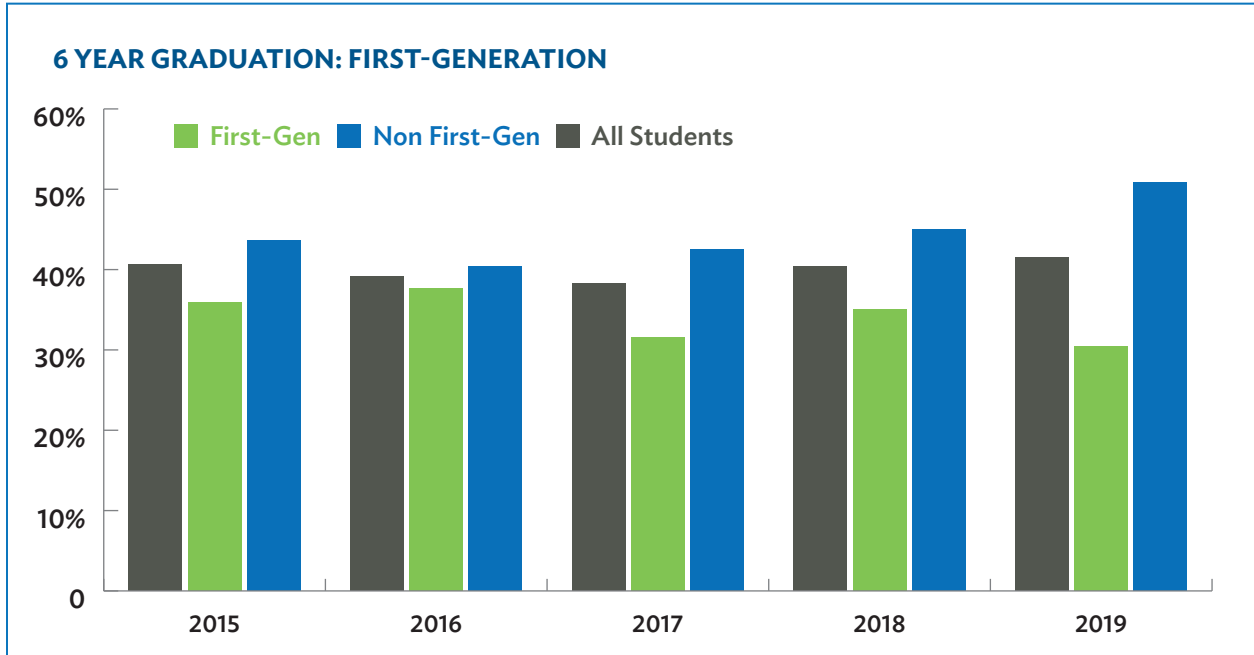
- increase overall retention to 80%
- equity gaps, particularly for Alaska Native, Pell-eligible, and first-generation students

## GRADUATION

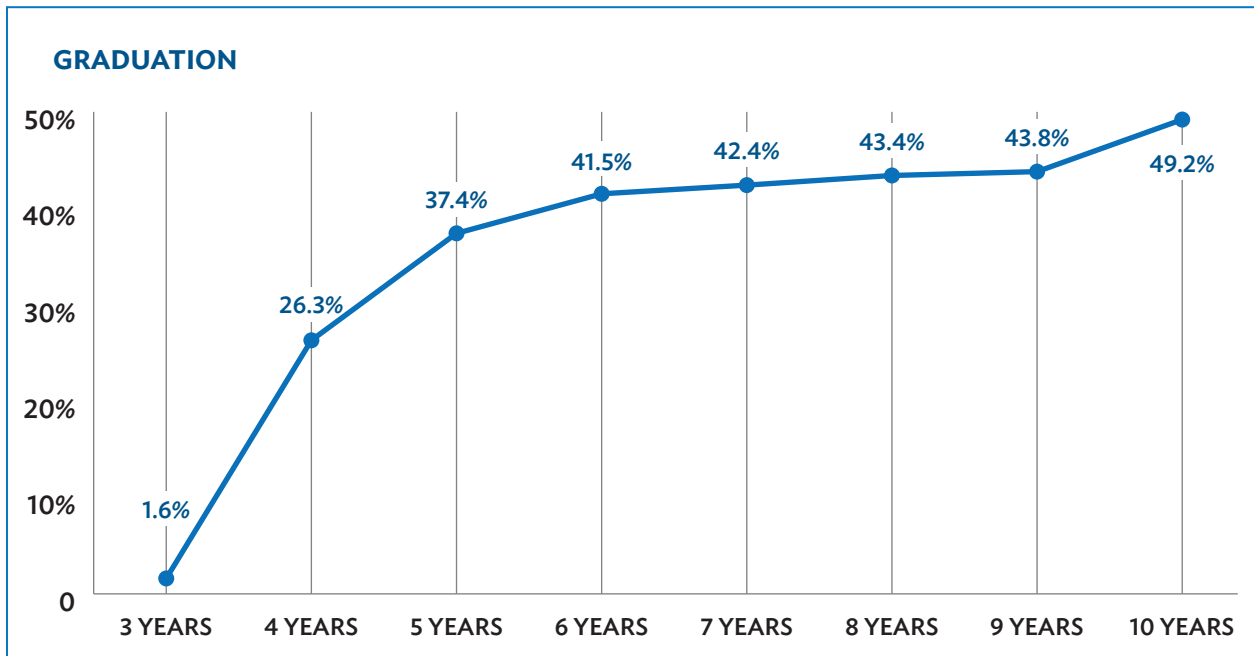








Overall, UAF's graduation rates have held steady with a slight increase over time. UAF has a high number of part-time (63% in 2019) and nontraditional (average age 30) students. That, combined with the integrated community college system, results in lower overall graduation rates. Many students do not have the ability or intent to complete within a traditional time frame. As the chart below demonstrates, UAF students continue to persist and graduate beyond the six-year period, with some graduating in their 10th year and beyond. Still, improving graduation rates and shortening time to completion for all students remains a top goal.



Disaggregated data show that success by demographic category varies from year to year. A consistent gap is shown between Pell-eligible students and non-Pell-eligible students, indicating that financial factors have a significant impact on students' ability to graduate in a timely manner. There is also a clear gap between first-generation (many of whom also have financial struggles) and others.

**Areas for further analysis and improvement:**

- further analysis of financial factors and strategic scholarship use on completion
- expand analysis to two-year programs



**IMPROVEMENT EFFORTS**

UAF has always been centered on student success. While the systematic sharing of disaggregated data is a new initiative, a focus on student success is not. UAF is committed to closing equity gaps in achievement and has long prioritized the success of Alaska Native, rural, and first-generation students.

Some recent efforts to support students in their academic progress are highlighted below.

**Advising**

The Strategic Enrollment Planning process identified improving consistency in advising as a key measure to improve student success. In response, an advising coordinator position was created and filled in June 2020. The advising coordinator will oversee expectations, training, and assessment of advisors. The advising coordinator will also initiate an advising board made up of key professional and faculty advisors

to make recommendations on improvements to advising structures and processes.

**Scholarship Reform**

In 2018–2019, UAF developed the STAR (Scholarship Transformation and Revitalization) task force. One recommendation of the task force included the formation of a standing Scholarship Review Committee to conduct annual reviews of financial aid and scholarship policies and processes. As an additional student support measure, several small sources of emergency funding were combined, an application for emergency funding was created, and a review committee was formed to award emergency scholarships for students in short-term financial difficulty. There is also a privately funded Student Support Fund established through the [Center for Student Rights and Responsibilities](#) that can provide nonacademic emergency funding to students for immediate



care, transportation, and off-campus housing. The committee works to provide support from either the emergency scholarship fund or the Student Support Fund in order to prevent financial hardship from stopping a student's education. In spring 2020, the committee used COVID-19 relief funding to award almost \$200,000 directly to students.

### ***Retention Team***

Retention efforts are broadly overseen by the vice provost, but with the understanding that the retention and support of students is the responsibility of everyone in the university. In order to bring together some of the areas that impact student success, the Retention Team was formed in 2019. Members include faculty, advisors, and representatives from units such as the Community and Technical

College, Admissions, Honors, and Residence Life. The team brings together their diverse expertise and reviews retention data to make recommendations on initiatives.

### ***Gatekeeper Project***

One of the initiatives supported by the Retention Team in 2019–2020 is the Gatekeeper Course Project. UAF is participating in the NWCCU Retention and Persistence Academy and for its project has chosen to focus on the improvement of success rates in key gatekeeper courses. For this project, gatekeeper courses have been defined as General Education Requirements that enroll at least 20 students per semester and have a pass rate of less than 70 percent. A large team was scheduled to attend the Gardner Institute workshop in spring 2020 but travel was cancelled due to COVID-19. A pilot project is taking place



during summer 2020 with embedded tutors working in online math classes, and a faculty learning community centered around active learning and student-focused curriculum is slated for fall 2020.

**Nanook Navigator**

UAF has adopted the EAB student success platform and branded it as **Nanook Navigator**. During the implementation process, the leadership team expressly considered how different UAF programs and services contribute to student success and how to ensure that each student’s needs are being met in order to promote retention and ultimately graduation. Programs and services that are being better

coordinated and aligned during this process include academic advising (both through the Academic Advising Center and schools and colleges); financial aid and financial aid advising; the services of the Writing Center, Math Lab, and Speaking Center; and others. A full-time student success coordinator oversees implementation and utilization of Nanook Navigator including training, professional development, initiative tracking, and an upcoming newsletter. As part of the Student Success/Nanook Navigator activities, UAF invited Dr. Timothy Renick, Georgia State vice president for student success, to speak in spring 2020 and video streamed the presentation to all UA campuses. Nanook Navigator trainings and resources can be found [here](#).



### **Living Learning Communities**

In 2019, UAF started four new **Living Learning Communities** in residence halls: Honors, Outdoor Adventure, Engineering, and Gender Diversity. Two additional Living Learning Communities are slated for fall 2020: Global House and Impact House. A full-time Residence Life student success coordinator oversees the Living Learning Communities. Living Learning Communities bring together students with similar identities, values, or needs. The goal of these communities is to develop connections at UAF with the help of faculty and staff. Students participate in social and educational activities and events with strong academic support.

### **Rural Student Services**

**Rural Student Services (RSS)**, a College of Rural and Community Development program, provides comprehensive academic, financial, and personal advising through collaboration with support programs described above. Assistance with registration, housing, and financial aid is offered in addition to academic advising and Alaska Native cultural programs. Founded in 1969, Rural Student Services is an academic advising department with over 50 years of experience in working with students from all over the state of Alaska. The office aims to help students achieve success by linking them to current information pertinent to their education, lifestyle, and goals.

### **Student Support Services**

**Student Support Services (SSS)** is a federally funded TRIO program with additional insti-

tutional support that provides comprehensive advising, tutoring, laptop and textbook loans, financial literacy, and other social and academic programming to assist baccalaureate-seeking students who are first-generation, have limited income, and/or experience a documented disability.

Other student support services are described in Standard 2.G.1. While UAF provides many ways to support students, improvement in this area is a continued and intentional focus. As the university refines its new indicators and objectives around student achievement and gathers additional data about equity gaps, it will be able to use this information to strategically invest in additional initiatives to strengthen student success.





**1.D.3** *The institution’s disaggregated indicators of student achievement should be widely published and available on the institution’s website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.*

This information is publicly available on UAF’s student success [website](#).

A discussion of how UAF identifies its peers is provided in Standard 1.B.2. UAF’s current goal is to reach the average of its academic and regional peers in both retention and six-year graduation.

UAF is proud of its retention rate and of the marked improvement in its graduation rate over the past decade: at the time of the 2011

self-evaluation, UAF’s graduation rate was 30 percent. This goal, as with all of UAF’s indicators, is iterative and will be revised as performance improves with a view toward continued improvement. Additionally, data analysis that will come through participation in the PDP will provide greater clarity in terms of disaggregated student success and equity. This information will be incorporated into planning, goal-setting, and resource allocation in order to better support students.

	UAF 2019	UAF peers 2019
Retention	72.86%	73.62%
Graduation	41.67%	50.7%



**1.D.4** *The institution’s processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.*

All indicator data, including the collection information, is posted publicly on the Accreditation [website](#). In addition to data that is gathered by the [Accreditation and Assessment office](#), multiple sources provide input for indicator data collection, including Planning, Analysis and Institutional Research (PAIR), schools and colleges, Rasmuson Library, Museum of the North, and outreach units.

UAF has many systematic processes that incorporate findings from indicator data, including budget planning and strategic initiatives. The use of indicator data to inform resource allocation and strategic initiatives is described more fully in Standard 1.B.

One example of the way that indicator data has been used to mitigate achievement gaps is the Comprehensive Advising initiative. UAF began this initiative in 2012 following a \$600,000 legislative appropriation when indicator data showed a need to improve graduation rates, particularly among underserved student populations. This allowed expansion of Student Support Services to an additional 200 eligible students who are eligible for the TRIO program. (The grant funds services for 160.)



Students in Student Support Services, including those served through the Comprehensive Advising Initiative, achieve success rates that clearly demonstrate the efficacy of the program.

In addition to Student Support Services staff, initiative funding was used to hire advisors for first-year College of Liberal Arts students, student athletes, and degree completion (students who have earned more than 100 credits but have not made sufficient progress toward a major).

	Retention 2018	Graduation 2018
SSS-served	91%	76%
Overall UAF	82%	40%





# STANDARD TWO

## GOVERNANCE, RESOURCES, AND CAPACITY

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*The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.*

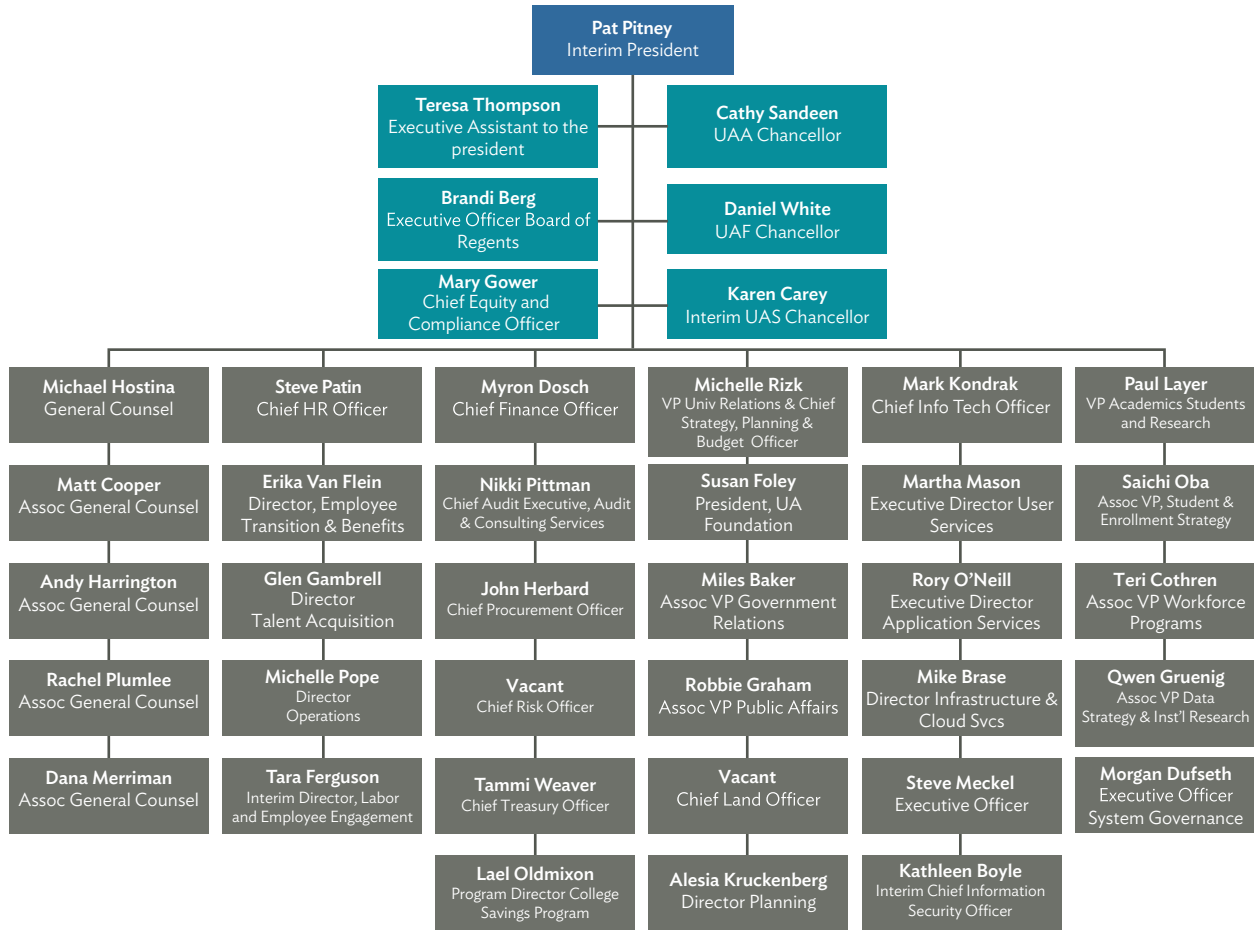
## STANDARD 2.A GOVERNANCE

**2.A.1** *The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.*

The University of Alaska (UA) System is headed by a president who reports to the Board of Regents. Each of the three constituent universities—University of Alaska Fairbanks, University of Alaska Anchorage, and University of Alaska Southeast—is separately accredited and is led by a chancellor who reports to the president. UA and UAF [organizational charts](#)

provide further information on governance structure. President Johnsen resigned from UA effective July 1, 2020. Vice President Michelle Rizk is serving as acting interim president from July 1 to August 1 and the Board of Regents named Pat Pitney as interim president, effective August 1, 2020.





**UA SYSTEM ORGANIZATION CHART Effective August 2020**

The 11-member Board of Regents is the lead governing body for the UA System. As established in the Alaska State Constitution, regents are appointed by the governor and confirmed by the Alaska State Legislature. All serve eight-year terms, except for the student regent, who is appointed by the governor from among nominees from the campuses and serves a two-year term. Regent selections are geographically and demographically diverse. Regents receive no compensation for their service.

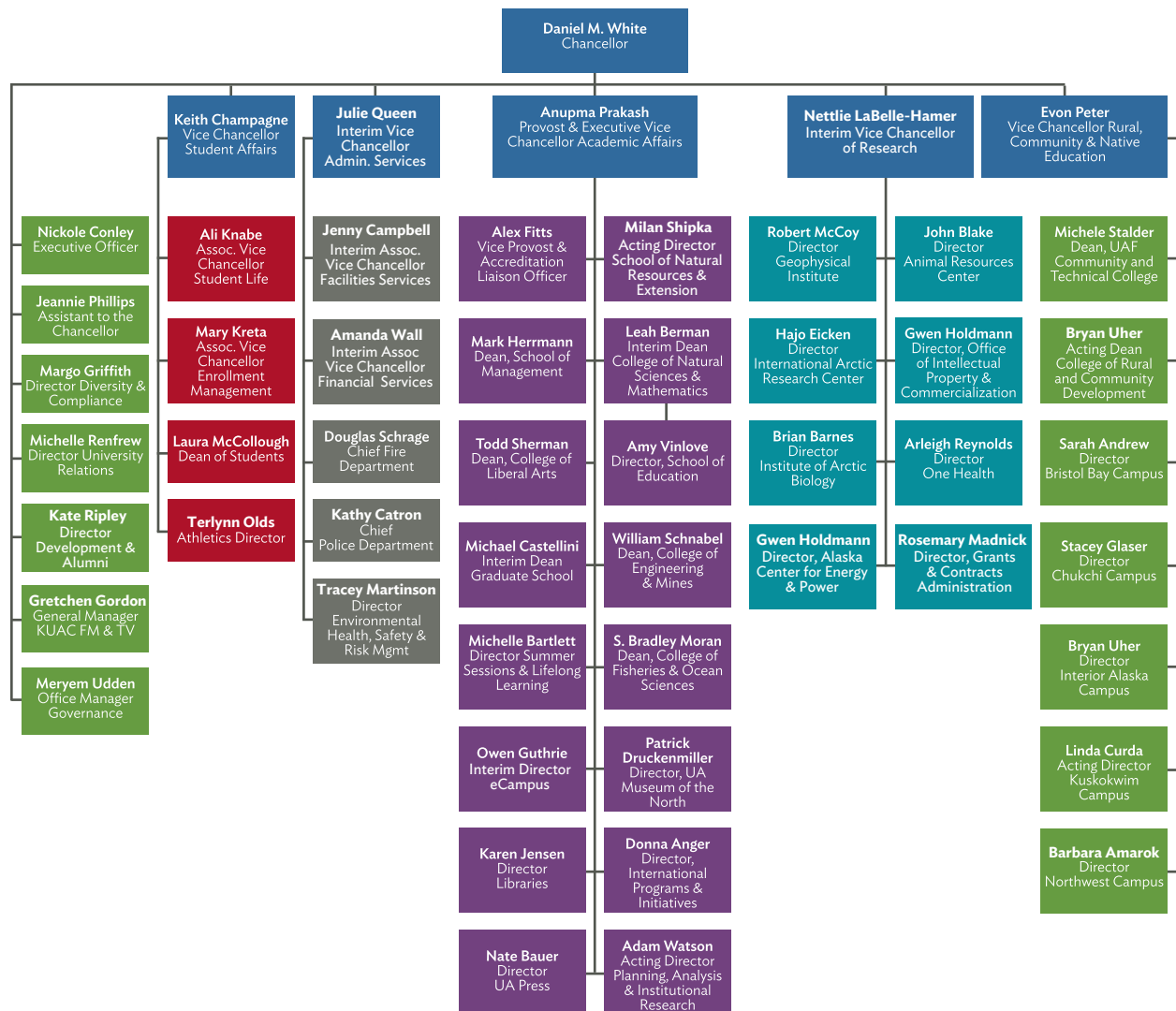
The Board of Regents’ [bylaws](#) and [policies](#) delineate the division of authority and responsibility between the system and the three universities, including UAF. The president is

authorized to adopt regulations consistent with bylaws and policies of the board. The president appoints the chief executive (chancellor) of each of the three universities after consulting with the regents. The chancellors have broad discretion and authority to oversee their respective multicampus units. New academic programs, major research centers, and program deletions must be approved by the UA Board of Regents. The Board of Regents also approves the annual distribution of the state legislative general fund appropriation to the three universities. Historically the distribution has been proportional to the past year’s allocation, sometimes with a small reserve to be distributed at the president’s discretion. However, the board is not bound by Regents’ Policy or University



Regulation to distribute the funds in any specific manner. In some years the Alaska State Legislature makes two or more separate appropriations to UA, and in those years, the board is limited to deciding the distribution within each appropriation. Beyond this control, the authority to make academic, research, and outreach program decisions resides

with the campus chancellor, provost, deans, and faculty, and the authority to make other decisions resides with the chancellor and responsible administrators at the appropriate levels. System policies, regulations, and procedures concerning UAF have been equitably administered.



**UAF ORGANIZATION CHART**  
Effective June 2020



During the summer of 2019, the Board of Regents began discussions about potential restructuring of the statewide university system, including the possibility of seeking a single accreditation. These discussions were put on hold in fall 2019, when concerns were raised about shared governance and the inclusivity of the process. In response to [concerns expressed by the NWCCU](#) in October 2019 (see Appendix 9), the Board of Regents, UA system administration, and the chancellors

of the three system universities have undertaken a thorough review of roles and responsibilities. The Board of Regents Governance subcommittee has prepared policy audits on the roles and responsibilities of each body and has held several meetings to discuss this topic. This review is ongoing and seeks to clarify the roles of the chancellors, the president, and the board, while ensuring shared governance. All policy reviews and board documents can be found in the appendices.

**2.A.2** *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

[Chancellor Daniel M. White](#) serves as the chief executive officer for UAF. He has full-time responsibility for the institution and reports to the president of the UA System. He has broad discretion to operate the multicampus institution within a framework of the statewide UA System. An organizational chart for UAF is provided under section 2.A.1.

The chancellor manages the operation of the institution through the Chancellor’s Core Cabinet, which comprises the following individuals and positions:

- Provost and Executive Vice Chancellor [Anupma Prakash](#) determines strategic directions for academic programs through collaboration with academic college and school deans. The Rasmuson and Mather libraries, UA Museum of the North, Graduate School, Summer Sessions and Lifelong Learning, and the statewide Cooperative Extension Service are also under the provost’s supervision, as well as a number of support service units.
- Vice Chancellor for Administrative Services [Julie Queen](#) leads Administrative Services, guiding budget and financial management, police, fire department, facilities, and other administrative functions.
- Interim Vice Chancellor for Research [Nettie LaBelle-Hamer](#) guides the development of priorities for the research mission. Research institutes under the direction of this position include units that have faculty with joint appointments in academic colleges and schools.





- Vice Chancellor for Rural, Community and Native Education [Evon Peter](#) oversees the arm of the institution that provides education, mainly at the certificate and associate degree level, throughout interior and western Alaska, including the College of Rural and Community Development (CRCD) and the UAF Community and Technical College in Fairbanks. CRCD serves rural communities and focuses on meeting the educational needs of Native constituents.
- Vice Chancellor for Student Affairs [Keith Champagne](#) guides activities in the areas of enrollment and student life, including athletics.
- Director of University Relations [Michelle Renfrew](#) leads UAF’s public relations, marketing, brand management, issues management, social media, and communications activities.
- Executive Officer [Nickole Conley](#) serves as a liaison between the Chancellor’s Office and community and state officials and organizations. Conley is also responsible for implementing certain chancellor’s directives within UAF.

Other individuals who regularly attend full cabinet meetings include the director of Development and Alumni Relations; the

assistant to the chancellor; the associate vice chancellor for Enrollment Management; director for eLearning; UAF Fire Department chief; UAF Police chief; the associate vice chancellor for Student Affairs; the dean of the Community and Technical College; the director of Planning, Analysis, and Institutional Research; the vice provost and accreditation liaison officer; the student government president; the director of the Center for Student Rights and Responsibilities; the director of Department of Equity and Compliance; the president of Faculty Senate; the president of Staff Council; the associate athletic director; the executive director of OIT User Services; and the associate vice chancellor for Facilities Services, or their designees.

The UA Statewide administration focuses on several functions in which either the consolidation of services or a unified presence is effective and efficient for the university as a whole. The most long-standing of these areas are land management, legal, labor relations, human resources, information technology, and external relations. Other statewide offices that work closely with the campuses include the Office of Finance/Administration; Institutional Research and Analysis; Academics, Students, and Research; the UA Foundation; and Student and Enrollment Strategy. Close collaboration between UA Statewide and UAF, UAA, and UAS is critical to the effective operations of these functions. Campus leaders regularly meet with statewide staff to address issues of common concern. Some issues are best resolved with a system approach; in other areas, each campus is given the autonomy to use distinctly different methods. For example, purchase of common course management and human resources software have been cost-effective at the system-wide level, while differing approaches to pursuing development opportunities are employed by UAF, UAA, and UAS.

**2.A.3** *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.*

The UA President leads the University of Alaska System and reports to the Board of Regents. The UAF chancellor leads UAF. The chancellor’s role is described in Regents’ Policy and University Regulation ([02.02.015](#)).

Links to biographies of the chancellor and his cabinet are provided individually in the previous section (2.A.2) and provide information on their qualifications. The organizational charts in section 2.A.1 provide further detail on leadership organization at UAF.



**2.A.4** *The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.*

Four major [governance groups](#)—the Coalition of Student Leaders, Faculty Alliance, Staff Alliance, and System Governance Council—provide a formal opportunity for various constituencies within the UA System to have a voice and create collaborative solutions. Committee leadership, agendas, meeting minutes, and each group’s bylaws of operation are available [online](#). The president and other executive

officers are regularly invited to meetings of these shared governance groups to relay important information regarding policy, budget, and politics. A representative from each group is invited to participate in Chancellor’s Cabinet.

UAF’s decision-making structure includes the [governance groups](#) and the [Governance Coordinating Committee](#). The [UAF Faculty](#)

**Senate** formulates academic policies and represents the faculty regarding their professional activities. The **Staff Council** represents staff and participates in developing policies, including those related to benefits and the work environment. The ASUAF is an elected body of student representatives who provide input from a student perspective to different committees and boards. The Faculty Alliance, Staff Alliance, and Coalition of Student Leaders are UA system-wide bodies consisting of the lead representatives from the three universities, and the UA System Governance Council provides a forum to coordinate governance at the UA System level. UAF policies are available on the chancellor’s [website](#). A flowchart of UA-wide governance is available [online](#).

The **Statewide Academic Council** meets regularly. It is chaired by UA Vice President for Academics, Students, and Research Paul Layer. Members include the UAF provost, UAF vice chancellor for research, the provosts of UAA and UAS, the UAA vice provost for research, and representatives of the UAF, UAA, and UAS Faculty Senate leaderships, as well as additional representatives of the statewide system. This group reviews academic programs and priorities and ensures compliance with accreditation and faculty collective bargaining agreements.

The UA President’s Executive Council, which consists of the president, the three chancellors, and the UA vice presidents, meets approximately weekly as schedules permit. This body is responsible for addressing system-wide administrative issues. Other statewide committees and working groups address specific issues.

The chancellor convenes meetings with internal and external [advisory groups](#) to solicit input on ways the university can be more responsive to

student, local, state, national, and international needs. These groups help the university explain its mission and needs to the public and recommend changes to policies and regulations. The **Board of Advisors** comprises 15 members of the local and state community, many of whom have been involved with UAF for many years. There is also an advisory committee to the chancellor. Its charge is to assist in implementing and continually updating the **Campus Master Plan**, a document required by Regents’ Policy and University Regulation (05.12). The **Chancellor’s Advisory Committee on Native Education** provides guidance and advice to the chancellor on Alaska Native issues and in the planning, monitoring, and improvement of educational opportunities at UAF for Alaska Native students. Other advisory groups include the Chancellor’s Advisory Committee for the Naming of Campus Facilities, the Safety and Compliance and Coordination Committee, and the **Inclusion, Diversity, Equity, and Accessibility (IDEA) task force**.





## STANDARD 2.B ACADEMIC FREEDOM

**2.B.1** *Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*



Academic freedom is at the core of UAF’s values and is protected under several policies and regulations. Regents’ Policy and University Regulation (01.02.010) address freedom of speech, affirming that an environment of free

and honest inquiry is essential to the functioning and mission of the university. The policy further states that the university will not limit or abridge an individual’s right to free speech. In addition, section 04.04.01 assures both free speech and academic freedom for all members of the university community.

Additionally, UAF states that “independence of thought and action in the pursuit of knowledge” is one of the [core values](#) of the institution. Further, under Article II, Section 1, part A of the Faculty Senate constitution and bylaws, faculty have the right to “exercise academic freedom.” All faculty collective bargaining agreements acknowledge the importance of academic freedom in the academy.

**2.B.2** *Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.*

Freely sharing scholarship is important at UAF. Faculty learn about their academic freedom responsibilities of presenting scholarship fairly, accurately, and objectively during their initial orientation. Faculty also have the opportunity to take advantage of resources and ongoing trainings that discuss the responsibilities associated with academic freedom, including various ethics

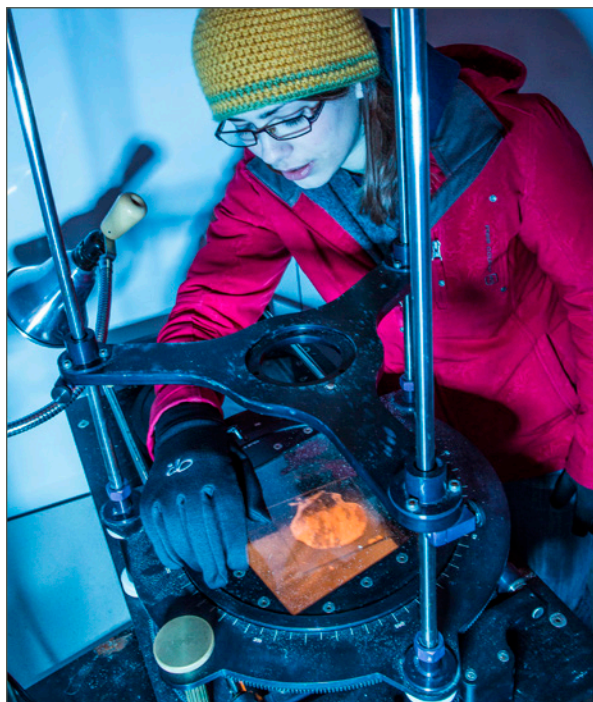
workshops offered by Human Resources, the eCampus i-Teach program, and the [Office of Research Integrity](#). UAF faculty often belong to professional organizations that require members to fulfill the responsibilities of academic freedom, including teaching their disciplines fairly, accurately, and objectively and differentiating personal beliefs from professional ones.

## STANDARD 2.C POLICIES AND PROCEDURES

**2.C.1** *The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.*

As also described in 1.C.8, policies on transfer credits are published in the catalog [section on transferring credit](#). Transfer credit for specific courses is awarded where course content and outcomes are consistent with established courses. College-level courses that do not have an exact match in UAF's curriculum are generally accepted as elective credit in the appropriate discipline, and departments assess cases where any uncertainty occurs. Courses are transferred as substitutions for General Education Requirements (GERs) when appropriate. Coursework taken to meet General Education Requirements (GERs) at another UA System campus are accepted toward UAF's GERs. If a student has completed all GERs toward a degree at another UA System unit or if a student has completed an AA or AS at a regionally accredited community college prior to transferring to UAF, the full UAF GERs are considered to have been met.

UAF makes it easy for students to transfer both into and out of the university, especially between UA institutions. Credits transfer easily between UA institutions, and the General Education Requirements for baccalaureate degrees are fully transferable. Credit for coursework successfully completed at one UA institution that applies to General Education Requirements will fulfill the same categories at all other UA institutions. This applies even if there is no directly matching coursework at the institution to which the student transfers. A table of substitutions for UA and non-UA courses is available in the [catalog](#).



In May 2020, UAF signed a memorandum of agreement to become part of the [Interstate Passport](#) system. Interstate Passport is a multi-university network of institutions that facilitates block transfer of lower-division general education completion based on faculty-developed learning outcomes and proficiency criteria instead of on specific courses and credits. Faculty members developed blocks of courses to meet identified learning outcomes, which were approved by the Faculty Senate.

UAF is a founding member of the [University of the Arctic](#), a network of universities and other higher education organizations that work together to build educational programs addressing the needs of Circumpolar communities. The

University of the Arctic offers a program in Circumpolar studies and encourages student exchange through the North2North exchange program. UArctic courses are open to students at all member institutions and are delivered online. However, because credit is awarded by the individual institutions involved, any courses taken from another institution are evaluated as transfer credit.

In addition to the general transfer credit policies above, UAF has signed articulation agreements with institutions outside the UA System. Articulation agreements have been signed with several international institutions for specialized programs to enhance exchange and transfer opportunities.



The [Tech Prep Program](#), a dual-credit program housed in UAF’s Community and Technical College, allows students to earn credits toward a certificate or associate degree by completing approved high-school career and technical education classes. The classes available for credit vary from school to school, but in general they are from the following areas: applied business, automotive, airframe and powerplant, construction trades, human services, computer information office systems, allied health, drafting, emergency medical services, and welding.

The [AAS degree in apprenticeship technologies](#) provides career and technical training and integrated coursework to prepare students for the rapidly changing global workplace. The program also helps Alaska industries by training workers who can meet increasing certification requirements that reflect complex business and industrial standards. The apprenticeship technologies program is a 60-credit AAS degree delivered collaboratively through UAA, UAF, and UAS. Individuals earning this degree must complete a formal apprenticeship program and are awarded credit for their journey-level status in trades or occupations (including occupational license or occupational certificate) recognized by the U.S. Department of Labor, Office of Apprenticeship and Training.

UAF has a department of Military and Veterans Services to support military-affiliated students and to assist them in applying their military credits for transfer. UAF’s transfer credit policy recognizes and awards credit for military training and experience.



**2.C.2** *The institution’s policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*

Regents’ Policy and University Regulation (09.02) layout student rights and responsibilities. This policy also describes the student code of conduct, which addresses academic honesty. The [catalog](#) and the class schedule also include sections on student conduct, students’ rights, and emergency procedures. Faculty Senate processes for [grade and other academic appeals](#) are stated in the catalog.

Changes to the [Student Code of Conduct](#) and policies on campus safety, academic appeals, grade appeals, and residence life are reviewed by appropriate university personnel and/or deliberative bodies. In cooperation with faculty and staff, the [Center for Student Rights and Responsibilities](#) is responsible for interpreting and enforcing the student code of conduct. As with all members of the university community, the university requires students to conduct themselves honestly and responsibly and to respect the rights of others.

Through the [student conduct process](#), students may appeal conduct code matters to the designated individual in the [Center for Student Rights and Responsibilities](#) office. UAF’s procedures promote fair and nondiscriminatory practices in dealing with students, staff, and faculty. The development of institutional policies and procedures involves faculty, students, administrators, and Board of Regents members as appropriate.

Regents’ Policy and University Regulation (09.06) outline services and accommodations for students with disabilities. [Disability Services](#) provides services to students with documented disabilities. Academic accommodations are free of charge and available to any student who qualifies as an individual with a disability and is enrolled in at least one credit hour. This information is available in the [catalog](#) and [online](#). The student conduct guidelines also include an Americans with Disabilities Act (ADA) statement as well as contact information to request assistance during administrative proceedings.





**2.C.3** *The institution’s academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution’s expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.*

UAF is an open enrollment university at the undergraduate level. Students who intend to pursue a baccalaureate program but do not meet baccalaureate [admission](#) standards are admitted as baccalaureate-intended students (also called pre-majors). Students are [admitted](#) to associate degree or certificate programs if they are at least 18 years of age or if they have a high-school diploma or GED.

To assure reasonable probability of student success, prerequisite knowledge, skills, and abilities are assessed prior to enrollment through the ACT, SAT, ACCUPLACER, or ALEKS tests. These test scores are used to place students in initial coursework, particularly in English and mathematics, and academic advisors use this information to help students plan their academic program. Placement information is listed in the [catalog](#), online, and through academic advisors. Registration blocking through prerequisites for courses in the Banner student information system generally ensures that students do not enroll in courses for which they are unprepared.



[Academic probation and disqualification policies](#) concerning both undergraduate and graduate students are published in the catalog and made available online. The process for readmission following academic disqualification is in the same section. The process for appealing academic decisions other than grades is also available in the [catalog](#).

UAF publishes its admissions policies annually in the [online](#) catalog and on the Office of Admissions [website](#). Each degree level contains clear information about admission deadlines, how to apply, admission requirements for that level, and where to get more information.

Admissions requirements vary significantly for each degree level. Occupational endorsement, certificate, and associate degree programs requirements are posted [online](#). These standards require that a student be at least 18 years old (with some exceptions) or have a high-school diploma or a GED. High-school students can be admitted into certain dual-enrollment associate degree or certificate programs if they are 16 or older, with parent or guardian consent.

Bachelor’s degree programs require students to meet admission standards that are posted [online](#). These standards require students to have a high-school diploma, pass 16 credits of the high-school core curriculum with a GPA of at least 2.5, and submit the results of the ACT Plus Writing or SAT exams. The standards further require students with a cumulative GPA below 3.0 to achieve an

18 on the ACT or a 970 on the SAT test (1280 from the previous version). Students with a 3.0 GPA or higher may simply submit the test scores. Students not meeting these requirements are admitted to the university as pre-majors and must complete at least 14 credits (9 credits of which must be from the Core/General Education Curriculum) with a C (2.0 GPA) or better to be changed to baccalaureate-admitted status. Due to COVID-19, SAT or ACT scores have been waived as a requirement for admissions through fall 2021

The requirements for graduate admissions are posted [online](#). Graduate admissions decisions are largely left to individual departments, which may have specific requirements for admission to

their programs. The [Graduate School](#) approves the admissions decisions of departments. Overall, every graduate applicant is held to the same basic admissions standards and must submit an application for admission through the Office of Admissions, along with transcripts, test results, a resume/vitae, a statement of academic goals, and letters of recommendation. General admission standards for graduate programs include a bachelor's degree from an accredited institution with at least a 3.0 cumulative undergraduate GPA and a 3.0 GPA in the major. Equivalent credentials from a foreign university can be substituted. Departmental requirements are published in the catalog or on the web as appropriate.

**2.C.4** *The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.*

UAF takes integrity and protections of students' records seriously and strictly follows Family Educational Rights and Privacy Act (FERPA) guidelines. All employees who work with student information, including all teaching faculty, are required to complete annual training on FERPA regulations. The appropriate and legal handling and disposition of student records is outlined in Regents' Policy and University Regulation (09.04) and in the [catalog](#). UAF maintains technology to back up information regularly to ensure information can be retrieved. The UA System has an off-site disaster recovery facility in western Oregon.

UAF has adopted a records retention policy to maintain necessary records while purging nonpermanent records in a timely manner. This policy works in conjunction with other UA institutions and in compliance with standards set by the American Association of Collegiate

Registrars and Admissions Officers. Access to student records is in accordance with FERPA and Board of Regents' and institutional policy. Students own their educational records and are provided opportunities to release those records to third parties and to protect their records through directory blocks. Retention schedules for admissions, registrar, and financial aid records are outlined in the [records retention and disposition schedule](#).



## STANDARD 2.D INSTITUTIONAL INTEGRITY

**2.D.1** *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

The office of [University Relations](#) reports directly to the chancellor and provides central review and coordination of published materials for the public. The UAF [catalog](#) provides in-depth information on course offerings and program requirements to ensure this information is available to students and the public to evaluate programs and services to students. The catalog and associated websites are revised annually, with input from all offices. The websites of the [Office of Admissions](#), the [Office of the Registrar](#), the [Financial Aid Office](#), and related websites are revised whenever information changes. School, college, and departmental websites are reviewed and revised as needed.

Through [Strategic Enrollment Planning](#), UAF identified the need to ensure that its websites

are user-friendly and valuable for new and continuing students. UAF reshaped its websites with a focus on clear pathways for enrollment and engagement and improved search engine optimization (SEO). From June 2019 to May 2020, UAF created over 100 new landing pages for academic programs and student support. Within these pages were embedded forms to request more information, allowing students to ask for further communication from UAF. Students who filled out these pages were launched into long-term communication plans via the Admissions Office.

“UAF is accredited by the Northwest Commission on Colleges and Universities” is stated on page 1 of the catalog and on the homepage of the UAF [website](#).





**2.D.2** *The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.*



Regents’ Policy and University Regulations (04.02, 04.04, 04.07, 04.08) and the applicable collective bargaining agreements cover the fair and equitable treatment of employees as well as the resolution of complaints and grievances. The institution has an ongoing program of required training for faculty and

staff on ethics and personnel issues (Equal Employment Opportunities, sexual harassment, and supervisor training). In addition to Regents’ Policy on students’ rights, UAF has established procedures for appeals of grades, academic decisions, financial aid, and residence life issues. The [Department of Equity and Compliance](#), [UAF Police Department](#), [Human Resources](#), and [Center for Student Rights and Responsibilities](#) ensure that complaints are addressed in a fair and timely manner.

Third-party complaints are addressed in relevant Regents’ Policies related to Sexual and Gender-Based Discrimination (01.04.010–130), Public Safety (02.09), and Competition with the Private Sector (05.15.060). Specific offices related to Equity and Compliance, Disability Services, or Title IX may assist with appropriate matters related to external complaints, but the Office of the Chancellor, in consultation with [UA General Counsel](#), is ultimately responsible for resolving external complaints.

**2.D.3** *The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.*

The policy regulating conflict of interest is governed by the Alaska Executive Branch Ethics Act (Alaska Statute 39.52) and Regents’ Policy and University Regulation (04.10). All employees

with potential conflicts of interest are required to submit annual [UA disclosure forms](#) for review and approval declaring employment or outside service.



## STANDARD 2.E FINANCIAL RESOURCES

**2.E.1** *The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.*

Financial procedures are governed by Regents' Policy and University Regulation and the UA Statewide [Accounting and Administrative Manual](#). Regents' Policy and University Regulation (05.01–05.19) specifically address budget development and maintenance, accounting and fiscal reporting, internal audit, debt and credit, investments, procurement and supply management, business practices, risk management and environmental health and safety, tuition and student fees, real property, capital planning and facilities management, gifts, auxiliary service enterprises, recharge centers and self-funded activities, and miscellaneous provisions. The Statewide [Office of Audit and Consulting Services](#) ensures compliance with these policies and regulations and follows an annual audit plan.

The Board of Regents uses independent auditors for annual financial audits of the university system. A committee of stakeholders selects the certified public accounting firm that conducts the external audit. The Board of Regents Audit Committee approves the selected firm. The audit is conducted in accordance with auditing standards accepted in the United States and the standards applicable to financial audits in the Government Auditing Standards, issued by the comptroller of the United States. The external auditors issue a [single management report](#) for the University of Alaska System. The UA System chief finance officer drafts a response to the Finance and Audit committees of the Board of Regents, explaining how the university plans to respond to any concerns. Items in the audit

report specific to UAF are directed to the vice chancellor for administrative services who then generates an appropriate action plan.

Recognizing the need for greater university-wide awareness of the UAF budget and related processes, and the need to clearly link institutional financial planning, budgeting, and resource allocation with UAF's core themes and strategic guidance documents, UAF created the [Office of Management and Budget](#) (UAF OMB) in 2012. A specific charge to UAF OMB is to align budget processes to ensure that all budget considerations and decisions incorporate UAF's mission, core themes and objectives, and the UAF Strategic Plan. UAF OMB prepares a [budget snapshot](#) annually in January to communicate with the campus community (see Appendix 7).



The [Office of Finance and Accounting \(OFA\)](#) assists in preparing financial projections and providing historical financial data. This office also helps units develop realistic revenue and expenditure projections based on anticipated enrollment and restricted fund activity. [Management reports](#) are prepared four times annually, and a comprehensive report is submitted to the UA System office in the spring.

Institutional cash flow is managed by the UA System’s [Department of Cash Management](#), which pools all cash resources for the university system. The department handles all cash management duties, including monitoring and analyzing present and future cash flows to ensure liquidity of the system, banking, treasury function, and investing available funds in compliance with

established policies. The UA [Office of Finance and Administration](#) handles the issuance of all university debt that is approved by the Board of Regents. In cooperation with UAF, this office analyzes costs associated with debt to ensure long-term obligations are serviceable and in the best interest of the university. UA’s Standard & Poor’s bond rating is A+ and Moody’s is Baa1.

UAF has a consistent record of financial solvency, as evidenced by a positive fund balance averaging \$7.4 million in unrestricted general funds per year over the last six fiscal years (FY14–FY19). UAF’s positive fund balance aligns with internal guidelines of reserving 2 to 4 percent and demonstrates sound financial planning, austerity, and adequacy of financial reserves.

**2.E.2.** *Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short-term financial health and long-term financial stability and sustainability.*



The budget process is conducted in light of several key documents: the State of Alaska OMB budget guidance, UA Statewide guidelines for budget development (including definition of initiative areas and criteria for partitioning increments), the UAF mission statement, UAF’s core themes, UAF’s Strategic Plan, the

Enrollment Management Plan, and the Campus Master Plan. In addition, enrollment forecasts, economic projections, and facilities planning serve as guidelines in preparing the operating and capital requests. The Chancellor’s Core Cabinet, using these same documents plus input from staff, faculty, and students, determines the annual budget submission and any internal reallocations of budget. Unfunded previous year budget proposals are considered along with new additions. The chancellor makes the final determination of UAF priorities.

The university’s financial planning timeframe is three to four years. Planning at the college, school, and department levels begins 22 to 28 months before the development of the budget request. This planning is based on the anticipated needs of the units in light of their own strategic

plans and goals. Advance budget preparation as a whole normally begins 16 to 24 months prior to the beginning of the fiscal year for which the request is made.

A Planning and Budget Committee (PBC) consisting of faculty, staff, and executive leadership serves as the primary budget advisory body on UAF’s annual budget proposals. Co-chaired by the provost and the vice chancellor for administrative services, this body meets regularly during the planning process to review the operating and capital budget guidelines and recommend priorities for the annual budget request to the Chancellor’s Core Cabinet.

After reviewing input from the Planning and Budget Committee, faculty, students, and the cabinet, the chancellor submits the final operating and capital request to the [Statewide Strategy, Planning and Budget Office](#). UAF’s budget request is rolled together with requests from the other two universities (UAA and UAS) and the system office. The president, all three university chancellors, and key executive staff assemble the final system-wide budget for submission to the Board of Regents. The president and staff typically honor the priorities

set by each of the three universities, but normally eliminate or adjust lower-ranked requests to keep the total UA budget request within a limit that is based on assessment of the state fiscal climate.

The provost and vice chancellors may hold meetings for units in their respective areas of responsibility (academic affairs, research institutes, etc.). Key topics of the meetings include the fiscal status of each unit, upcoming fiscal issues that may impact their operation, including factors influencing projected non-general-fund revenue, and each unit’s projections for the current and upcoming fiscal years.

Additional meetings are held with units that face specific challenges in any given financial year. These meetings, led by the associate vice chancellor for financial services and the director of finance and accounting, escalating to the provost, vice chancellor, or chancellor levels, depending on institutional impact, allow for more frequent conversations throughout the fiscal year so issues are addressed and managed as appropriate. Management reporting serves as a conduit for effectively monitoring all units’ financial health.





**2.E.3** *Financial resources are managed transparently in accordance with policies approved by the institution’s governing board(s), governance structure(s), and applicable state and federal laws.*

UAF adheres to UA Board of Regents Policies identified in 2.E.1 above. Policy [05.02.020](#) states that “the university shall report its financial activity in accordance with applicable generally accepted accounting principles as promulgated by the Governmental Accounting Standards Board for general purpose financial reporting and University Regulation.” Policy [P05.02.030](#) states that “the university shall comply with all state and federal governmental accounting and reporting requirements.” UAF follows procedures detailed in the [UA Accounting and Administrative Manual](#).

UAF uses the Ellucian Banner finance system, which is considered the industry leader in administrative software and is used by about 1,400 institutions of higher education worldwide. The Banner system generates accurate and timely financial reports required to manage the university in accordance with generally accepted accounting principles. The university relies on these reports and a [system of internal controls](#) to ensure accurate and timely financial information. The UA System [Office of Audit and Consulting Services](#), which is independent with respect to reporting line and position in the organization, conducts audits of the internal controls over university business processes.





## STANDARD 2.F HUMAN RESOURCES

**2.F.1** *Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

The human resources function has been centralized in the last year and is now provided and led by the chief human resources officer within the UA System. UAF is assigned an employee transition and benefits specialist to coordinate onboarding of all new employees. All new benefited employees attend UA’s new employee orientation, where they receive information on benefits and various sources to review their conditions of employment. All term, continuing employees, faculty, and executives are issued an initial appointment letter, which indicates if they are part of a collective bargaining unit, describes the conditions of their employment, and explains their rights and responsibilities under any applicable collective bargaining agreement or university policy and regulation. Initial letters also notify tenure-track faculty of their year of mandatory tenure review. Template contract letters may be reviewed [online](#). Term contract employees (those employed for a specified term, usually for one year) are issued annual appointment letters. All

faculty also receive annual appointment letters, even if they serve in continuing positions.

UA uses a staff and a faculty listserv to distribute messages and/or U.S. mail to remind or notify employees of terms and conditions of employment. Examples of these messages are the required annual Title IX training and the annual ethics/disclosure notice. Such notices may also be distributed or communicated at a lower, unit-specific level, in addition to the broad institutional outreach.

Procedures for evaluation, retention, promotion, and termination vary depending on an employee’s status as term, nontenure, tenure-track, or tenured faculty, or term or continuing staff and which bargaining unit (if any) the employee belongs to. All standards for evaluation, retention, promotion, and termination are set forth in UA’s [collective bargaining agreements](#) and [Regents’ Policy and University Regulation](#) .

**2.F.2** *The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.*

For the period of review, UAF’s core theme of preparing Alaska’s workforce (Prepare) also reflected its support for professional development of faculty and staff. UAF encourages connecting with professional associations and conference participation. Funding for participation may come from individual units, the Chancellor’s Office, the

United Academics (UNAC), or outside funding sources.

Furthermore, UA Board of Regents Policy [04.06.010](#) and University Regulation [04.06.010](#) provide employees an education benefit, funded from restricted and unrestricted funds via the

employee staff benefit rate. Regular benefited employees and their families may use the university’s tuition waiver program to earn credit and work toward a degree or improve their job skills. Staff can also be reimbursed for noncredit courses that develop their professional skills.

Provost Anupma Prakash established a Faculty Development Team in 2018 as a way to provide a broad range of development opportunities to all faculty at UAF. The team is guided by the Faculty Senate Committee on Faculty Development, Improvement, and Assessment and the work of the Instructional Design Team at eCampus. UAF faculty development efforts at UAF emphasize the following:

- **ORIENTATION:** Support all new faculty in becoming integrated members of the larger UAF Faculty community through better mentoring practices and opportunities.
- **DEVELOPMENT AND IMPROVEMENT:** Partner with all existing faculty in their desire to become better teachers, scholars, artists, and researchers.
- **COLLEGIALITY AND EXCELLENCE:** Foster a sense of collegiality and excellence among all faculty, including adjuncts.

In fall 2020 UAF will launch the [faculty accelerator](#), a campus-wide collaboration of faculty development providers to strengthen existing opportunities and expand the number and range of development events.

Under the Collective Bargaining Agreement, any funds in excess of faculty workload release purchased by UNAC are to be used to support faculty travel for professional development. The amount of funds distributed to UAF in September of each year of the agreement is



based on the percentage of unit members assigned to UAF. These funds are designated to the Office of the Provost for unit member travel.

Professional development for staff members is primarily organized through [UA Human Resources](#), the UA Employee Assistance Program, UAF Staff Council, and via local chapters of national professional organizations. The UAF chancellor has also created a staff development fund, administered by Staff Council, that is intended to support staff development. Internal staff training opportunities include supervisor training workshops, business skills, desktop computer skills, safety and health courses, and legal compliance courses. Many of these courses are required for supervisors and other staff, but others are designed for optional professional development.

The UAF chancellor’s [Employee Recognition policy](#) outlines the procedure through which supervisors can reward staff who develop their professional skills beyond their ordinary position description. Formal recognition is viewed as an important motivator for staff to engage in professional development.

At UAF, leadership development opportunities include the annual Academic Leadership Institute for 20 faculty, staff, and administrators,

which includes readings and discussions on university leadership issues. The institute, which is led by the provost, involves meeting with university and community leaders over eight half-day sessions that span two semesters. New administrators and leaders on campus, as well as faculty and staff at the rural community campuses, are encouraged to apply. A variety of other faculty and executive development opportunities are funded by the provost,

chancellor, or individual units on an ad hoc basis. The University of Alaska president also regularly hosts leadership workshops and summits for administrators, faculty, staff, and student leaders across the system. UAF also leads large statewide programs such as the NSF EPSCoR, NIH INBRE, and NIH BLaST that provide workshops on leadership, mentoring, proposal writing, and other professional skills.

**2.F.3** *Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.*



Position reallocation and funding requests for new positions are evaluated to ensure adequacy, effectiveness, and sustainability of programs and services.

The authority to hire positions is largely decentralized to the units with final authority residing with the appropriate vice chancellor. Units assess their mission, organizational needs, and funding resources, and hire personnel to achieve objectives within the constraint of

available funds. UA Human Resources assists units in assessing their personnel needs, the recruitment process, and monitoring the hiring process for compliance and legal outcomes.

The university adopted MyUA through PageUp, an online recruitment system, in 2016. Each job announcement clearly states the knowledge, skills, and abilities required for the position, as well as the preferred qualifications. Typical educational requirements and typical length of time in similar previous positions are also described in detail. Guidance for supervisors, hiring managers, search committees, and applicants is located on [the MyUA website](#).

At various steps, HR review and authorization is required for the process to continue. Authorization is required at the job description, job posting, request to interview, hiring proposal, and job offer stages. HR verifies compliance with law, university regulation and Board of Regents' policy, and best hiring practices throughout the process.

UA System HR organizes staff position descriptions by [job families](#) to provide for



consistency and equity across departments. Supervisors review position descriptions when conducting employee performance evaluations, when duties and/or responsibilities change, and whenever a position is vacated. Many position descriptions have entered the revision process as a result.

UAF employs an appropriate number of qualified faculty to fulfill its mission, though faculty and staff numbers have declined in the past several years due to budget cuts. In many cases, budget shortfalls were accommodated through attrition, or not filling the positions of faculty and staff who departed or retired. As budgets continue to decline, special and expedited program reviews have been used as a method to more strategically target faculty reductions so that strong and mission-centric programs continue to be sustainable.

In fall 2019, the number of UAF employees was as follows:

- Regular faculty: 544
  - Adjunct faculty: 285
- Total faculty: 829
- Regular staff: 1,226 (full-time: 1,116; part-time: 110)
  - Extended temporary staff: 43 (full-time: 38; part-time: 5)
  - Temporary staff: 303 (full-time: 16; part-time: 287)
- Total staff: 1,572
- Graduate student employees: 282
  - Undergraduate student employees: 526
  - Total student employees: 808

The majority of permanent faculty in Fairbanks campus units have terminal degrees. The [UAF Blue Book](#), revised and approved by Faculty Senate in 2019, specifies that the earned doctorate will be the minimum degree required for faculty appointment with academic rank. For appointments in which the doctorate is not the appropriate degree, UAF requires academic preparation as evidenced by appropriate advanced degrees (e.g., MFA or MLS). For faculty in vocational/technical fields for which there is no recognized degree, the requirement is a bachelor's degree and/or appropriate licenses, certifications, and appropriate experience as reflected in unit criteria.



**2.F.4** *Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.*

Regents' Policy and University Regulation (04.07.030) require annual performance evaluations of all staff and administrators. Employee evaluations may be initiated at any time of the year. UA Human Resources uses a commercial talent management system, myUA, which integrates with Banner. This system includes tools to improve annual evaluations. The quality of evaluations has improved through the iterative collaborative nature of the evaluation process in the new web-based system. Tracking of evaluations is also improving through a more centralized system, but there remains room for improvement in tracking staff performance evaluations.

In fall 2018 the Chancellor's Office reemphasized the evaluation process with a directive that supervisors must comply with the annual evaluation policy. Then in September 2019, the Human Resources departments across UA were centralized at UA Statewide. In an effort to increase the number of completed evaluations, the chief human resources officer sent emails to all university staff and supervisors to offer support and answer frequently asked questions. UA Human Resources also provided several weekly Faculty/Staff Performance Management Guide training sessions.

Administrators are divided into two groups for review purposes: Group A (deans, vice chancellors, provost), and Group B (associate deans or directors who supervise faculty). They are reviewed every three years, and the review

coordinated and overseen by the supervisor's office, pursuant to [Faculty Senate policy](#).

Faculty evaluation is governed by Regents' Policy and University Regulation (04.04) and the [UNAC collective bargaining agreement](#); [UAF policies, regulations, and procedures](#). Evaluation varies by type of appointment. The provost's [website](#) provides the annual process schedule, templates, and policy information.

For faculty evaluations, a software system, [Faculty 180](#), was implemented in 2014 to accommodate electronic annual activity reports that help inform annual evaluations. Over 90% of faculty have current annual evaluations on file, indicating that this system works well to support regular evaluations.

Adjunct faculty performance is evaluated at



the sole discretion of the university ([UNAC-Adjunct CBA Article 9.2](#)). All full-time term, tenure-track, and tenured faculty are evaluated at the dean’s level annually. In addition, there are mandatory administrative and peer reviews for tenure-track and tenured faculty. All tenure-track assistant professors have a mandatory comprehensive fourth-year review and undergo review for promotion and tenure no later than their seventh year. All tenured faculty undergo comprehensive post-tenure evaluation every six years. These reviews take place at the levels of faculty peer unit, dean, and research institute director or campus director, campus-wide faculty committee, provost, and—in the case of tenure and promotion—the chancellor. Regents’ Policy and Regulation and the collective bargaining agreements allow for more frequent faculty evaluations if the administration decides such are needed.

Initial faculty contracts include the appropriate timelines for evaluation, and new faculty are provided with a copy of UAF’s Policies and Regulations for the Evaluation of Faculty, which are also communicated to all faculty [online](#) (see Policies and Regulations). The Office of Faculty Development sponsors annual panel discussions

about the tenure and promotion process and provides resources for faculty who want to evaluate or improve their own teaching in preparation for formal evaluation.

Regents’ Policy and University Regulation provide the basic set of faculty evaluation criteria; however, many faculty peer units and some subsets of peer units have developed their own more detailed peer unit criteria for evaluation. These criteria must be approved by the Faculty Senate Committee on Unit Criteria, and may not diverge from Regents’ Policy or collective bargaining agreement guidelines. The approved supplementary unit peer criteria are available [online](#) for faculty reference.

Multiple indices of teaching effectiveness are required by [UAF Regulation III.B.2](#), and tenure, promotion, and post-tenure reviews must include student opinion of instruction summary forms and at least two of the following: peer or department chair classroom observation, peer or department chair evaluation of course materials, and narrative self-evaluation. The provost reports the results of the fourth-year, promotion, tenure, and post-tenure reviews to the Faculty Senate annually and discusses improvements needed in the process.

The faculty collective bargaining agreements (CBAs) specify that faculty evaluations must also identify changes, if any, required for promotion, tenure, and continued professional growth. While the CBA applies to faculty statewide, individual campus rules and procedures identify processes to assist unit members in improving performance. Common examples include working with the Office of Faculty Development for opportunities to improve pedagogical skills and workload adjustments by the dean to support additional research and/or creative scholarship.



## STANDARD 2.G STUDENT SUPPORT RESOURCES

**2.G.1** *Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.*

UAF provides learning environments and opportunities that encourage personal, intellectual, and academic growth and success through a variety of delivery methods and in various regions across the state.

The [Rasmuson Library](#) is the largest library in the state. UAF library holdings include more than 1.75 million items, and campus libraries subscribe to approximately 139 online index/abstracting services and reference collections for the UAF campuses. Rasmuson has a computer lab and numerous study areas throughout the building.

Many other buildings across the Fairbanks campus, such as the Wood Center as well as the Brooks, Bunnell, Murie, Arctic Health, Engineering Learning and Innovation Facility (ELIF), Gruening, and Reichardt buildings provide students with the opportunity to gather for social or academic pursuits. Each community campus has similar gathering areas.

Computer labs are available to students on the Fairbanks campus in the library, residence halls, and a central campus building, and two of the labs are open 24 hours a day; technical support is available at all times. Live homework help is available online for students in introductory level courses through a partnership with the Alaska State Library.

The [Academic Advising Center](#), with six professional staff advisors, provides one-on-one comprehensive advising for undeclared students,

as well as all pre-major, AHEAD (high school), academically disqualified, pre-professional, and undergraduate interdisciplinary studies students. Tutoring support is available to all students on the Fairbanks campus, and in some cases remotely, through the [Developmental Math Lab and Debbie Moses Learning Center](#), [Writing Center](#), [Foreign Languages Lab](#), [Speaking Center](#), [Math and Statistics Lab](#), [Accounting Lab](#), and the [Chemistry Learning Center](#). Academic advising is required for all degree-seeking undergraduate students.

The [College of Rural and Community Development](#) (CRCD) works closely with Fairbanks campus-based administrative units to assist students from remote communities. The [UAF Community and Technical College](#) (CTC) provides academic advising and academic support for students at its downtown location. The purpose of CTC is community-driven education and preparing workforce-ready graduates. CTC recently added the position of director of student success and instructional support to better coordinate and further expand its student success efforts. CTC supports students' success via online and on-site academic tutoring in a variety of subjects. They regularly conduct student success workshops on subjects such as time management, study skills, and interview/resume skills. Student support efforts also include college-readiness outreach such as ACT/SAT and GED test prep.

UAF's [eCampus](#) is the home of most distance-

delivered courses. Student success is at the core of its mission and an increasing focus of its efforts: UAF eCampus has been able to improve overall successful course completion rates from 53% in 2010–2011 to 76% in the 2018–2019 academic year. Three years ago, UAF eCampus sought and received the Quality Matters Learner Support certification for all of its online programs, becoming only the fourth online institution in the nation to receive this distinction. Recently, eCampus changed their staffing structure to better align with student support efforts. They have repositioned an associate director position from associate director of program development to associate director of the student experience and merged two existing positions into one position focused exclusively on student success. This new position (student success specialist) will work with other campus service units and within eCampus to continue to improve student success strategies and initiatives.

The [UAF Department of Residence Life](#) offers housing for students and employees of UAF. First-year students are provided with a peer



tutoring program, in which high-achieving students live in first-year halls, hold office hours, and facilitate educational programs centered around academic success. All areas of housing also have resident assistants (student staff) and resident directors (full-time staff) who are responsible for upholding safe and educational living and learning environments. For programming these staff members implement the KCE (knowing, connecting, empowering) community development model, which includes around 1,000 events or community builders per academic year and is assessed on a semester basis. In fall 2019 the department launched four new Living Learning Communities—Engineering, Gender Diversity, Honors, and Outdoor Pursuits—in the first-year halls, overseen by a staff member who is tasked with developing and expanding this program.

The UAF [Student Health and Counseling Center](#) offers an integrated approach to wellness, with both medical and counseling services available on site. During spring 2020, the Student Health and Counseling Center began offering appointments through telemedicine. Medical providers assist with primary health care needs such as preventative care and treating illnesses and injuries. Counselors offer individual counseling, couples counseling, emergency walk-ins, and crisis intervention. Medical and counseling staff collaborate closely with one another and are a confidential resource for students. They also routinely collaborate with departments across campus with outreach opportunities for prevention, education, and consultation. A 24-hour crisis hotline where students can be connected to a licensed clinician is also available. Students can access this resource anytime: after-hours, holidays, school breaks, and/or weekends.

Students are referred to academic support by placement results, advisor recommendation,



faculty recommendation, or by prior performance in a course. The Nanook Navigator system allows referrals to support services to be streamlined and centrally coordinated.

As described in Standard 1.D.2, UAF has a number of services and initiatives, both old and new, designed to close equity gaps and support increased retention and degree attainment for all students.

**Disability Services** works closely with students and faculty to ensure equal access for all students. Services for students with disabilities include note taking, educational assistance, and exam accommodations.

The NIH BUILD-funded Biomedical Learning and Student Training (**BLaST**) program is designed to enhance capacity for undergraduate biomedical research training and efficacy for engaging students from diverse, especially rural Alaska, backgrounds in education and training for biomedical research careers.

The Nanook Diversity and Action Center (**NDAC**) provides a welcoming space, educational programming, and opportunities to transform social concerns into action. Through its services and activities, it promotes inclusion, social justice, and cultural pluralism by providing

educational programs that honor and support diverse and intersectional identities.

This year, the Honors Program at the University of Alaska Fairbanks transitioned to an **Honors College**. The transition signaled exponential growth in student enrollment (from 70 to over 200 students over the span of two years), the development of a successful residential living-learning program, and a significant diversification of the honors student demographics. The number of Alaska Native students enrolled in honors has, for instance, more than doubled. The 2020 first-year University Honors Scholar cohort is comprised of 60 students from over 30 different locations, from Dillingham, Bethel, Soldotna, Homer, Ketchikan, Nome, and Utqiagvik in Alaska to Georgia, Virginia, Colorado, Nevada, Washington, and Quebec.

Designated as a **military-friendly college**, UAF has established the **Department of Military and Veteran Services (DMVS)** to support military-affiliated and active-duty students in every step of their UAF education from application to transfer of credits, and academic and financial advising. DMVS assists military students and their families in using their educational benefits effectively and in navigating the educational system.



**2.G.2** *The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules, regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.*



UAF makes information available to students, their families, faculty, staff, and other constituents through its [catalog](#). The mission statement is available in the catalog and on the [About UAF](#) web page.

Admission requirements and procedures for certificate, associate, baccalaureate, master's, and doctoral programs are provided in the catalog. Information and step-by-step instructions for applying to UAF are available at the [Admissions website](#). Students are guided through the admissions processes depending on their status, such as resident, nonresident, graduate, undergraduate, and international. The

catalog also has entrance requirements for high-school students.

Grading information, including the credit/noncredit option, auditing, the plus-minus grading system, and grade point average computation, is given in the [catalog](#).

Information on academic programs and courses, including degree and program completion requirements, required course sequences, and the frequency of course offerings, is detailed in the catalog and on department or college and school websites. The catalog includes a narrative description of the program, the specific requirements, and, where they exist, specific concentration areas. The narrative descriptions commonly include [expected learning outcomes and course sequences](#), employment prospects, and the general purpose of the program. Additional information is typically available on college, school, or department websites (see, for example, [electrical engineering](#)). Assessment plans for all programs with expected learning outcomes are posted [online](#). Students are encouraged to use DegreeWorks and the degree-planning worksheets and an [Academic Planning Guide](#) posted on its website to project time to program completion. Students have access to a [website](#) that provides sample roadmaps to completion and student learning outcomes for

most degree programs. The [academic calendar](#) is published in the catalog, in course schedules, and on the web.

Faculty members' rank or title, degrees held and the conferring institutions, and their beginning date of service to UAF are listed in the [catalog](#). Biographies are commonly posted on individual or unit web pages.

[Students' rights and responsibilities](#), the UA student code of conduct, and student behavioral standards are provided in the catalog.

The catalog describes resident and nonresident tuition and student fees related to student governance (Associated Students of UAF or [ASUAF](#)), athletics and recreation, course fees, health insurance, parking, health and counseling,

the student recreation center, sustainability, technology, transportation, housing, meal plans, and other areas. The total estimated cost for a typical full-time undergraduate student for the school year is provided. Payment plans and the consequences of nonpayment are also addressed. Refunds, refund processing time, tuition refund appeals, and refunds related to housing and meal plans are all addressed in the catalog. Financial aid eligibility, opportunities, and requirements can be found in the [catalog](#) and on the [Financial Aid website](#).

The Department of Residence Life publishes a [student handbook](#) on their website, which is noted in applications and agreements and includes housing-specific information, regulations, and conduct expectations.

**2.G.3** *Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.*

Programs requiring external licensure or certification for employment and/or advancement in the field list such needs in the description of the degree or certificate program

in the [catalog](#) and online, such as [here](#) for programs administered by the Community and Technical College.





**2.G.4** *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

UAF offers financial aid similar to that available at peer institutions in addition to unique opportunities for Alaska students. The [Financial Aid Office](#) strives to meet student needs through educational programming on the student loan repayment process, the Free Application for Federal Student Aid (FAFSA) process, and money management. The Financial Aid Office has a staff of seven-and-a-half people; information about the department and financial aid services and opportunities is published on the departmental website and in the [catalog](#).

The [UA Scholars Program](#) offers a \$12,000 merit scholarship to the top 10 percent of graduates from every qualified high school in Alaska. In an effort to reduce Alaska’s brain drain, the award encourages students throughout Alaska to attend and graduate from the University of Alaska. Since the UA Scholars Program began in 1999, a cumulative total of over 8,500 students have enrolled and received a UA Scholars Award distribution from the University of Alaska, which illustrates the overall impact this program has had on Alaska and its residents.



Financial support is also available for qualified graduate and undergraduate students through over 100 [UA Foundation scholarships](#) and over 400 [UA Foundation UAF scholarships](#). Some scholarships are available to part-time students. In addition, many regional and village Alaska Native corporations provide scholarships to shareholders and their dependents.

Research and teaching assistantships are available to graduate students. Research fellowships provide funding for students pursuing various interests and for completion of dissertations and theses. During spring 2020, UAF had 138 teaching assistantships, 47 fellowships or payment memos, and 178 research assistantships. Students who received outside scholarships not recorded by the Graduate School are not counted in these totals. Over the past five years the number of graduate assistantships has varied; variation is due to regular fluctuation in external grant funding of research assistantships as well as a recent trend of decreases in state funding coupled with decreasing enrollment in graduate programs.

Approximately 800 to 1,000 students are employed by UAF in any given year. Full-time student status is not required unless specified by a department. However, students who are less than full time are subject to FICA withholding, and departments that hire part-time student employees are subject to the applicable benefit rate charge. Student employees can work up to 20 hours each week while classes are in session and up to 40 hours when classes are not in session. Many students qualify for the federal



work-study program. Pay rates are based on the job classification, and the average pay varies from \$150 to \$400 per week.

**Grants** provide support for both graduate and undergraduate students. The most common grants issued at UAF are the AlaskAdvantage Grant, Bureau of Indian Affairs grants, the Edward and Anna Range Schmidt Charitable Trust grants, Alaska EPSCoR grants, Biomedical Learning and Student Training (BLaST) Scholars awards, Federal Supplemental Educational Opportunity grants, and UA grants.

Financial Aid facilitates student access to federal and state **loan programs** in addition to working

with the Bursar’s Office to offer advance-of-funding opportunities for textbooks. Students are informed of scholarship and aid opportunities through the recruiting and admissions process and the Office of Financial Aid’s **website** and through outreach such as the UAF scholarship opportunities listserv.

In response to changes related to COVID-19 in spring 2020, UAF awarded almost \$200,000 in emergency aid to students to address disruptions to their housing, income, technology needs, and other unexpected costs. COVID-related emergency funding will be available through summer and fall 2020.

**2.G.5** *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution’s loan default rate on its website.*

The **Financial Aid Office** works with the **Office of Admissions** and the **Office of the Registrar** to administer institutional resources to eligible students. If a student takes a loan, the lender is responsible for contacting the student with information regarding repayment terms. UAF cooperates with lenders to provide students with contact information so the lenders can assist students with options to stay out of default. In addition, lenders contact students at 180 days and prior to 270 days of a defaulted loan to remind students to make a plan to make payments.

In September of each year the U.S. Department of Education sends UAF its default rate for the three years prior. UAF monitors the default rate by corresponding with lenders and contacting students about their default status. Currently the default rate for UAF is 12 percent. Types of student loans, repayment information, and the UAF default rate are available **here**.



UAF has established consistent and firm guidelines for the financial aid appeal process. This appeal is reviewed by the Financial Aid Appeals Committee. All financial aid policies are available on the Financial Aid Office **website**. The website includes descriptions of the different types of financial aid, and the **description of**

[student loans](#) specifies that they must be paid back.

As also described in Standard 1.D.2, UAF undertook a two-year, university-wide scholarship process improvement project to identify and address barriers and rubs in the scholarship process for both students and staff. UAF developed the STAR (Scholarship Transformation and Revitalization) task force to review all processes and communications relating

to financial aid. The results of this project ranged from reworking the financial aid offer letter to enforcing committee timelines to distribute aid to students in a more timely manner to transitioning more scholarships to the central scholarship application portal. Further recommendations of the team include the formation of a standing Scholarship Review Committee to conduct annual reviews of financial aid and scholarship policies and processes.

**2.G.6** *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisers are defined, published, and made available to students.*

Academic advising is mandatory each semester for all undergraduate degree-seeking students. As described in the [UAF catalog](#) and reaffirmed by the Faculty Senate, advising is considered an integral component that supports student development and success. Students are assigned to academic advisors based on their undergraduate major. Those who choose undeclared bachelor's on their application or are admitted as a pre-major are placed into the General Studies program and are assigned academic advisors from the [Academic Advising Center](#). UAF places registration holds on degree-seeking students until they have met with their academic advisor and the advisor has approved and signed the semester registration form.

Evaluation of academic advising service is reflected in the National Survey of Student Engagement (NSSE) responses to two advising-related questions: "How often have you talked about career plans with a faculty member or advisor?" and "Overall, how would you evaluate the quality of your interactions with academic



advisors at your institution?" UAF also opts in to a NSSE topical module of additional questions related to academic advising. The 2019 results for the questions and topical module indicated that the university's performance in these areas is not significantly different than peer institutions, though UAF lags behind peers in some areas, such as discussing future career plans. In response to this finding, the [Career Services](#) office was reinstated after having been eliminated three years earlier. The full NSSE [report](#) is published on the [assessment website](#). All students who are advised through the [Academic Advising Center](#) are sent a follow-up survey to ask about their experience and determine areas for improvement.

In 2019, UAF went through an extensive [Strategic Enrollment Planning](#) (SEP) process. One of the recommendations that resulted from that effort was to pursue greater consistency in academic advising. The SEP committee found that the decentralized nature of UAF’s advising model led to unequal, and sometimes inequitable, experiences for students depending on their major and advisor. In response to this recommendation, initiative funding has been provided to hire an academic advising coordinator, reporting to the vice provost, who will oversee training, evaluation, and professional development for all of UAF’s academic advisors. The academic advising coordinator is also charged with putting together an Advising Committee to establish common expectations and best practices across campus. The academic advising coordinator has been hired and began in June 2020.

Faculty and staff advisors have numerous opportunities to learn about the curriculum, program requirements, and graduation requirements of UAF majors. All faculty and staff advisors must complete online FERPA training. The Office of the Registrar and Office of Information Technology staff conduct Banner Student, UAOnline, and DegreeWorks workshops for advisors. The Academic Advising Center provides supplemental trainings on any advising-related tools and technology. All staff advisors and many faculty advisors subscribe to an academic advising listserv that publicizes advisor development opportunities and advising tips and reminders. Advising-related drop-in trainings and question-and-answer sessions are advertised as well. Academic advising is considered part of the teaching workload for faculty.

UAF has implemented the Student Success Collaborative software package that UAF has named Nanook Navigator. This dynamic retention software is replacing individualized academic

advising note-taking procedures, standardizing the process and centralizing student information. This is particularly important since UAF students often meet with several different faculty and staff advisors throughout their time in college. Nanook Navigator lets faculty and staff academic advisors as well as other student affairs staff access a student’s academic record in an easily searchable and advanced database that allows for tracked communication, proactive outreach, and constructive referrals to appropriate offices and departments.

The Academic Advising Center website provides students with [academic planning resources](#). With their acceptance letter, undergraduate students are given contact information concerning their academic advisor’s department. [Academic advising contacts](#) are posted on the Office of Admissions newly admitted students page. Admitted students are directed to [Admitted Students](#) and [Admitted International Students](#) websites. UAF also offers freshman-level courses in developmental studies and rural development that incorporate advising requirements and responsibilities. Course descriptions for these courses are published in the [catalog](#).





**2.G.7** *The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

All UAF students, including eCampus students, are required to submit acceptable identifying information to register for a class and more extensive information to apply for admission to a program. Once new students, including nondegree students, are accepted, they are issued an identification number and username and a Banner record is created. The student is required to set and periodically reset a unique, secure password. That allows the student to access the Blackboard learning management system to participate in the eCampus courses for which they have registered. All students are required to abide by the Student Code of Conduct, which among other requirements forbids cheating, plagiarism, or other forms of academic dishonesty and forgery, falsification, alteration, or misuse of documents, funds, property, or electronic records.

Many UAF eCampus courses require that the student complete proctored examinations. Fairbanks-area students may take their exams at UAF's eCampus office. For those outside the Fairbanks area or those who cannot schedule the exam during business hours, examination request forms are found within their online course and on the [eCampus website](#). Examinations (or examination passwords) are sent only to designated proctors who are willing to supervise the student and to certify the examination's proper completion. An approved testing site (a local educational institution, like a public school or university branch campus, or library is

preferred) must be identified. Proctors must be education officials at a university, community college, or public school, other governmental or community officials, or, if such persons are unavailable, other people approved in advance by eCampus. Relatives and/or friends cannot be proctors. Students must submit identification documents to the examination proctor. eCampus students are subject to the same regulations as regular students regarding honesty in their work assignments and exams. Within the UA system, students are not charged for proctoring services. If students are taking exams at locations other than a UA campus, they may need to pay for proctoring services.

No proctored exams were required after spring break 2020 when Testing Services closed due to COVID-19. Instructors were asked to consider alternate forms of assessment such as open-book take-home exams and online presentations.





## STANDARD 2.H LIBRARY AND INFORMATION RESOURCES

**2.H.1** *Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.*



The UAF libraries include the [Elmer E. Rasmuson Library](#) and the [Keith B. Mather Library](#) of the Geophysical Institute, which also includes life sciences materials. Together these libraries serve faculty, staff, and students affiliated with UAF, both in Fairbanks and in remote locations. Several UAF branch campuses also have local libraries to serve patrons in their home communities; these are located in Kotzebue, Bethel, Dillingham, and Nome. Access to online collections is available to all remote campuses and libraries.

The UAF libraries contain holdings of more than 1.75 million items and subscribe to approximately 139 online index/abstracting services and reference collections for the UAF campuses. The libraries provide links to a suite of 40 additional resources that are either openly accessible or are

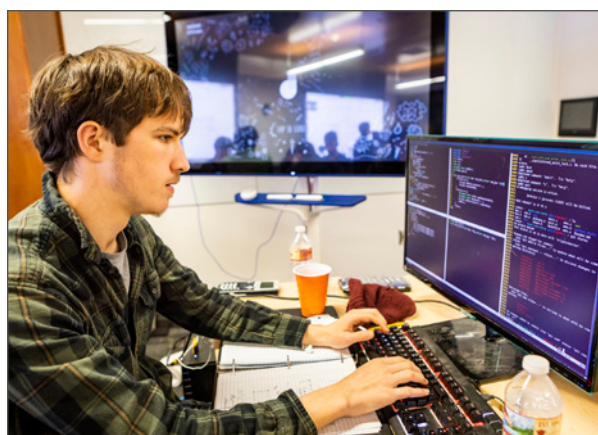
jointly purchased by the state of Alaska and the university.

The UAF libraries employ five librarians with master's degrees in library science as well as 30 paraprofessional, technical, and clerical staff. Two of the five librarians are faculty members; the others are in administrative/professional/technical employment categories. The faculty librarians as well as three adjunct instructors provide instruction in a one-credit information literacy course required for the baccalaureate degree (LS101). All five librarians on staff provide instruction sessions for individual classes upon request, subject to availability. The Keith B. Mather Library, under the Geophysical Institute, employs no professional librarians and has one library technician managing all library resources and services.

Library programs and services reflect the university's mission emphasizing Alaska, the Circumpolar North, and their diverse peoples. Specifically, the Alaska and Polar Regions Collections and Archives support learning and research on a broad range of circumpolar topics and form the largest public collection of Alaska materials in all formats and media in the world. Local, national, and international researchers frequently utilize these unique holdings. Collections and reference services are available to the public on-site and through digital delivery and interlibrary loan services.

Budget cuts in recent years have had an impact on library collections and staffing. The UAF libraries lack personnel to offer some common academic library services such as research support for faculty and graduate students, data management, and outreach on copyright, scholarly publishing, and open access issues. Collections are currently managed through just-in-time delivery or large sets of journals and e-books, rather than individual selection or content curation. Cancellation decisions are made based on use figures and faculty response to surveys. Compared to peer libraries and other University of Alaska campuses' libraries, the UAF libraries' number of professional personnel is small.

Library resources are sufficient to meet the needs of researchers and students, according to feedback on campus-wide and selective academic department surveys of library users (described below). Users report positive experiences related to access and availability of electronic journals. Academic units have good working relationships with librarians, and they make regular use of library facilities for training and teaching. Users cite interlibrary loan services as a reliable way of obtaining more specialized materials not accessible online.



The library is consistently very responsive to requests for material purchases, however budget

shortfalls are a concern. While the library's operating budget has decreased with recent cutbacks, annual subscriptions for databases and electronic resources continue to increase. The library has responded to shortfalls through attrition of vacant positions and cancellations of underutilized materials. The subscription cancellation process included surveys, discussions with administration and deans, and analysis of use and use/cost data before final decision-making.

In recent years, the libraries have focused on acquiring access to electronic journals and books, resulting in total subscriptions of more than 43,000 online serial/journal titles and over 390,000 electronic books. Collection strategies have focused on providing maximum depth and breadth of online content, while ensuring perpetual access to critical journals where possible. Journals and e-books are heavily used. Rasmuson Library has extensive special collections and archives, such as rare books, manuscripts, photographs, film, and oral history recordings. The library has technical experts in the collection areas who work to acquire, preserve, and make available these unique content materials. Several digitization projects are ongoing, including [Alaska's Digital Archives](#) (mixed media collected and digitized in libraries statewide); the [Alaska History Store](#) (archival photos and maps scanned from the library's collections and made available for sale and re-use); the [Alaska Film Archives](#) (historical films of all format types digitized, with some accessible through an active [YouTube channel](#)); and [Project Jukebox](#), the digital branch of the Oral History Program that integrates oral history recordings with associated photographs, maps, and text. At the present time the library also houses the Alaska Native Language Archive, a collection of rare recordings of Alaska Native language speakers, as well as printed materials

related to indigenous languages. The [Alaska and Polar Regions Collections and Archives](#) digital repository provides online access to a wide variety of the content available in the special collections. Future efforts will continue to include further digitization of the most in-demand resources. Along with this work the special collections staff will be working to harmonize the various online access tools for all of these collections. Finally, efforts are being made to ensure the long-term preservation of original materials through acquiring additional secure, climate-controlled storage as well as improved digital storage and backup capacity.

Another essential online tool is the library's institutional repository, [ScholarWorks@UA](#). This UA-wide effort includes electronic theses and dissertations, university publications, and scholarly papers. The UA libraries are currently working on a statewide effort to migrate these resources to a more current platform, which will allow for better metadata entry and faster processing, as well as a superior end-user interface.

Extensive online access is particularly relevant and important for the College of Rural and Community Development. Some CRCD campuses and learning centers have no immediate access to physical library collections and services other than those described above in this section. The UAF libraries' print collections are made more accessible through digital document delivery and interlibrary loan services. Students, faculty, and staff who do not have direct access to a library or library materials may contact the library's [Off-Campus Services](#) department for research assistance and to facilitate access to materials; a full-time professional faculty librarian oversees this service. The libraries do not limit the number of items checked out, with the exception of media



and equipment, and there is no limit on the number of items requested through interlibrary loan.

The UAF Libraries joined the [Alaska Library Catalog](#) in 2018, making the content of 87 libraries available to the UAF community with a single hold request system. This change also provides access to the UAF collections for residents throughout the state.

The libraries participate in statewide collection development through the [Alaska Library Network](#), as well as throughout the libraries of the University of Alaska. Network-wide subscriptions to electronic resources are negotiated as needed and as they benefit individual member libraries. In addition to this network of libraries, the three University of Alaska libraries all work together to reduce major subscription prices and enhance access for all.

Normally, the Rasmuson Library building is open 79.5 hours a week during the academic year with reduced hours during semester breaks and summer sessions. Hours were limited starting in spring 2020 due to COVID-19 restrictions.



The main floor offers a 24-hour secure access study space with a student computer lab and vending machines. Because electronic library resources have reduced demand for hard copies, especially journals, the building footprint for physical materials is gradually being reduced in favor of creating student-centered spaces, such as additional group and individual study areas; this work is ongoing on a gradual timeline. Reference and research assistance are available in person at the Rasmuson Library as well as by phone, e-mail, and live chat. Special collections such as the Alaska and Polar Regions collections provide individual in-depth research assistance to researchers and others.

The Keith B. Mather Library supports the research of the Geophysical Institute (GI), the International Arctic Research Center (IARC), and the geophysical research community. The Mather Library provides reference and research assistance for faculty, researchers, graduate and

undergraduate students, and the general public from 8 a.m. to 5 p.m. Monday through Friday (during normal semesters). Mather Library also currently hosts the current life science materials from Rasmuson Library, for easy access by patrons located on the West Ridge area of campus. GI and IARC faculty are permitted after-hours access by magnetic card.

Due to the COVID-19 epidemic, the libraries were closed to students and faculty except by appointment. Library staff continue to work either from home or at the library in shifts that allow social distancing. Patrons are able to request library materials, including media equipment and interlibrary loans, and pick them up after a 24-hour advance notice. As the campus re-opens, the library will also allow patrons inside the building. Some public computers have been removed in order to ensure social distancing, but other library services and resources will remain unchanged.





## STANDARD 2.I PHYSICAL AND TECHNOLOGY INFRASTRUCTURE

**2.I.1** *Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.*

The University of Alaska Fairbanks maintains facilities located in Fairbanks, the Bristol Bay Campus in Dillingham, Chukchi Campus in Kotzebue, Interior Alaska Campus in Fairbanks, Kuskokwim Campus in Bethel, Northwest Campus in Nome, and the Community and Technical College in Fairbanks. The Agricultural and Forestry Experiment Stations, Kodiak

Seafood and Marine Science Center, Lena Point, Poker Flat Research Range, Seward Marine Center, and the Toolik Field Station buildings, along with research sites in Homer, Cantwell, and North Pole, and the KUAC public radio structures in Healy, Nenana, and Central are also counted under UAF facilities.

### MASTER PLAN

The University of Alaska Board of Regents Policy [05.12.050](#) requires a campus master plan that is reviewed and updated on a five- to seven-year cycle. The UAF Master Planning Committee assists the chancellor in implementing and updating the [plan](#). The overall direction of the master plan is to modernize university facilities and the student experience. It supports the academic, strategic, and capital plans by identifying existing and preferred campus land uses, buildings, landscapes, open space, pedestrian and vehicular circulation systems, and conceptual plans for development and improvement. The current campus master plan was approved by the Board of Regents on February 20, 2020, and designed to support the UA System 2025 goals and UAF’s accreditation and strategic goals. The six community campuses—Bristol Bay, Chukchi, Interior Alaska, Kuskokwim, Northwest, and the Community and Technical College—each have separate master

plans. These plans define a framework so that each of the campuses, the university, the city, and state leaders can make future decisions on upgrading existing systems and accommodating new facilities. The plans address the challenges and opportunities at each campus, including a rising demand for more sophisticated and technologically enriched academic facilities, a need to address the deferred maintenance backlog, and the need for collaborative planning.



## POLICIES AND PROCEDURES FOR ENSURING ACCESSIBLE, SAFE, AND SECURE FACILITIES



The [UAF Police Department](#) assures a safe and secure environment for the university community. The department employs commissioned police officers, student community service officers, and support staff. With the emergency dispatch staff, it provides service to the Fairbanks campus community 24 hours a day, seven days a week. Other services provided by the department include gun storage, locking and unlocking doors, property engraving, security escort service, special events security, bike registration, and after-hours vehicle jumpstarts and unlocks.

The department website includes crime-reporting procedures and a UAF campus safety and security document, fulfilling requirements of the Higher Education Opportunity Act. [Crime statistics](#) are posted on the department website and distributed to students, staff, and faculty each year. UAF's judicial officer and the chief of police address safety and security at new student orientation for Fairbanks students each semester. Local and state law enforcement provide safety and security for areas around Fairbanks, for the

rural community campuses, and for the UAF Community and Technical College, which is located in downtown Fairbanks.

The [University Fire Department](#) provides the Fairbanks campus and adjoining off-campus areas with emergency fire suppression, public fire safety education, fire code enforcement, and ambulance services. The fire department employs and trains student firefighters as well as employing professional firefighters. The fire department operates out of two fire stations, one on campus and the other off campus.

The UAF's [Office of Emergency Management \(OEM\)](#) is responsible for coordinating university-wide training and exercises to ensure faculty, staff, and students are prepared for emergency responses and recovery. UAF uses an emergency notification system (Rave Mobile Safety) provided by the UA System to notify students, staff, and faculty of emergency situations, campus closures, and notifications in compliance with the Clery Act.

[Safety training](#) is required of all employees, and additional specialized training is required for some occupations. Teaching assistant training organized by the Graduate School helps to ensure lab safety.

The [UAF Department of Residence Life](#) uses programmable card swipes on all of their main entrance doors. During high-traffic hours, desk staff is at main entrance doors to monitor the area and check in guests. Cameras are also in use at main entrances. Residence Life resident assistants (student staff) conduct routine safety and security rounds.

## HAZARDOUS MATERIALS

[Environmental Health, Safety, and Risk Management \(EHS&RM\)](#) integrates environmental health, safety, and risk management rules, regulations, and best practices into the university's education and research mission. This unit also helps the faculty, staff, and students develop and implement programs, including training, emergency response, analysis of specific environmental problems, and operational risk assessment. UAF's Hazardous Materials programs guide both nonradioactive and radioactive hazardous materials management. The requirements before

personnel may acquire, transport, use, or dispose of any radioactive source or material are laid out on the [EHS&RM](#) website and addressed in training. Board of Regents policy and regulations (05.09) address authority, financing, and roles and responsibilities for risk management and environmental health and safety within the UA System. As a large quantity generator, UAF conducts shipments of hazardous waste every 90 days to EPA-permitted facilities in the Lower 48. Every two years, UAF submits a hazardous waste report to EPA Region 10.

## TECHNOLOGY MASTER PLAN

### **Equipment**

Students, faculty, staff, and administrators have the equipment they need to meet the objectives for UAF's mission. Technology grants, research grants, student fees, and UAF departments provide the funding for the purchase of technology equipment. The Alaska Training and Vocational Education Program also supplies equipment funding in high-demand and technical education areas for industry-specific, on-the-job training programs. The [UA Statewide Property Manual](#) directs how equipment is used and accounted. UAF's [Central Receiving and Property](#) unit maintains annual inventories of all property with a value of \$5,000 or more and an expected life of one year or longer. In addition, an inventory is maintained of all firearms and vehicles.

### **Access to Modern Information Technology**

The UA [Office of Information Technology](#) (OIT) provides secure, reliable, and comprehensive technology systems to the UAF community.

OIT manages the infrastructure throughout its life cycle, routinely monitors and plans the replacement of aging legacy systems with efficient enterprise systems, transforms the infrastructure required to support these systems, and provides an effective, customer-focused portfolio of technology services.

As a component of the larger UA IT system, UAF maintains over 130 smart classrooms, wireless access across the UAF campus, and three computer labs on the Fairbanks campus that are available to all UAF students regardless of program or department affiliation. In addition, there are 52 digital labs of varying sizes and capabilities maintained by academic departments. Beyond the UAF core campus, each community campus has a computer lab. UAF uses Google Apps for Education. This service includes university webmail and IMAP/POP3 access for desktop clients as well as hand-held devices. Other applications through the Google Apps interface include Google Calendar, Docs, Chat, Video, Groups, and Sites.

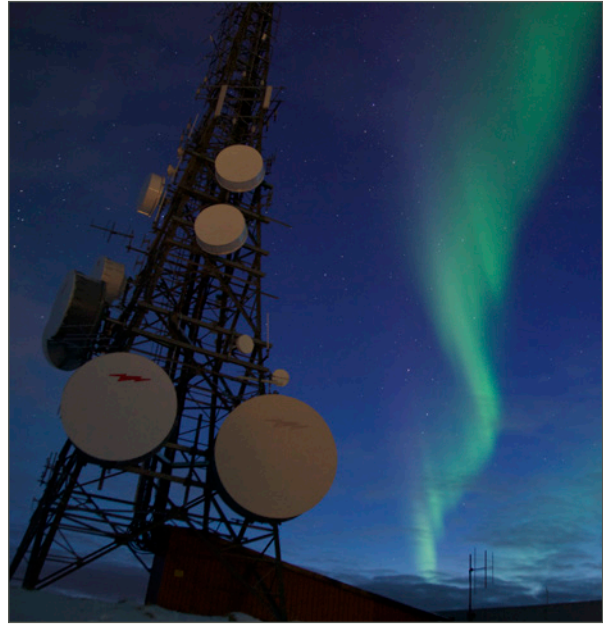
In response to the COVID 19 Stay at Home policies, the UAF OIT rapidly adapted computer systems and on-line options, set up WiFi hotspots in parking lots, and supported a large array of distance delivery tools during the spring and summer 2020 semesters.

### Online Learning

UAF [eCampus](#) provides instructional design and a wide range of faculty development in the use of instructional technology and course development through hands-on clinics, publications, and live and web-broadcast events.

UAF eCampus has a team of 11 instructional designers and media producers who provide end-to-end faculty development and support for UAF educators using technology to enhance, supplement, or deliver their courses online. The massive switch to online classes from face-to-face teaching that occurred in the spring and summer of 2020 due to the COVID-19 response was spearheaded by faculty with ongoing support from eCampus.

Since fall 1999, UAF has used Blackboard Learn to enhance and complement traditional in-classroom learning, offering a flexible platform for hybrid and online courses. OIT introduced Kaltura's lecture capture and live stream service in 2016 to the entire UA System. As of May 2020, eight auditoriums on the Fairbanks campus are designed with lecture capture, although any room with video conferencing equipment also has lecture capture capability. Additional sites include one dedicated room each in Delta Junction, Fort Yukon, Tok, Palmer, and Seward; two rooms in Kodiak; and seven at the Community and Technical College in Fairbanks. OIT [Video Conferencing Services](#) designs, builds, and operates the videoconferencing infrastructure for the



UA System. This infrastructure assigns videoconferencing network traffic a high priority across the UA wide-area network to ensure high-quality HD videoconferencing. OIT operates the network connection and VoIP for the National Science Foundation global class research vessel *R/V Sikuliaq*, based at UAF's Seward Marine Center.

In the spring of 2020, UAF joined the edX consortium. Membership with edX provides several benefits related to UAF's mission. UAF plans to make use of the platform to share its unique academic expertise in Arctic research, Alaska Native languages and culture, as well as its topical expertise on global climate change from the Arctic and northern perspective. The University also plans to maximize opportunities to build awareness of its online programs in these areas and ultimately to drive enrollment to UAF. More practically, designing online learning experiences for the global stage has helped UAF eCampus challenge and retain its most qualified design professionals as well as improve its design strategies around universal and accessible course design.



**IT Support of Operations, Research, and Teaching**

The [Butrovich Computer Facility](#) data center houses dedicated and virtual servers that support both UA and UAF mission-critical applications and functions. These include the UA System web presence, ERP (Ellucian Banner), UAF learning management system (Blackboard Learn), UA campus cards (Blackboard Transact), UA Digital Document Imaging (OnBase), application databases, administrative and student file and

print services, web services, distance education, and departmental applications. OIT provides UAF’s Banner administrative applications (e.g., student information, finance, accounting, and human resources). This arrangement permits the consolidation of technology infrastructure associated with applications, servers, and systems operation at Fairbanks. It also allows delivery of all services through the UA Statewide backbone network to campus users on UAF’s regional network.

**TECHNOLOGY AND EQUIPMENT UPDATE AND REPLACEMENT PLAN**

UAF’s technology fee provides base funding for technological infrastructure and replacement. These funds are used to maintain smart classrooms and improve computer and other technology. The funds are also used to support student access to library materials and awards for undergraduate instructional equipment. In addition, the funds are used for the maintenance

and expansion of the network and associated activities that provide access to such services.

Due to the distributed nature of technology funding at UAF, the institution does not have a central technology update and replacement plan. Each unit that provides technology support reviews its needs and direction in relation to its customer base and plans for updates accordingly.

**EMERGENCY PREPAREDNESS AND CONTINGENCY PLANNING**

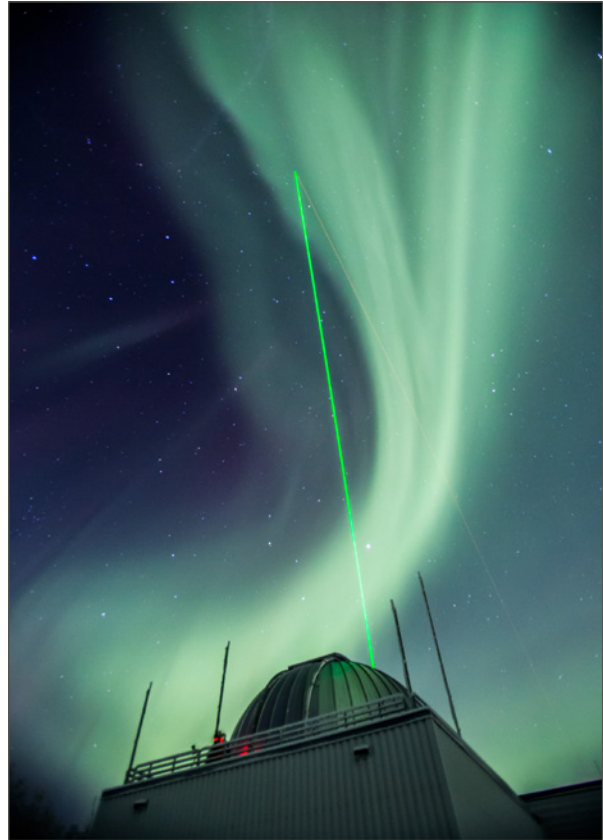
The UAF [Office of Emergency Management](#) (OEM), under the direction of the UAF fire chief, is responsible for emergency preparedness. UAF organizes, coordinates, and directs available resources toward an effective response to, and recovery from, any emergency. The effectiveness of this effort depends on the development of a comprehensive all-hazards emergency operations plan (EOP) and individual department emergency action plans (EAPs). The EOP is one component of a comprehensive emergency management program at UAF that focuses on preparedness, mitigation, recovery, and response activities. The plan consists of an overview, the



basic plan with emergency support function annexes, support annexes, and hazard-specific annexes based on an all-hazards approach. The hazard-specific annexes are those that the OEM has found to present the greatest risk to UAF based on a hazard and vulnerability analysis. The basic plan and accompanying annexes apply to all of the university's locations.

The EOP establishes the authority and responsibilities of campus officials and staff members and requires all units to designate building safety coordinators with the authority and responsibility to develop detailed EAPs. All UAF departmental divisions have EAPs specifying the responsibilities of building occupants and initial actions to take in the event of an emergency. EAPs are actionable at the onset of an emergency, providing for efficient and safe evacuation and accountability of UAF employees. The designated UAF building coordinator for each building maintains the EAP annually and as needed.

UAF relies on the [National Fire Protection Association Standard 1600, Standard on Continuity, Emergency, and Crisis Management, 2019 Edition](#), as a guide for emergency management, disaster management, and business continuity management activities. The result is a single integrated approach to the emergency management cycle of prevention, mitigation, preparedness, response, and recovery. In case of disaster, much of UAF course delivery could continue online. The registrar's office sets up every course (except the reserved numbers, like thesis research) in Blackboard each semester. This offers a way to continue to offer many courses by distance even if use of the campus is limited or impossible. eCampus expertise, and the fact that many faculty already teach some eCampus courses, are an asset in shifting to distance delivery as well. The recent COVID-19



response has shown that UAF can successfully switch to fully online instruction with very little notice, converting about 1,000 face-to-face courses to distance delivery within two weeks.

OIT has prepared for computing disaster recovery by replicating backups of critical systems to a combination of locales, including both a data center in Hillsboro, Oregon, and the cloud via Amazon Web Services. In the event of data loss in the Butrovich Computer Facility, data can be retrieved from these locations.

UAF has incorporated enterprise risk management into routine capital planning activities. This involves the Chancellor's Cabinet in identifying the most serious risks to continuity of operations and developing plans to mitigate those risks on a yearly basis. As an example, UAF identified the potential failure of UAF's only source of heat and affordable electricity,

the 50-year-old Atkinson Power Plant, as the institution’s most serious risk. The approach to mitigation was two-fold: (1) UAF directed maintenance and renewal and renovation funding toward alleviation of the most critical issues (e.g., relocating the switch gear to a new facility outside the building containing the boilers), and (2) intensified efforts to plan, permit, and secure funding for a new heat and power plant. Both of these initiatives were accomplished and the new heat and power plant began operations in 2019.

In response to the COVID-19 pandemic, Chancellor White activated the UAF incident management team (IMT) as specified in the UAF emergency operations plan (EOP). The IMT is charged with supporting UAF’s response to the pandemic and, with direction from the Chancellor’s Core Cabinet, plan for the resumption of normal functions and recovery

of the university. The IMT is composed of UAF employees representing various units of the university, and is organized into three primary sections: Situation Awareness, Resources Support, and Planning Support. The team also includes liaisons from faculty, staff, and student affairs, and a public information officer. The team reports directly to the chancellor and receives policy guidance from the Core Cabinet.

During spring 2020, [UA Statewide](#) and [UAF-specific](#) sites were created to convey timely updates and information to students, faculty, and staff about the changing situation in relation to COVID-19. [Research](#) and [academic](#) continuity plans were updated and shared with the campus community, and eCampus quickly created an [instructional continuity](#) site to guide faculty in transitioning courses to online delivery in a short timeframe.







# CONCLUSION

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UAF has come a long way from the small Alaska Agricultural College and School of Mines established in 1917. It is a world leader in Arctic research and an economic and educational engine in Alaska. It is a university that celebrates and supports the Alaska Native people who have called this land home for millennia. As it moves forward, UAF does so with the strong desire to be a home for diversity of all kinds.

As it begins its second century, UAF is focused on growing its enrollment, achieving Tier 1 research status; solidifying its position as the global leader in Alaska Native and Indigenous studies; growing a culture of respect, diversity, inclusion, and caring; transforming its

commercialization enterprise; and modernizing the student experience. To grow enrollment in key academic programs and continue as a world leader in Arctic research, it must invest in campus infrastructure and create the educational experience that its future students are seeking.

This self-study has demonstrated that UAF is fulfilling its mission and is excelling in many areas. One of UAF's strengths and one of its biggest challenges is its uniquely broad mission. It is simultaneously a nationally and internationally prominent research university, a community college, and an association of rural campuses that serve primarily Alaska Native communities.



The diverse components of its mission combine to serve its students, Fairbanks, and Alaska but also explain some of the challenges in developing university-wide planning, assessment, and improvement processes and documenting them effectively.

UAF takes pride in its students' learning as demonstrated on state and national examinations, its unique programs in Alaska Native languages and culture, and the excellent research and creative activities of its faculty and students. Its achievements equal or exceed those of other public research universities on many measures, when scaled to the number of faculty in areas of research and external grant funding.

UAF recognizes a need for continued improvement in graduation rates for all students and has already undertaken efforts that have led to increased retention and degree completion. While to some extent the lower graduation rates may be a product of less selective admissions compared with other Carnegie RU/H institutions—reflecting UAF's broad access

mission—an improved graduation rate is an important goal for the institution as it moves forward. Further, UAF is committed to closing achievement gaps in retention and completion and re-emphasizing its mission to serve every student equitably.

This self-study has shown that UAF has sufficient resources and capacity, is using the performance assessments to improve, and is fulfilling its mission. Despite facing certain challenges, UAF continues to achieve the goals of a public research university and a small community college system and to be a world leader in education and research related to Alaska and the Circumpolar North. UAF has outstanding faculty and staff, improved facilities and infrastructure, and robust plans to adapt and to continue fulfilling its mission for decades to come.

UAF has challenges ahead for certain. But the challenges are visible, and as it moves forward UAF will meet these challenges, adjust, and continue offering the excellent education it is known for.



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## APPENDIX 1:

### BASIC INSTITUTIONAL DATA FORM

## NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

### Institutional Information

**Name of Institution:** University of Alaska Fairbanks  
**Mailing Address:** P.O. Box 757580  
**Address 2:** \_\_\_\_\_  
**City:** Fairbanks  
**State/Province:** Alaska  
**Zip/Postal Code:** 99775-7580  
**Main Phone Number:** (907) 474-7034  
**Country:** United States of America

### Chief Executive Officer

**Title (Dr., Mr., Ms., etc.):** Dr.  
**First Name:** Daniel  
**Last Name:** White  
**Position (President, etc.):** Chancellor  
**Phone:** (907) 474-7112  
**Fax:** (907) 474-6725  
**Email:** uaf.chancellor@alaska.edu

### Accreditation Liaison Officer

**Title (Dr., Mr., Ms., etc.):** Dr.  
**First Name:** Alexandra  
**Last Name:** Fitts  
**Position (President, etc.):** Vice Provost  
**Phone:** (907) 474-6253  
**Fax:** (907) 474-1836  
**Email:** affitts@alaska.edu

### Chief Financial Officer

**Title (Dr., Mr., Ms., etc.):** Ms.  
**First Name:** Julie  
**Last Name:** Queen  
**Position (President, etc.):** Interim Vice Chancellor of Administrative Services  
**Phone:** (907) 474-7907  
**Fax:** \_\_\_\_\_  
**Email:** julie.queen@alaska.edu



## Institutional Demographics

### Institutional Type *(Choose all that apply)*

- Comprehensive
- Specialized
- Health-Centered
- Religious-Based
- Native/Tribal
- Other (specify): \_\_\_\_\_

### Degree Levels *(Choose all that apply)*

- Associate
- Baccalaureate
- Master
- Doctorate
- If part of a multi-institution system,  
name of system: University of Alaska

### Calendar Plan *(Choose one that applies)*

- Semester
- Quarter
- 4-1-4
- Trimester
- Other (specify): \_\_\_\_\_

### Institutional Control

- City    County    State    Federal    Tribal
- Public                      OR                       Private/Independent  
 Non-Profit                      OR                       For-Profit

**Students** (all locations)

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: IPEDS)

**Official Fall:** 2019 (most recent year) FTE Student Enrollments

Classification	Current Year: Fall 2019	One Year Prior: Fall 2018	Two Years Prior: Fall 2017
Undergraduate	<b>3,150.0</b>	<b>3,356.3</b>	<b>3,591.3</b>
Graduate	<b>591.0</b>	<b>627.7</b>	<b>661.0</b>
Professional			
Unclassified	<b>649.3</b>	<b>642.0</b>	<b>636.3</b>
Total all levels	<b>4,390.3</b>	<b>4,626.0</b>	<b>4,888.7</b>

**Full-Time *Unduplicated* Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall:** 2019 (most recent year) Student Headcount Enrollments

Classification	Current Year: Fall 2019	One Year Prior: Fall 2018	Two Years Prior: Fall 2017
Undergraduate	<b>4,410</b>	<b>4,657</b>	<b>4,910</b>
Graduate	<b>973</b>	<b>975</b>	<b>1,025</b>
Professional			
Unclassified	<b>1,796</b>	<b>1,772</b>	<b>1,729</b>
Total all levels	<b>7,179</b>	<b>7,404</b>	<b>7,664</b>

NOTE: The enrollment headcounts listed above reflect values as of the fall opening extracts, as reported to IPEDS. Many late start courses are delivered at UAF, and the final headcounts for each semester are: 8,207 for fall 2019, 8,336 for fall 2018, and 8,720 for fall 2017.

**Faculty** (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Research Faculty & Staff by Highest Degree Earned
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

**Total Number:** 544 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	95	1	0	0	0	13	NA	82
Associate Professor	112	3	0	1	6	32	NA	71
Assistant Professor	94	8	1	1	11	32	NA	47
Instructor	29	1	0	0	2	20	NA	7
Lecturer and Teaching Assistant	0	0	0	0	0	0	NA	0
Research Staff and Research Assistant	161	21	0	0	5	9	NA	128
Undesignated Rank	19	0	0	0	3	2	NA	1

NOTE: The faculty headcounts above include only regular faculty members. There were an additional 285 temporary/adjunct faculty employed at UAF during fall 2019.

**Faculty** (all locations)

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.**

Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$105,130	20.2
Associate Professor	\$87,444	14.4
Assistant Professor	\$71,899	7.1
Instructor	\$66,297	11.8
Lecturer and Teaching Assistant		
Research Staff and Research Assistant	\$83,527	11.7
Undesignated Rank	\$69,024	1.8

## Institutional Finances

**Financial Information.** Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

<b>Statement of Cash Flows</b>			
<b>For the year ended June 30</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
<b>Operating revenues</b>			
Tuition and fees	41,581,491	43,192,526	44,526,560
Federal operating grants and contracts	100,766,927	97,784,869	106,404,154
State operating grants and contracts	4,919,413	4,326,796	6,058,320
Local government/private operating grants and contracts	29,885,363	30,534,675	29,339,342
Sales and services of auxiliary enterprises	14,068,780	14,111,519	15,077,644
Sales and services of educational activities	3,013,557	3,127,603	3,101,846
Other sources- operating	8,339,725	10,083,681	10,617,845
<b>Total operating revenues</b>	<b>202,575,256</b>	<b>203,161,669</b>	<b>215,125,711</b>
<b>Nonoperating revenues</b>			
State appropriations	164,754,487	160,199,903	164,413,302
Federal nonoperating grants	6,660,852	6,212,172	5,685,182
Investment income	276,514	1,011,724	1,094,907
Other nonoperating revenues	11,449,833	1,315,098	2,094,500
<b>Total nonoperating revenues</b>	<b>183,141,686</b>	<b>168,738,897</b>	<b>173,287,891</b>
<b>Total operating and nonoperating revenues</b>	<b>385,716,942</b>	<b>371,900,566</b>	<b>388,413,602</b>
<b>Other revenues and additions</b>			
Capital appropriations	21,342,725	36,833,952	4,424,178
Capital grants and gifts	2,028,119	3,371,431	3,391,461
<b>Total other revenues and additions</b>	<b>23,370,844</b>	<b>40,205,383</b>	<b>7,815,639</b>
<b>Total all operating revenues</b>	<b>409,087,786</b>	<b>412,105,949</b>	<b>396,229,241</b>
<b>Operating expenses</b>			
Instruction	92,872,585	94,286,492	94,734,553
Research	150,246,915	140,202,998	140,780,625
Public service	31,821,669	36,139,090	39,296,195
Academic support	36,999,713	37,235,813	39,315,005
Student services	25,862,551	23,539,493	23,992,991
Institutional support	33,542,859	30,151,697	33,365,198



COMPREHENSIVE SELF-EVALUATION REPORT

Scholarships and fellowship expenses, net of discounts and allowances	7,696,246	7,296,028	7,854,674
Auxiliary enterprises	18,154,390	19,483,639	20,339,888
Other functional expenses and deductions	-2,762,768	3,885,111	8,946,625
<b>Total expenses and deductions</b>	<b>394,434,160</b>	<b>392,220,361</b>	<b>408,625,754</b>
<b>Changes in net position</b>			
<b>For the year ended June 30</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
Total revenues and other additions	409,087,786	412,105,949	396,229,241
Total expenses and deductions	394,434,160	392,220,361	408,625,754
Change in net position during the year	14,653,626	19,885,588	-12,396,513
Net position beginning of year	686,642,453	691,432,360	703,828,873
Adjustments to beginning net position	.	-24,675,495	0
<b>Net position end of year</b>	<b>701,296,079</b>	<b>686,642,453</b>	<b>691,432,360</b>

Source: IPEDS Part B, Revenues by Source (2017, 2018, 2019)

Source: IPEDS Part C, Expenses by Functional Classification (2017, 2018, 2019)

Source: IPEDS Part D, Summary of Changes in Net Position (2017, 2018, 2019)

<b>Balance Sheet: Statement of Net Position</b>			
<b>For the year ended June 30</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
<b>Assets</b>			
Total current assets	112,441,954	133,272,848	107,642,422
Depreciable capital assets	742,018,365	760,250,867	688,243,251
Other noncurrent assets	289,314,436	270,967,867	391,823,944
Total noncurrent assets	1,031,332,801	1,031,218,734	1,080,067,195
<b>Total assets</b>	<b>1,143,774,755</b>	<b>1,164,491,582</b>	<b>1,187,709,617</b>
<b>Deferred outflows of resources</b>			
	26,064,511	16,543,748	26,411,260
<b>Liabilities</b>			
Long-term debt, current portion	10,588,536	11,385,950	9,012,952
Other current liabilities	29,054,645	46,167,724	31,480,158
Total current liabilities	39,643,181	57,553,674	40,493,110
Long-term debt	277,613,411	288,308,394	299,800,418
Other noncurrent liabilities	140,874,696	128,873,428	180,736,462
Total noncurrent liabilities	418,488,107	417,181,822	480,536,880
<b>Total liabilities</b>	<b>458,131,288</b>	<b>474,735,496</b>	<b>521,029,990</b>
<b>Deferred inflows of resources</b>			
	11,575,228	19,657,381	1,658,527
<b>Net Position</b>			
Invested in capital assets, net of related debt	728,272,089	716,517,303	695,521,394
Restricted- expendable	27,949,183	25,861,715	32,298,256

COMPREHENSIVE SELF-EVALUATION REPORT

Restricted- nonexpendable	910,212	712,212	1,292,212
Unrestricted	-56,998,734	-56,448,777	-37,679,502
<b>Net Position</b>	<b>700,132,750</b>	<b>686,642,453</b>	<b>691,432,360</b>

Source: IPEDS Part A, Statement of Net Position (2017, 2018, 2019)

<b>University of Alaska Fairbanks Operating Budget (Authorized) by Revenue Funding Source (in thousands) For the year ended June 30</b>			
	<b>2019</b>	<b>2018</b>	<b>2017</b>
<b>Unrestricted General Fund</b>			
General Fund Match	4,739.3	4,739.3	4,739.3
General Fund	159,155.7	153,415.0	156,584.9
General Fund (one time)	-	-	-
General Fund/Mental Health Trust Fund	50.0	50.0	50.0
<b>Unrestricted General Fund Subtotal</b>	<b>163,945.0</b>	<b>158,204.3</b>	<b>161,374.2</b>
<b>Designated General Fund</b>			
Technical Vocational Education Program (TVEP)	1,235.4	1,421.1	1,145.1
<i>University Receipts</i>			
Interest Income	15.0	5.0	1.5
Auxiliary Receipts	17,063.2	17,400.4	17,406.4
Student Tuition/Fees	50,679.1	52,479.1	50,379.1
Indirect Cost Recovery (ICR)	26,893.0	27,893.0	27,893.0
University Receipts	47,166.4	47,239.2	56,932.0
<b>Designated General Fund Subtotal</b>	<b>143,052.1</b>	<b>146,437.8</b>	<b>153,757.1</b>
<b>Federal &amp; Other Funds</b>			
Federal Receipts	101,540.0	101,540.0	107,624.1
State Inter-Agency Receipts	6,232.1	6,232.1	5,732.1
MHTAAR	-	-	-
CIP Receipts	7,349.4	7,349.4	7,349.4
UA Intra-Agency Receipts	33,768.5	33,768.5	33,768.5
<b>Federal &amp; Other Funds Subtotal</b>	<b>148,890.0</b>	<b>148,890.0</b>	<b>154,474.1</b>
<b>Designated General Funds, Federal &amp; Other Funds Subtotal</b>	<b>291,942.1</b>	<b>295,327.8</b>	<b>308,231.2</b>
<b>Total UAF Authorized Operating Budget</b>	<b>455,887.1</b>	<b>453,532.1</b>	<b>469,605.4</b>

Source: UA System BOR Authorized Operating Budget (Fiscal Years 2017, 2018, 2019)

University of Alaska Fairbanks Capital Budget (in thousands) Final Legislation for the Year Ended June 30			
	2019	2018	2017
<b>Deferred Maintenance (DM)/Renewal &amp; Repurposing (R&amp;R)</b>			(a)
UAF Main Campus	2,390.0	2,920.0	
UAF Community Campuses	710.0	217.0	
New Starts/Continuation	-	-	(b)
Research for Alaska	-	-	-
Total UAF Capital Budget (final legislation)	3,100.0	3,137.0	-

Source: UA System Approved Operating & Capital Budget (Fiscal Years 2017, 2018, 2019)

(a) \$10M was reallocated from the FY17 Operating budget to fund priority deferred maintenance/renewal and repurposing projects.

(b) \$3M was reallocated from the Operating budget to pay debt service on revenue bonds issued to complete the UAF Engineering Learning & Innovation Facility (ELIF).

## FY19–FY20 Projections of Non-Tuition Revenue

### STATE GENERAL FUND (GF)

In FY19, UA received the first increase in state operating funds since FY14. This increased support was short-lived as FY20 state general fund (GF) appropriations were reduced for UA as a result of a multiyear budget reduction stepdown agreement.

The FY20 budget planning and development process occurred during a gubernatorial election year. Governor Walker released his budget in December 2018 and newly elected Governor Dunleavy submitted a revised FY20 budget request in February 2019. The FY20 budget planning process from February 2019 through August 2019 became an unprecedented time of budget uncertainty.

On August 13, 2019, Governor Dunleavy and the UA Board of Regents entered into a multiyear agreement (“compact”) for FY20–FY22. The compact establishes UA operating budget reductions of \$70 million over a three-year period as follows:

- FY20 UA operating budget \$302 million (-\$25 million from FY19)
- FY21 UA operating budget \$277 million (-\$25 million from FY20)
- FY22 UA operating budget \$257 million (-\$20 million from FY21)

UAF’s estimated GF reduction proportion is roughly half (50 percent) of UA’s total cut; however, unfunded fixed cost increases and internal reallocations directed to specifically defined initiatives increase the total budget reduction target across all universities.

UAF leadership continues to examine high-level priorities and collaboratively look at new models and big ideas that may allow for revenue growth or garner significant savings, and are actively looking at ways where UAF can manage its budget consistent with future goals. UAF will continue to serve its students and use strategic planning goals and NWCCU accreditation themes to guide actions. Using one-time savings is also an important method to help bridge the budget gap. UAF continues to examine a variety of cost-saving strategies, including vertical and horizontal reductions, reducing the facilities footprint, exploring shared service models, and conducting expedited academic and administrative program reviews. Revenue generation strategies include exploration of capital asset monetization, research activity, tuition setting strategy, philanthropic giving, corporate and private sponsorships, and facility improvements through industry partnerships and donors.

### **INDIRECT COST RECOVERY (ICR)**

UAF distributes indirect cost revenue (ICR) on a 60/40 basis with 60 percent dedicated to reinvestment in research, including areas that directly manage or contribute to increased sponsored program activity. The remaining 40 percent is dedicated to support services, including facilities, administrative services, and the library.

Beginning July 1, 2019 (FY19), newly negotiated Facilities and Administrative (F&A) cost rates are effective across the UA System and are in place until June 30, 2022 (FY22). At UAF, F&A rates for organized research, other sponsored activities, and Poker Flat all increased from the prior period. Actual ICR revenue may not materialize for programs until FY21 or beyond as new grant awards reflecting the increased F&A rates are received.

### **AUXILIARY FUND BALANCES, CHALLENGES, AND STRATEGIES**

As student enrollment has declined in the last several years, UAF is monitoring auxiliary functions and balances. UAF expects declining auxiliary receipts driven by declining enrollments; student housing and dining meal plans remain lower than historical levels.

Some residence halls have been closed as a cost saving measure. Several auxiliary activities at UAF are likely to undergo changes as models, revenues, and student demand for services are being examined.



## New Degree/Certificate Programs

### Substantive Changes

Substantive changes including degree or certificate programs planned for 2020 - 2021 approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

*\* This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
none			

### Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

**Programs and Academic Credit Offered at Off-Campus Sites within the United States**

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
UAF Bristol Bay Campus	527 Seward St.	Dillingham, AK 99576	General Program, associate Applied Accounting, associate Applied Business, associate Apprenticeship Technology, associate Community Health, associate and certificate Early Childhood Education, associate and certificate Human Services, associate Information Technology Specialist, associate and certificate Child Development and Family Studies, baccalaureate Rural Development, baccalaureate Social Work, baccalaureate Accounting Technician, certificate Applied Business Management, certificate Construction Trades Technology, certificate Environmental Studies, certificate Basic Carpentry, occupational endorsement Rural Surface Water Quality, occupational endorsement Rural Waste Management/ Spill Response, occupational endorsement Sustainable Energy, occupational endorsement	58	10	4

**Domestic Off-Campus Degree Programs and Academic Credit Sites** *(Continued)*

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
UAF Chukchi Campus	604 3rd Ave.	Kotzebue, AK 99752	General Program, associate Applied Accounting, associate Applied Business, associate Apprenticeship Technology, associate Community Health, associate and certificate Early Childhood Education, associate and certificate Human Services, associate Information Technology Specialist, associate and certificate Native Language Education, associate and certificate Child Development and Family Studies, baccalaureate Rural Development, baccalaureate Social Work, baccalaureate Accounting Technician, certificate Applied Business Management, certificate Rural Human Services, certificate Basic Carpentry, occupational endorsement Rural Surface Water Quality, occupational endorsement	24	1	0

**Domestic Off-Campus Degree Programs and Academic Credit Sites (Continued)**

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
UAF Interior Alaska Campus	4280 Geist Rd.	Fairbanks, AK 99775	General Program, associate Applied Accounting, associate Applied Business, associate Community Health, associate and certificate Construction Trades Technology, associate and certificate Early Childhood Education, associate and certificate Human Services, associate Information Technology Specialist, associate and certificate Tribal Management, associate and certificate Child Development and Family Studies, baccalaureate Rural Development, baccalaureate Accounting Technician, certificate Applied Business Management, certificate Rural Human Services, certificate Basic Carpentry, occupational endorsement Behavioral Health Aide, occupational endorsement Facilities Maintenance, occupational endorsement Rural Surface Water Quality, occupational endorsement Rural Utilities Business Management, occupational endorsement Sustainable Energy, occupational endorsement Tribal Justice, occupational endorsement Wildland Fire Science, occupational endorsement	52	73	12



**Domestic Off-Campus Degree Programs and Academic Credit Sites** *(Continued)*

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
UAF Community and Technical College	604 Barnette St. (and 3504 University Ave. S. for aviation programs)	Fairbanks, AK 99701	General Program, associate Applied Accounting, associate Applied Business, associate Apprenticeship Technology, associate Aviation Maintenance, associate Community Health, associate and certificate Construction Management, associate Dental Assistant, associate and certificate Drafting Technology, associate and certificate Early Childhood Education, associate and certificate Fire Science, associate Human Services, associate Information Technology Specialist, associate and certificate Medical Assistant, associate and certificate Paramedicine, associate Paralegal Studies, associate Process Technology, associate Professional Piloting, associate Child Development & Family Studies, baccalaureate Accounting Technician, certificate Airframe & Powerplant, certificate Applied Business Management, certificate Health Care Reimbursement, certificate	466	1,097	21

			<p>Instrumentation Technology, certificate</p> <p>Medical/Dental Reception, certificate</p> <p>Pre-Nursing Qualifications, certificate</p> <p>Administrative Assistant, occupational endorsement</p> <p>Bookkeeping Technician, occupational endorsement</p> <p>Entry Level Welder, occupational endorsement</p> <p>Financial Services Rep, occupational endorsement</p> <p>Medical Billing, occupational endorsement</p> <p>Medical Coding, occupational endorsement</p> <p>Medical Office Reception, occupational endorsement</p> <p>Medical Scribe, occupational endorsement</p> <p>Mining Mill Operations, occupational endorsement</p> <p>Nurse Aide, occupational endorsement</p> <p>Supervision and Personnel Management, occupational endorsement</p>			
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**Domestic Off-Campus Degree Programs and Academic Credit Sites** *(Continued)*

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Hutchison Career Center	3770 Geist Rd.	Fairbanks, AK 99709	Culinary Arts and Hospitality, associate Automotive Technology, certificate Baking and Pastry Arts, certificate Culinary Arts, certificate Diesel/Heavy Equipment, certificate	33	127	3
Fairbanks Pipeline Training Center	3600 Cartwright Ct.	Fairbanks, AK 99709	Process Technology, associate Instrumentation Technology, certificate Safety, Health & Environmental Awareness Technology, certificate	8	52	2
UAF Juneau Fisheries	17101 Point Lena Loop Rd.	Juneau, AK 99801	Fisheries, Doctorate and Masters Marine Biology, Doctorate and Masters Oceanography, Doctorate and Masters	21	41	8

**Domestic Off-Campus Degree Programs and Academic Credit Sites** *(Continued)*

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
UAF Kuskokwim Campus	201 Akiak Dr.	Bethel, AK 99559	General Program, associate Applied Accounting, associate Applied Business, associate Apprenticeship Technology, associate Community Health, associate and certificate Early Childhood Education, associate and certificate Human Services, associate Information Technology Specialist, associate and certificate Native Language Education, associate Yup'ik Language Proficiency, associate and certificate Child Development & Family Studies, baccalaureate Rural Development, baccalaureate Social Work, baccalaureate Yup'ik Language & Culture, baccalaureate Accounting Technician, certificate Applied Business Management, certificate Ethnobotany, certificate Rural Human Services, certificate Basic Carpentry, occupational endorsement Rural Surface Water Quality, occupational endorsement Sustainable Energy, occupational endorsement	50	54	9



**Domestic Off-Campus Degree Programs and Academic Credit Sites** *(Continued)*

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
UAF Northwest Campus	400 E Front St.	Nome, AK 99762	General Program, associate Applied Accounting, associate Applied Business, associate Apprenticeship Technology, associate Community Health, associate and certificate Early Childhood Education, associate and certificate Human Services, associate Information Technology Specialist, associate and certificate Child Development and Family Studies, baccalaureate Rural Development, baccalaureate Social Work, baccalaureate Applied Accounting, certificate Applied Business Management, certificate High Latitude Range Management, certificate Rural Human Services, certificate Basic Carpentry, occupational endorsement Rural Surface Water Quality, occupational endorsement Sustainable Energy, occupational endorsement	59	11	2

**Distance Education**

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. ***If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.***

***\* This listing does not substitute for a formal substantive change submission to NWCCU***

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
UAF School of Management	201 Bunnell Bldg., Fairbanks, AK 99775	Accounting, baccalaureate	Accounting	61	Y	NA
UAF Interior Alaska Campus	4280 Geist Rd., Fairbanks, AK 99775	Accounting Technician, certificate	Accounting Technician	3	N	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Accounting Technician, certificate	Accounting Technician	10	Y	NA
UAF Rural College	408 E Front St., Nome, AK 99762	Alaska Native Studies, baccalaureate	Alaska Native Studies	12	N	NA
UAF College of Liberal Arts	310 Eielson Bldg., Fairbanks, AK 99775	Anthropology, baccalaureate	Anthropology	5	Y	NA
UAF College of Liberal Arts	310 Eielson Bldg., Fairbanks, AK 99775	Anthropology, doctorate	Anthropology	8	Y	NA
UAF College of Liberal Arts	310 Eielson Bldg., Fairbanks, AK 99775	Anthropology, masters	Anthropology	6	Y	NA
UAF Bristol Bay Campus	527 Seward St., Dillingham, AK 99576	Applied Accounting, associate	Applied Accounting	1	N	NA
UAF Interior Alaska Campus	4280 Geist Rd., Fairbanks, AK 99775	Applied Accounting, associate	Applied Accounting	3	N	NA
UAF Kuskokwim Campus	204 Akiak Dr., Bethel, AK 99559	Applied Accounting, associate	Applied Accounting	1	N	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Applied Accounting, associate	Applied Accounting	30	Y	NA
UAF Interior Alaska Campus	4280 Geist Rd., Fairbanks, AK 99775	Applied Business, associate	Applied Business	1	N	NA

**Distance Education** (continued)

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Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
UAF Northwest Campus	408 E Front St., Nome, AK 99762	Applied Business, associate	Applied Business	6	N	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Applied Business, associate	Applied Business	58	Y	NA
UAF Interior Alaska Campus	4280 Geist Rd., Fairbanks, AK 99775	Applied Business Management, certificate	Applied Business Management	1	N	NA
UAF Northwest Campus	408 E Front St., Nome, AK 99762	Applied Business Management, certificate	Applied Business Management	2	N	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Applied Business Management, certificate	Applied Business Management	12	Y	NA
UAF School of Management	201 Bunnell Bldg., Fairbanks, AK 99775	Applied Management, baccalaureate	Applied Management	15	Y	NA
UAF College of Liberal Arts	613B Gruening Bldg., Fairbanks, AK 99775	Arctic and Northern Studies, baccalaureate	Arctic and Northern Studies	2	Y	NA
UAF College of Liberal Arts	613B Gruening Bldg., Fairbanks, AK 99776	Arctic and Northern Studies, masters	Arctic and Northern Studies	4	Y	NA
UAF College of Liberal Arts	310 Fine Arts/Theater Complex, Fairbanks, AK 99775	Art, baccalaureate	Art	8	Y	NA
UAF Bristol Bay Campus	527 Seward St., Dillingham, AK 99576	Associate of Arts, associate	Associate of Arts	4	N	NA
UAF Chukchi Campus	604 3rd Avenue, Kotzebue, AK 99752	Associate of Arts, associate	Associate of Arts	1	N	NA
UAF Interior Alaska Campus	4280 Geist Rd., Fairbanks, AK 99775	Associate of Arts, associate	Associate of Arts	28	N	NA
UAF Kuskokwim Campus	204 Akiak Dr., Bethel, AK 99559	Associate of Arts, associate	Associate of Arts	18	N	NA
UAF Northwest Campus	408 E Front St., Nome, AK 99762	Associate of Arts, associate	Associate of Arts	7	N	NA

**Distance Education** (continued)

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Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Associate of Arts, associate	associate of arts	75	N	NA
UAF Interior Alaska Campus	4280 Geist Rd., Fairbanks, AK 99775	Associate of Science, associate	associate of Science	27	N	NA
UAF College of Natural Science and Mathematics	101 Murie Bldg., Fairbanks, AK 99775	Biological Sciences, baccalaureate	Biological Sciences	3	Y	NA
UAF College of Natural Science and Mathematics	101 Murie Bldg., Fairbanks, AK 99775	Biological Sciences, doctorate	Biological Sciences	20	Y	NA
UAF College of Natural Science and Mathematics	101 Murie Bldg., Fairbanks, AK 99775	Biological Sciences, masters	Biological Sciences	17	Y	NA
UAF School of Management	201 Bunnell Bldg., Fairbanks, AK 99775	Business Administration, baccalaureate	Business Administration	141	Y	NA
UAF School of Management	201 Bunnell Bldg., Fairbanks, AK 99775	Business Administration, masters	Business Administration	81	Y	NA
UAF College of Natural Science and Mathematics	194 Reichardt Bldg., Fairbanks, AK 99775	Chemistry, baccalaureate	Chemistry	6	Y	NA
UAF College of Natural Science and Mathematics	194 Reichardt Bldg., Fairbanks, AK 99775	Chemistry, masters	Chemistry	4	Y	NA
UAF Interior Alaska Campus	4280 Geist Rd., Fairbanks, AK 99775	Child Development and Family Studies, baccalaureate	Child Development and Family Studies	3	N	NA
UAF Kuskokwim Campus	204 Akiak Dr., Bethel, AK 99559	Child Development and Family Studies, baccalaureate	Child Development and Family Studies	4	N	NA
UAF Northwest Campus	408 E Front St., Nome, AK 99762	Child Development and Family Studies, baccalaureate	Child Development and Family Studies	1	N	NA
UAF Rural College	408 E Front St., Nome, AK 99762	Child Development and Family Studies, baccalaureate	Child Development and Family Studies	25	N	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Child Development and Family Studies, baccalaureate	Child Development and Family Studies	14	Y	NA



**Distance Education** (continued)

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Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
UAF College of Liberal Arts	101 Bunnell Bldg., Fairbanks, AK 99775	Communication, baccalaureate	Communication	21	Y	NA
UAF Chukchi Campus	604 3rd Avenue, Kotzebue, AK 99752	Community Health, associate	Community Health	1	N	NA
UAF Northwest Campus	408 E Front St., Nome, AK 99762	Community Health, associate	Community Health	1	N	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Community Health, associate	Community Health	3	N	NA
UAF College of Engineering and Mines	527 Duckering Bldg., Fairbanks, AK, 99775	Computer Science, baccalaureate	Computer Science	12	Y	NA
UAF CNSM School of Education	709 Gruening Bldg., Fairbanks, AK 99775	Counseling, licensure	Counseling	10	Y	NA
UAF CNSM School of Education	709 Gruening Bldg., Fairbanks, AK 99775	Counseling, masters	Counseling	43	Y	NA
UAF College of Liberal Arts	101 Bunnell Bldg., Fairbanks, AK 99775	Digital Journalism, baccalaureate	Digital Journalism	3	Y	NA
UAF Bristol Bay Campus	527 Seward St., Dillingham, AK 99576	Early Childhood Education, associate	Early Childhood Education	2	N	NA
UAF Interior Alaska Campus	4280 Geist Rd., Fairbanks, AK 99775	Early Childhood Education, associate	Early Childhood Education	11	N	NA
UAF Kuskokwim Campus	204 Akiak Dr., Bethel, AK 99559	Early Childhood Education, associate	Early Childhood Education	10	Y	NA
UAF Northwest Campus	408 E Front St., Nome, AK 99762	Early Childhood Education, associate	Early Childhood Education	3	N	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Early Childhood Education, associate	Early Childhood Education	31	Y	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Early Childhood Education, certificate	Early Childhood Education	3	Y	NA

**Distance Education** *(continued)*

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Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
UAF CNSM School of Education	709 Gruening Bldg., Fairbanks, AK 99775	Education, masters	Education	30	Y	NA
UAF CNSM School of Education	709 Gruening Bldg., Fairbanks, AK 99775	Elementary Education, baccalaureate	Elementary Education	103	Y	NA
UAF CNSM School of Education	709 Gruening Bldg., Fairbanks, AK 99775	Elementary Education, licensure	Elementary Education	2	Y	NA
UAF College of Liberal Arts	850 Gruening Bldg., Fairbanks, AK 99775	English, baccalaureate	English	21	Y	NA
UAF Bristol Bay Campus	527 Seward St., Dillingham, AK 99576	Environmental Studies, certificate	Environmental Studies	1	Y	NA
UAF Kuskokwim Campus	204 Akiak Dr., Bethel, AK 99559	Ethnobotany, certificate	Ethnobotany	6	Y	NA
UAF College of Liberal Arts	404 Gruening Bldg., Fairbanks, AK 99775	Film and Performing Arts, baccalaureate	Film and Performing Arts	2	Y	NA
UAF College of Fisheries and Ocean Sciences	245 O'Neill Bldg., Fairbanks, AK 99775	Fisheries, baccalaureate	Fisheries	4	Y	NA
UAF College of Fisheries and Ocean Sciences	246 O'Neill Bldg., Fairbanks, AK 99775	Fisheries, doctorate	Fisheries	17	Y	NA
UAF College of Fisheries and Ocean Sciences	247 O'Neill Bldg., Fairbanks, AK 99775	Fisheries, masters	Fisheries	18	Y	NA
UAF College of Fisheries and Ocean Sciences	247 O'Neill Bldg., Fairbanks, AK 99775	Fisheries & Marine Sciences, baccalaureate	Fisheries & Marine Sciences	8	Y	NA
UAF College of Liberal Arts	608 Gruening Bldg., Fairbanks, AK 99775	Foreign Languages, baccalaureate	Foreign Languages	3	Y	NA
UAF Office of the Provost	311 Signers' Hall, Fairbanks, AK 99775	General Studies, baccalaureate	General Studies	49	N	NA
UAF College of Natural Science and Mathematics	309 Reichardt Bldg., Fairbanks, AK 99775	Geography, baccalaureate	Geography	1	Y	NA

**Distance Education** *(continued)*

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Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Health Care Reimbursement, certificate	Health Care Reimbursement	31	Y	NA
UAF College of Liberal Arts	605 Gruening Bldg., Fairbanks, AK 99775	History, baccalaureate	History	11	Y	NA
UAF School of Management	201 Bunnell Bldg., Fairbanks, AK 99775	Homeland Security and Emergency Management, baccalaureate	Homeland Security and Emergency Management	94	Y	NA
UAF School of Management	201 Bunnell Bldg., Fairbanks, AK 99775	Homeland Security and Emergency Management, masters	Homeland Security and Emergency Management	1	Y	NA
UAF Bristol Bay Campus	527 Seward St., Dillingham, AK 99576	Human Services, associate	Human Services	1	Y	NA
UAF Interior Alaska Campus	4280 Geist Rd., Fairbanks, AK 99775	Human Services, associate	Human Services	1	Y	NA
UAF Kuskokwim Campus	204 Akiak Dr., Bethel, AK 99559	Human Services, associate	Human Services	1	Y	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Human Services, associate	Human Services	3	Y	NA
UAF Office of the Provost	311 Signers' Hall, Fairbanks, AK 99775	Indigenous Studies, doctorate	Indigenous Studies	25	N	NA
UAF Office of the Provost	311 Signers' Hall, Fairbanks, AK 99775	Indigenous Studies, masters	Indigenous Studies	4	N	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Information Technology Specialist, associate	Information Technology Specialist	38	Y	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Information Technology Specialist, certificate	Information Technology Specialist	5	Y	NA
UAF Office of the Provost	311 Signers' Hall, Fairbanks, AK 99775	Interdisciplinary Studies, baccalaureate	Interdisciplinary Studies	29	N	NA
UAF Office of the Provost	311 Signers' Hall, Fairbanks, AK 99775	Interdisciplinary Studies, doctorate	Interdisciplinary Studies	2	N	NA

**Distance Education** (continued)

*\* This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/ Certificate Name/ Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co- Sponsoring Organization (if applicable)
UAF College of Liberal Arts	400 Brooks Bldg., Fairbanks, AK 99775	Inupiaq Eskimo, baccalaureate	Inupiaq Eskimo	2	Y	NA
UAF College of Liberal Arts	501 Gruening Bldg., Fairbanks, AK 99775	Justice, baccalaureate	Justice	88	Y	NA
UAF College of Liberal Arts	501 Gruening Bldg., Fairbanks, AK 99775	Justice Administration, masters	Justice Administration	14	Y	NA
UAF College of Liberal Arts	413 Brooks Bldg., Fairbanks, AK 99775	Linguistics, baccalaureate	Linguistics	3	Y	NA
UAF School of Fisheries and Ocean Sciences	248 O'Neill Bldg., Fairbanks, AK 99775	Marine Biology, doctorate	Marine Biology	6	Y	NA
UAF School of Fisheries and Ocean Sciences	249 O'Neill Bldg., Fairbanks, AK 99775	Marine Biology, masters	Marine Biology	3	Y	NA
UAF College of Natural Science and Mathematics	101 Chapman Bldg., Fairbanks, AK 99775	Mathematics, doctorate	Mathematics	1	Y	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Medical, Dental Reception, certificate	Medical/Dental Reception	2	Y	NA
UAF College of Natural Science and Mathematics	303 O'Neill Bldg., Fairbanks, AK 99775	Natural Resources & Environment, baccalaureate	Natural Resources & Environment	3	Y	NA
UAF School of Fisheries and Ocean Sciences	250 O'Neill Bldg., Fairbanks, AK 99775	Oceanography, doctorate	Oceanography	5	Y	NA
UAF School of Fisheries and Ocean Sciences	251 O'Neill Bldg., Fairbanks, AK 99775	Oceanography, masters	Oceanography	4	Y	NA
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Paralegal Studies, associate	Paralegal Studies	16	Y	NA
UAF College of Liberal Arts	702 Gruening Bldg., Fairbanks, AK 99775	Philosophy, baccalaureate	Philosophy	1	Y	NA
UAF College of Liberal Arts	603C Gruening Bldg., Fairbanks, AK 99775	Political Science, baccalaureate	Political Science	3	Y	NA



**Distance Education** (continued)

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Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
UAF Community and Technical College	604 Barnette St., Fairbanks, AK 99701	Pre-Nursing Qualifications, certificate	Pre-Nursing Qualifications	59	Y	NA
UAF College of Liberal Arts	705E Gruening Bldg., Fairbanks, AK 99775	Psychology, baccalaureate	Psychology	119	Y	NA
UAF Bristol Bay Campus	527 Seward St., Dillingham, AK 99576	Rural Development, baccalaureate	Rural Development	1	N	NA
UAF Interior Alaska Campus	4280 Geist Rd., Fairbanks, AK 99775	Rural Development, baccalaureate	Rural Development	5	N	NA
UAF Rural College	408 E Front St., Nome, AK 99762	Rural Development, baccalaureate	Rural Development	20	N	NA
UAF Rural College	408 E Front St., Nome, AK 99762	Rural Development, masters	Rural Development	6	N	NA
UAF CNSM School of Education	709 Gruening Bldg., Fairbanks, AK 99775	Secondary Education, baccalaureate	Secondary Education	14	Y	NA
UAF CNSM School of Education	709 Gruening Bldg., Fairbanks, AK 99775	Secondary Education, licensure	Secondary Education	23	Y	NA
UAF School of Management	201 Bunnell Bldg., Fairbanks, AK 99775	Security & Disaster Management, masters	Security & Disaster Management	35	Y	NA
UAF Bristol Bay Campus	527 Seward St., Dillingham, AK 99576	Social Work, baccalaureate	Social Work	1	N	NA
UAF College of Liberal Arts	601D Gruening Bldg., Fairbanks, AK 99775	Social Work, baccalaureate	Social Work	59	Y	NA
UAF Kuskokwim Campus	204 Akiak Dr., Bethel, AK 99559	Social Work, baccalaureate	Social Work	2	N	NA
UAF CNSM School of Education	709 Gruening Bldg., Fairbanks, AK 99775	Special Education, licensure	Special Education	19	Y	NA
UAF CNSM School of Education	709 Gruening Bldg., Fairbanks, AK 99775	Special Education, masters	Special Education	5	Y	NA

**Distance Education** (continued)

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Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
UAF School of Management	201 Bunnell Bldg., Fairbanks, AK 99775	Sport & Recreation Business, baccalaureate	Sport & Recreation Business	9	Y	NA
UAF College of Natural Science and Mathematics	101 Chapman Bldg., Fairbanks, AK 99775	Statistics, masters	Statistics	1	Y	NA
UAF Interior Alaska Campus	4280 Geist Rd., Fairbanks, AK 99775	Tribal Management, associate	Tribal Management	11	Y	NA
UAF Interior Alaska Campus	4280 Geist Rd., Fairbanks, AK 99775	Tribal Management, certificate	Tribal Management	7	Y	NA
UAF College of Liberal Arts	400 Brooks Bldg., Fairbanks, AK 99775	Yup'ik Eskimo, baccalaureate	Yup'ik Eskimo	1	Y	NA

**Programs and Academic Courses Offered at Sites Outside the United States**

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

**Programs and Academic Credit Offered at Sites outside the United States\***

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Hokkaido University	Kita 8 Nishi 5	Sapporo, Hokkaido 060-0808 Japan	Mechanical Engineering, Japanese Studies	15	2	0
Hokkaido University of Education	5-3-1 Ainosato, Kita-ku	Sapporo, Hokkaido, 002-8501 Japan	Japanese Studies	10	1	0
Macquarie University	Advancement, Bldg. 1, 58 Waterloo Rd.	NSW, 2113, Australia	Business Administration	4	1	0
Nagoya Gakuin University	1-25 Atsuta Nishimachi, Atsuta Ward	Nagoya, Aichi 456-8612, Japan	Japanese Studies	40	4	0
Osaka Gakuin University	International Center Office, 2-36-1 Kishi-be-Minami, Suita-shi	Osaka, 564-8511, Japan	Japanese Studies	20	2	0
Richmond, The American International University in London-Rome Center	Piazza Sant'Andrea della Valle 6	00186 Rome, Italy	Foreign Language	1	1	0
Semester at Sea	Institute for Shipboard Education, Colorado State University Campus Delivery 1587	Fort Collins, CO 80523-1587	Business Administration, Geography	8	2	0
University of Akureyri	Nordurslod 2	600 Akureyri, Iceland	Political Science	4	1	0
University of Carlos III of Madrid	Avda. Universidad, 30	28911 Leganes, Madrid, Spain	General Studies	5	1	0
University of the Basque Country	Barrio Sarriena s/n	48940 Leioa, Bizkaia, Spain	Art	8	1	0
University of Glasgow	Level 2, The Fraser Bldg., University Avenue	Glasgow G12 8QQ, Scotland, United Kingdom	Elementary Education, History	16	2	0
University of Heidelberg	Seminarstraße 2	Heidelberg D-69117 Germany	Anthropology, Political Science	5	1	0

**Programs and Academic Courses Offered at Sites Outside the United States** *(continued)*

<b>Name of Site</b>	<b>Physical Address</b>	<b>City, State, Zip</b>	<b>Degree Programs</b>	<b>Academic Credit Courses</b>	<b>Student Headcount</b>	<b>Faculty Headcount</b>
University of Seville	c/ Porvenir, 15	41013, Seville, Spain	Spanish	4	1	0
University of Stirling	University of Stirling, Stirling FK9	4LA, United Kingdom	Natural Resources Management, English	4	1	0
University of Sussex	Sussex House, Southern Ring Rd, Falmer, Brighton,	East Sussex BN1 9RH, United Kingdom	Mathematics	4	1	0

\*As arranged through study abroad exchange; courses not offered by UAF.



## APPENDIX 2:

### INDICATORS OVERVIEW

University of Alaska Fairbanks

Core Themes, Objectives, and Indicators

Core Theme	Objective	Indicator	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<b>Educate: Undergraduate and Graduate Students and Lifelong Learners</b>	Objective 1: Meet standards for learning outcomes of academic programs.	Indicator 1: Students achieve intended learning outcomes within their programs.	N/A	4	3	4	1	5	4	2
		Indicator 2: Students perform similarly to peers on programmatic national exams.	3	3	3	3	3	3	3	3
	Objective 2: Retain and graduate degree-seeking undergraduate students.	Indicator 3: First-time undergraduate degree-seeking students persist and graduate.	4	4	5	5	5	5	5	4
		Indicator 4: Seniors score similarly to their peers at other institutions on the ETS Proficiency Profile examination.	N/A	5	5	N/A	5	N/A	N/A	N/A
	Objective 3: Prepare undergraduate students for further study, future employment, and contemporary life.	Indicator 5: Graduates enroll in further higher education programs.	4	4	4	4	4	4	4	4
		Indicator 6: Seniors respond similarly to their peers at other institutions to select National Survey of Student Engagement questions.	N/A	3	N/A	N/A	3	N/A	N/A	3
	Objective 4: Mentor or guide graduate students to master a subject area or advance knowledge.	Indicator 7: Graduates secure jobs or continue their education.	4	4	4	4	5	5	5	5
		Indicator 8: Students produce independently reviewed research and creative products. (same as indicator 14)	5	5	5	5	5	5	5	5
	Objective 5: Conduct and disseminate basic and applied research.	Indicator 9: Faculty publish peer-reviewed journal articles, book chapters, and books.	3	4	3	4	3	5	5	5
		Indicator 10: Faculty conduct externally funded research at a rate comparable to peer research institutions.	5	5	5	4	5	5	5	5
<b>Research: Create and Disseminate New Knowledge, Insight, Technology, Artistic, and Scholarly Works</b>	Objective 6: Exhibit and perform creative works.	Indicator 11: Faculty publications are commonly cited.	5	5	5	5	5	5	5	
		Indicator 12: Faculty perform and exhibit at the state, national, and international level.	5	4	4	5	3	2	2	
	Objective 7: Engage graduate and baccalaureate students in research, scholarship, and creative activity.	Indicator 13: Baccalaureate students complete a research course or project.	5	5	5	5	5	5	5	
		Indicator 14: Students produce independently reviewed research and creative products. (same as indicator 8)	5	5	5	5	5	5	5	
	Objective 8: Collect, preserve, and provide access to intellectual, cultural, and natural history collections.	Indicator 15: UA Museum of the North collections are used for research by visiting scholars and students.	5	5	5	5	5	5	5	
		Indicator 16: Rasmuson Library Alaska and Polar Regions collections are used by scholars, students, and the public.	5	5	5	5	5	5	5	
	Objective 9: Prepare students for the professional, career and technical workforce.	Indicator 17: Professional, career and technical students graduate in Alaska Department of Labor and Workforce Development high-demand job area programs.	5	4	5	5	5	5	5	
		Indicator 18: Rural campus students graduate in Alaska Department of Labor and Workforce Development high-demand job area programs or from programs that prepare them for rural jobs.	3	2	3	2	3	3	3	
	<b>Prepare: Alaska's Career, Technical, and Professional Workforce</b>	Objective 10: Help prepare secondary students for postsecondary career pathways.	Indicator 19: Professional, career and technical students pass programmatic state or national exams.	5	5	5	5	5	5	
			Indicator 20: High school students complete tech prep courses and programs.	2	5	5	5	5	5	

Below Mission Expectation	Meets Mission Expectation	Above Mission Expectation
1	2	3
4	5	5

University of Alaska Fairbanks

Core Themes, Objectives, and Indicators

Core Theme	Objective	Indicator	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
<b>Connect: Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing</b>	Objective 11: Academic programs relevant to Alaska Native and rural residents are delivered broadly across Alaska.	Indicator 21: Alaska Native and rural high school students earn certificates and degrees at rates similar to other students.	4	4	4	3	3	3	3	3
		Indicator 22: Students complete Alaska Native and rural-related courses and programs.	2	2	2	3	3	3	3	2
	Objective 12: Alaska Native knowledge and ways of knowing are integrated into academic programs.	Indicator 23: Student projects, theses, and dissertations incorporate indigenous knowledge.	2	4	5	4	5	5	5	5
		Indicator 24: Collaborative use of indigenous knowledge is demonstrated in independently reviewed research and creative products.	4	4	5	5	5	5	5	5
		Indicator 25: Alaska Native Language Archive collections are used by scholars, students, and the public.	3	2	4	N/A	N/A	5	5	N/A
<b>Engage: Alaskans through Outreach for Continuing Education and Community and Economic Development</b>	Objective 14: Partner with Alaska communities on issues of mutual interest.	Indicator 26: Partnerships demonstrate impacts that are mutually beneficial to the university and the community, and result in faculty scholarship.	5	5	5	5	5	5	5	5
		Indicator 27: Alaskans complete non-credit courses and workshops.	3	3	4	5	3	2	2	1
	Objective 15: Involve Alaskans in lifelong learning.	Indicator 28: Youth participate in the 4-H program and develop life skills.	3	3	3	3	4	3	1	1
		Indicator 29: Research-based publications intended for the general public are distributed to Alaskans.	4	4	3	4	1	1	1	5
	Objective 17: Collaborate with individuals, businesses, and agencies to diversify and grow local and state economies.	Indicator 30: Alaskans participate in advisory board meetings and consultations with service faculty and staff.	3	4	4	4	4	4	5	3
		Indicator 31: Businesses engage with UAF in agreements that lead to economic development.	5	4	5	5	2	1	2	5

Below Mission Expectation	Meets Mission Expectation	Above Mission Expectation
1	2	3
4	4	5

## APPENDIX 3:

### ENROLLMENT MANAGEMENT STRATEGIC INITIATIVES REPORT



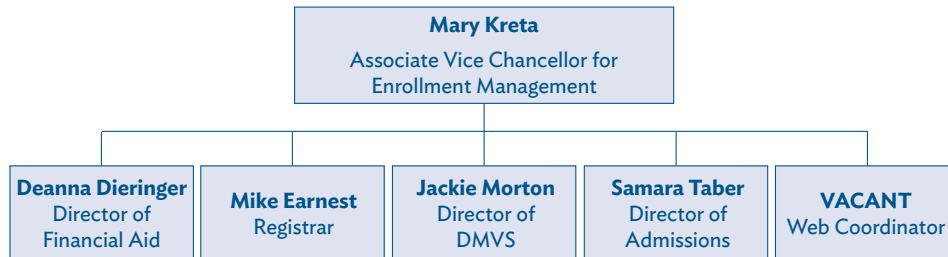
# ENROLLMENT MANAGEMENT STRATEGIC INITIATIVES



University of Alaska Fairbanks™

## ASSOCIATE VICE CHANCELLOR FOR ENROLLMENT MANAGEMENT

In order to more effectively organize, manage and lead enrollment efforts at UAF, the position of associate vice chancellor for enrollment management was created in March 2018. The position serves as the chief enrollment officer for the university and as the Strategic Enrollment Planning lead. The Offices of Admissions, Registrar, Financial Aid and the Department of Military and Veteran Services are managed by and report to Associate Vice Chancellor for Enrollment Management Mary Kreta. This alignment enables Student Affairs to work strategically to attain enrollment goals by addressing known areas of improvement, as well as to create a stable organizational structure, enabling continued forward momentum through strategic enrollment management.

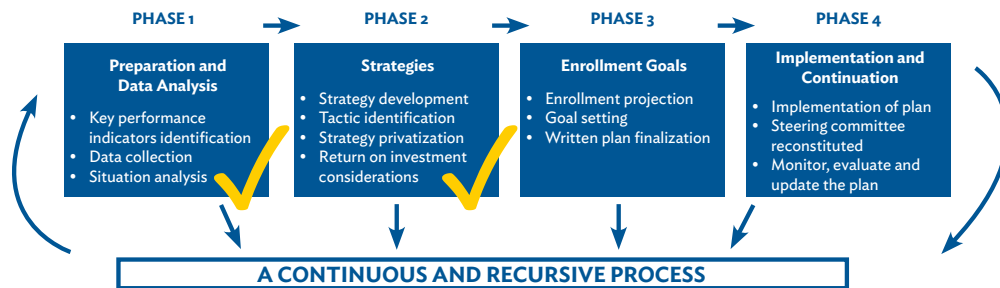


## STRATEGIC ENROLLMENT PLANNING

Strategic enrollment planning (SEP) is a data-informed process that aligns an institution’s fiscal, academic, co-curricular and enrollment resources with a changing environment to accomplish its mission and ensure long-term enrollment success and fiscal health.

Successful SEP plans have several characteristics in common: data-informed strategies, solid fiscal plans to support each strategy, concrete goals and objectives, and established systems of accountability.

UAF launched its four-phase SEP process in September 2018. Phase 1 involved evaluating the current state of enrollment and data collection needs. Phase 2 included action plan development and goal and fiscal planning. Currently, several action plans have been approved and implemented. Phase 3 is expected to begin in June 2019, with implementation in fall 2019.



As of April 2019, UAF’s SEP program had:



2018-2019 DIVERSITY INITIATIVES

**UAF Pastor’s Council**

Lead: Office of Admissions

Five faith leaders attended the first Pastor’s Council Breakfast on December 12. UAF plans to invite leaders from all local faith-based organization to bi-annual luncheons.

**Diversity Luncheons**

Lead: Office of Admissions

UAF is inviting various groups to campus to participate in reoccurring diversity luncheons where strategies can be developed to further UAF’s mission of fostering diversity and inclusion.

**Fairbanks Youth Coalition (affiliated with Big Brother Big Sister)**

Lead: Office of Admissions

The Office of Admissions is establishing a collaborative relationship with the Fairbanks Youth Coalition and their leadership. Plans are forthcoming.

**Northstar to Nanooks Partnership with FNSB School District**

Lead: Office of Admissions

The university partnered with the FNSB School District to bring elementary classes from Title 1 funding qualified schools to campus, to foster a sense of belonging at UAF.

## STUDENT SEARCH

In summer 2018, the Office of Admissions initiated a data-driven name-buy campaign combining historical data on potential applicants, enrollees and students with U.S. Census and other personal and geographic data. This data is compiled by a third-party, higher education enrollment management firm in order to create predictive analytics, more efficiently targeting UAF's most likely enrollees, as well as the geographic regions that are determined to be most productive.

This approach to student search includes continuous launches throughout the year. Each launch targets a new pool of prospective students who are not yet in the UAF inquiry pool. UAF Admissions utilizes multi-channel marketing including email messages, direct mail, tele-search and digital marketing.

**Senior Search** includes a series of email messages directed at current high school seniors with messaging that encourages response, application and campus visitation.

**Junior/Sophomore Search** includes a series of email messages directed at high school juniors, providing them with information about the college experience at UAF and inviting them to engage.

### Search Model

Predictive models are built with both short-term and long-term goals in mind, considering admissions recruitment and travel, institutional name recognition and historical enrollment.

The search model is built using three years of historical enrollment data with purchased names as the dependent variable. Data is appended to each record and to commonalities among students within a geographic market, to assess the probability that they will apply and enroll. This information is used along with academic criteria to purchase student records for the campaign.

### ForecastPLUS Model

Used primarily for ongoing territory and communication management, the ForecastPLUS model assigns a score between 0.01 (least likely) and 0.99 (most likely) to each purchased name in the UAF pool, to determine their likelihood to enroll. These variables are based on geographic, socio-economic and other information unique to each name, such as intended major and number of days as an inquiry before applying.

Scoring takes place throughout the search cycle to help staff prioritize follow-up and identify pockets of potential students in new markets.

## SALESFORCE AND ENROLLMENT RX

**Customer relationship management (CRM)** is a business industry term that refers to practices, strategies and technologies that companies use to manage and analyze customer interactions and data throughout customer lifecycles.

The Office of Admissions employs its CRM to develop relationships with prospective students in order to increase conversions from inquiry to applicant to admitted student.

The primary application technology suite used to accomplish UAF's CRM goals is Salesforce. In August of 2016, the Office of Admissions began using Enrollment Rx on the Salesforce platform. Enrollment Rx enables admissions staff to streamline recruitment, admissions and prospective student communications in one place.

As a result of this dynamic reporting, the Office of Admissions is **data-driven** (decisions made based on accessible, live reports), instead of being data-informed (decisions based on outdated reports). Admissions has successfully integrated data into each substantial decision through dashboards and automated data collection and sharing. This integration creates a more accessible environment for Admissions and other departments to take ownership over reporting.

### Off to College Seminars

*Lead: Office of Admissions*

In the last year, two Off to College seminars have been held in the Fairbanks area. Collaborations with local faith-based organizations have resulted in better turnout and will be a priority this year.

### ASRA Scholarship Reception

*Lead: College of Natural Science and Mathematics*

The first ASRA Scholarship Reception will be held in Summer 2019 as a partnership between the College of Natural Science and Mathematics and the FNSB School District.

### Virgie Dunlap King Academy for Social Change

*Lead: Center for Student Engagement*

Wood Center has integrated the Virgie Dunlap King Leadership Institute into its current leadership model and is on track to launch the VDK Leadership Institute in Fall 2019.

### Fairbanks NAACP

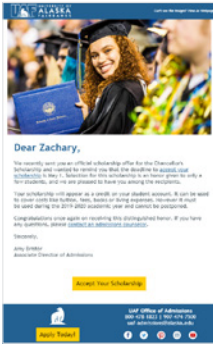
*Lead: Office of Admissions*

UAF's collaborations with the NAACP have continued to evolve with the election of Quineshia Peterson, a UAF admissions counselor, as the NAACP education chair in Fairbanks.

## COMMUNICATIONS

The Admissions communications team provides strategic student communications throughout the student lifecycle. Employing Enrollment RX and Marketing Cloud tools, the communications team primarily supports recruitment, admissions processing and event communications efforts within the Office of Admissions, while assisting other departments within enrollment management. The team is comprised of a communications coordinator who serves as graphic designer and Marketing Cloud/technical specialist, a communications specialist who serves as writer and project manager, a web coordinator and four student employees — with the associate vice chancellor for enrollment management and the director of admissions serving as leads.

During the 18-19 academic recruitment cycle, the communications team launched a series of more sophisticated **journeys** — specific, customized communications flows — than had been launched previously, increasing collaboration with other departments. Each prospective student received emails, mailings and phone calls specific to their individual data profile.



**575,000+**  
Emails sent

**4**  
Main Journeys

**220+**  
Supplemental Journeys  
(FY19)

**93,000**  
Pieces mailed

**12**  
Booklets/Brochures

**7**  
Postcards

**6**  
Letters  
(FY19)



**7,840**  
Calls made  
(FY18)



**5,350**  
Texts sent  
(FY19)

The Admissions communications team will continue to provide support, technical expertise and facilitation to all enrollment-umbrella teams as needed. It also plans to expand specialized communications, adding supplemental market segmentation and journeys for additional data profile points and will include SMS text messaging as a standard part of any communications plan.

**The communications team's goals reflect a capacity for growth, process improvement and an ambition to proactively meet prospective and current student needs and expectations.**

### Fairbanks NAACP Campus Day

Lead: Office of Admissions

The Fairbanks NAACP Campus Day is being planned for the coming school year.

### Returning Citizens

Lead: Office of Admissions

The Office of Admissions has initiated discussions with JD Styles of Returning Citizens to develop a pathway to college for individuals interested in exploring education after incarceration.

### African American Student Leadership Conference

Lead: Office of Admissions

After the success of the first African American Student Leadership Conference at UAF, Jessica King, AASLC President, requested to hold the conference at UAF in 2019. Plans are forthcoming.

ANNUAL INITIATIVES

### Juneteenth

Lead: Office of Admissions

Since attending the community event Juneteenth 2018, UAF has assumed a lead role in organizing Juneteenth 2019.



## SCHOLARSHIP TRANSFORMATION AND REVITALIZATION

The UAF scholarship process needed significant improvement to enhance user-friendliness, streamline scholarship processes and increase UAF's ability to leverage scholarship funds, thereby increasing enrollment.

The Scholarship Transformation and Revitalization (STAR) team met with Process Improvement Team (PIT) facilitators, May through December 2018 (a total of 21 meetings), to discuss task progress, identify barriers to completion and develop solutions.

There was no single repository or list of the scholarships UAF had to offer, and there were various unit distributors of funding with no coordination. Scholarship applications were difficult for students to access, and announcements of awards were communicated on different timelines and from different offices, making it difficult for students to determine their net cost of attendance.

The seven-month project resulted in tremendous changes to the scholarship process. The team resolved issues within the scholarship process and added efficiencies to increase student, staff and faculty satisfaction. Technological improvements to the process simplified student access to the scholarship application, streamlining the awarding of scholarships, and a comprehensive communications strategy allowed students to better understand their awards and to make better financial decisions.

**Executive Sponsor:** Keith Champagne, *Vice Chancellor for Student Affairs*

**Steering Committee:** Alex Fitts, *Vice Provost*

Mary Kreta, *Associate Vice Chancellor for Enrollment Management*

Julie Queen, *Acting Vice Chancellor of Administrative Services*

### STAR Team Members:

Adam Watson  
*Interim Director PAIR, UAF*  
Joe Alloway  
*Recruitment Coordinator, Engineering, UAF*  
Allison Carter  
*Donor Relations Director, UAF*  
Jolie Phillips  
*Student and Enrollment Services Coordinator, CTC*  
Amy Bristor (STAR Team Lead)  
*Associate Director of Admissions, UAF*  
Julie Parshall  
*Associate Director Financial Aid, UAF*  
Ana Brown  
*Accounts Receivable Manager, UAF*  
Keith Swarner  
*Associate Dean, CTC*  
Donna Anger  
*Director, International Programs, UAF*  
Melody Sayles  
*Senior Project Analyst Programmer, SW*  
Dory Straight  
*Scholarship Officer, UA Foundation, SW*  
Owen Guthrie  
*Acting Director, eCampus, UAF*  
Gabrielle Russell  
*Academic Advisor, CRCD*  
Rebecca Phillips  
*Financial Aid and Scholarship Coordinator, CTC*  
Ginny Kinne  
*Director, Academic Advising Center, UAF*  
Samara Taber (STAR Team Timekeeper)  
*Director of Admissions, UAF*  
Jane Vohden  
*Former Lead Analyst, SW*  
Victoria Smith  
*Director, Student Support Services, UAF*  
Jessica Armstrong (STAR Team Recorder)  
*Recruitment Coordinator, eCampus, UAF*  
PIT Facilitators: Ashley Munro,  
Briana Walters, Jennifer Harris

### Team Accomplishments

Before STAR	Barriers Removed and Student Impacts after STAR
WUE automatically credited to student accounts at time of registration and not presented to the student as a scholarship	<ul style="list-style-type: none"> <li>Rebranded WUE to better serve strategic enrollment purposes</li> <li>WUE now appears on student financial aid offer letter as an award</li> </ul>
Single award notification emailed to student	<ul style="list-style-type: none"> <li>Multiple award notifications via email and paper using redesigned branded formatting</li> </ul>
Inconsistent deadlines for review committees resulted in late notification to student about UA Foundation scholarship awards, hindering recruitment and retention efforts	<ul style="list-style-type: none"> <li>Set specific deadlines and increased communication with scholarship review committees</li> <li>Students notified of awards 2-4 months earlier</li> <li>Communicated award information to new students prior to May 1 (College Decision Day), increasing competitiveness</li> <li>Communicated award information to all students at time of Fall registration, incentivizing continued enrollment</li> </ul>
High number of clicks required to transition between UAOnline and AcademicWorks	<ul style="list-style-type: none"> <li>42% reduction in required clicks to navigate to AcademicWorks</li> <li>30% reduction in required logins</li> <li>Further improvement in progress with OIT</li> </ul>
Several departmental scholarships only available outside AcademicWorks required students to complete multiple applications and reduced awareness of potential awards	<ul style="list-style-type: none"> <li>Consolidated nine departmental scholarships into AcademicWorks, streamlining application and award process.</li> <li>Increased student access to departmental scholarships and use of general scholarship application</li> <li>Increased departmental use of the general UA scholarship application</li> </ul>

#### Naturalization Ceremonies

*Lead: Office of Admissions*

The Office of Admissions regularly attends naturalization ceremonies on behalf of UAF to congratulate new American citizens on their important accomplishment.

#### International Friendship Day

*Lead: Office of Admissions*

The Office of Admissions annually attends International Friendship Day to provide degree program, major, scholarship, application and admissions information to both parents and students.

#### FCC Writing Workshop Group

*Lead: FCC Writing Workshop Group*

Office of Admissions staff volunteer with UAF faculty and other community members to reach out to female inmates at the Fairbanks Correctional Center through weekly writing workshops.

#### Senior Recognition Day

*Lead: Office of Admissions*

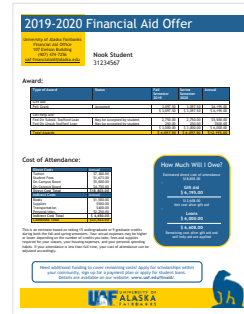
In support of the Fairbanks senior population, UAF attends Senior Recognition Day annually to provide information about the Osher Lifelong Learning Institute and senior tuition waivers.

## FINANCIAL AID OFFER LETTER

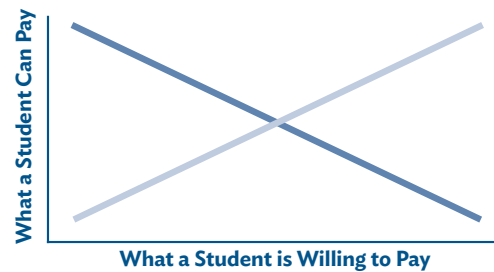
UAF began sending a financial aid offer letter in spring 2019. This letter collects different types of financial aid from multiple sources and itemizes gift aid (scholarships and grants), loans, estimated costs and totals for each semester.

A comprehensive financial aid offer letter is a best practice throughout higher education and provides vital information to prospective students and their families, ensuring they can make an informed, financially sound decision about college.

As the Office of Federal Student Aid continues to refine its financial aid offer letter content guidelines, the Financial Aid Office will revise UAF's offer letter to reflect required changes, while maintaining high levels of student-user-friendliness and clarity.



UAF is moving forward with **Econometric Modeling**, predicting how the amount of money students pay affects whether they will enroll. This insight will allow UAF to model award changes before developing awards. Working with a third-party vendor, UAF is developing a four-year enrollment and revenue projection model to better leverage awards to the students who need them most. This data will better inform UAF's retention analysis, allow for optimal revenue allocation and enabling strategic annual plan development.



## ENROLLMENT WEB PAGES

University websites commonly constitute the first point of contact for prospective and returning students. They also form a primary information source during the early stages of prospective students' university search. With a focus on creating clear pathways to engagement and enrollment, a Strategic Enrollment Planning (SEP) committee unanimously approved devoting resources to ensuring that prospective students are driven to UAF websites and that those sites feature user-friendly, benefits-oriented and valuable content.

After the SEP action plan was approved, improvements to the UAF homepage were enacted immediately. Web development best practices were implemented, including emphases on accessibility, benefits-driven content, intuitive navigation and strong calls to action.



Improved search engine optimization (SEO) will drive more traffic to UAF pages, and improved content will increase applicant conversion and enrollment. Continuously refining SEO will result in higher Internet search rankings for UAF websites, yielding higher click-rates and increased visibility for the university.

During summer 2019, UAF will partner with a third-party vendor to build content and SEO for over 100 webpages. These will include academic program, campus life, enrollment and many other pages.

LONG-TERM INITIATIVES

### The Diversity Advisory Council

Lead: Student Affairs

The Diversity Advisory Council, composed of diversity initiative leads, will pursue long-term diversity goals and advise and support UAF's diversity initiatives beginning in the summer of 2019.

### The CAMP Grant

Lead: Student Affairs

In order to provide seasonal farmworkers and the children of seasonal farmworkers with access to higher education, UAF will encourage eligible individuals to pursue the U.S. DOE's CAMP Grant.

### Hunter Elementary Partnership (MOU)

Lead: Office of Admissions

UAF is establishing a MOU with Hunter Elementary school. UAF is focused on creating a long-term relationship wherein UAF students, staff and faculty regularly volunteer at Hunter Elementary.

## ENROLLMENT CALLING CAMPAIGNS

The Office of Admissions is coordinating a campus-wide calling campaign to proactively communicate with all students who have not yet enrolled in classes. This includes calls to help students register for classes and to assist in removing barriers to enrollment.



**April 1**  
Students with holds

The Office of Admissions and the Office of the Bursar called all students with holds on their accounts that would prevent them from registering for classes.



**April 22-26**  
Incoming first-time first-year students

UAF faculty called newly admitted students to welcome them to UAF and direct them to their academic advisor. Admissions was on hand to answer any questions that arose.



**May 13**  
Returning students who have not registered

Staff advisors, admissions counselors and student ambassadors will call all returning students who have not yet registered for classes.



**Early/Mid June**  
Admit Not Enroll Telecounseling

The Office of Admissions will call students who have been admitted to UAF but who have not yet enrolled.



**July**  
Texting Campaign

Admitted students who have not yet enrolled will receive a text message encouraging them to register.

## DEPARTMENT OF MILITARY AND VETERAN SERVICES

The Department of Military and Veteran Services (DMVS) was created in 2018 to provide comprehensive support to military-affiliated students in an atmosphere of respect for their service to the nation. DMVS aims to build a community for past, present and future military-affiliated students, champion veterans initiatives within UAF and provide comprehensive services to help the military community achieve academic success.

DMVS assists veterans, service members and eligible dependents with paperwork for degree and certificate programs and liaises with the Department of Veterans Affairs and other organizations and offices to better provide comprehensive support, access to services and proactive, veteran-specific educational programming to UAF's military-affiliated community.

### Future Goals

DMVS goals include enhancing UAF's reputation as a veteran-friendly institution in a state with more veterans per capita than any other, increasing the admissions, retention and graduation of military-affiliated students, establishing a DMVS Advisory Board, and providing expanded access to services for UAF's military-affiliated community.

In 2018, UAF was recognized as Alaska's only **Purple Heart Campus**, an honor that builds upon UAF's annual recertification as a Military Friendly® campus, which the university has maintained since 2010. UAF has also been named a Top Military-Friendly College and a Top College for Military Advanced Education and Transition, providing military-affiliated students with specialized events, such as Veterans Orientation, Veterans Graduation, and Veterans and Memorial Day programs.

### Faith-Based Outreach

*Lead: Office of Admissions*

The Office of Admissions is compiling a comprehensive list of all faith-based organizations in Fairbanks and is developing strategies to promote UAF to Fairbanks' faith-based communities.

### Boarding School Partnerships

*Lead: Office of Admissions*

The Office of Admissions is developing strategies to partner with Mount Edgecumbe High School in Sitka, the Galena Interior Learning Academy and the Nenana Student Living Center.

The University of Alaska Fairbanks is accredited by the Northwest Commission on Colleges and Universities.

The University of Alaska Fairbanks is an affirmative action/equal opportunity employer and educational institution. UAF does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at [www.alaska.edu/nondiscrimination/](http://www.alaska.edu/nondiscrimination/).

Produced by UAF Office of Admissions in collaboration with departments listed. 05/2019



## APPENDIX 4:

### ENGAGE TASK FORCE MEMO AND RESPONSE

## MEMORANDUM

DATE: April 11, 2019

TO: Daniel M. White, Chancellor  
Anupma Prakash, Provost and Executive Vice Chancellor

RE: Accreditation Engage Theme

The Engage Task Force met February-March 2019 to review UAF's progress in the Engage Core Theme and to make recommendations about revision of the Core Theme and UAF's measurement of outreach and engagement activities.

### Team Members:

Srijan Aggarwal, Assistant Professor Civil & Environmental Engineering  
Heather Brandon, Director Alaska Sea Grant  
Laura Conner, Research Associate Professor of Science Education GI  
Alex Fitts, Accreditation Liaison Officer  
Juella Sparks, Director of Communications & Outreach CES  
Katie Spellman, Research Assistant Professor IARC  
Michelle Strickland, Accreditation & Assessment Coordinator

### Progress in the Engage Core Theme

This task force was formed because UAF has dropped below Mission Fulfillment Standards in the Engage Core Theme. The charge of the task force was to examine the current indicators, discuss reasons for the decline, and make recommendations for future revisions.

The Task Force found a number of reasons for the decline in activity in Engage. Some are related to the ways that outreach is reported and others are related to decreased budget and staffing. The nature and scope of UAF's outreach activities have changed significantly since the Core Theme and indicators were established in 2011 and a revision to the way the institution measures outreach and engagement is needed. The Task Force met throughout Spring 2019 and developed a set of recommendation to modify this Core Theme.

The current indicators do not adequately capture UAF's outreach. Some of the reasons for this include:

- Changes to the way OMB measures are reported
- The OMB targets on which several of the indicators are based have been adjusted yearly to account for budget and staffing, but the indicator benchmarks were not adjusted to follow

- A reduction in staffing in Cooperative Extension (for example 4-H agents have been reduced from 5 to 2.5, which helps to explain the drop in that indicator)
- A shift in focus away from solely Cooperative Extension outreach to broader campus-wide engagement

Outreach activities that are not currently reported through the indicator include:

- Summer Session camps and activities
- Osher Lifelong Learning courses
- Museum of the North
- College and Institute outreach
- Programs such as ASRA, RAHI, Upward Bound

### **Core Theme Recommendations**

The Task Force recommends that the indicators of achievement be revised if the Engage Core Theme continues into UAF's next accreditation cycle. The activities listed above are a more current and accurate reflection of our current outreach activities. Some examples of possible metrics include:

- Workshops that others provide besides CES, MAP, and AFES such as OSHER, other areas of Summer Sessions, and teacher workshops provided by others
- Number of contact hours rather than number of workshops, since workshops can be anywhere from 1 hour to 2 weeks and the impacts would be quite different
- Youth-oriented programs and events at the Museum, Summer Sessions camps, ASRA, and other individual entities offering camps, workshops, and other programs
- Research publications from areas outside of CES as well as newspaper articles on UAF research and fliers with digested research outcomes that are distributed at local fairs and meetings.
- Presentations of research to Alaskan public audiences such as Science for Alaska Lectures, which are an example of a long-term program with high attendance that highlights our research knowledge.
- Advisory boards outside of CES. For example in engineering, almost every department has an active advisory board that meets regularly (quarterly, biannually or annually) with faculty and students to provide recommendations on program direction and related issues.

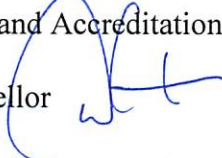
### **Further Recommendations**

There are several planning initiatives taking place right now and we are concerned that engagement and outreach are not reflected in them except as unstated components of other areas. With the potential upcoming changes to NWCCU standards to no longer require core themes, it is possible that engagement will not be included in our accreditation assessment. Likewise, outreach is not explicitly addressed in either the President's goals and measures or in UAF's Strategic Plan goals. We recommend that engagement be included in UAF's strategic plan and other important planning documents, as it is an integral part of our mission.

  
**CHANCELLOR'S OFFICE**  
University of Alaska Fairbanks

Daniel M. White, Chancellor  
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Fairbanks, Alaska 99775-7500  
907-474-7112  
uaf.chancellor@alaska.edu  
www.uaf.edu/chancellor/

May 23, 2019

TO: Alex Fitts, Vice Provost and Accreditation Liaison Officer  
FROM: Daniel M. White, Chancellor   
SUBJ: UAF activities related to the Engage theme

Thank you for your work and the work of the accreditation task forces as they prepare for our site visit in September 2019. In particular I appreciate the feedback on our metrics related to the engage theme. While the accounting appears to show a drop in dissemination of publications as a means of outreach and engagement, I believe that our outreach and engagement efforts are far beyond the originally established accounting methods. At the time, almost a decade ago, the accounting was set up to only count the publication dissemination efforts of one segment of UAF's overall enterprise. I have reviewed and agree with the task force's recommendations that documentation in our accreditation report of UAF's current and ongoing outreach and engagement activities be much broader and more systematic to include, but not be limited to the following:

1. Workshops that others provide besides CES, MAP, and AFES such as OSHER, other areas of Summer Sessions, and teacher workshops provided by others.
2. Number of contact hours rather than number of workshops, since workshops can be anywhere from 1 hour to 2 weeks and the impacts would be quite different.
3. Youth-oriented programs and events at the Museum, Summer Sessions camps, ASRA, and other individual entities offering camps, workshops, and other programs.
4. Research publications from areas outside of CES as well as newspaper articles on UAF research and fliers with digested research outcomes that are distributed at local fairs and meetings.
5. Presentations of research to Alaskan public audiences such as Science for Alaska Lectures, which are an example of a long-term program with high attendance that highlight our research knowledge.
6. Advisory boards outside of CES. For example in engineering, almost every department has an active advisory board that meets regularly (quarterly, biannually or annually) with faculty and students to provide recommendations on program direction and related issues.



Also in your recommendation memo there was a request to incorporate engagement to the strategic planning goals. I want to assure you and the task force that every goal includes engagement and outreach to our students, faculty, staff, constituents, and the general public as a fundamental component. We specifically did not name a goal engagement because the strategic goals were envisioned as things we want to achieve. Engagement is a means to an end, not an end itself. Just as enrollment is integrated in all we do, so too is outreach and engagement. Our strategic goals do not specifically call out enrollment even though having a robust enrollment is a means to achieving our goals. Being the global leader in Alaska Native and indigenous studies for example, will grow enrollment and will be achieved through engagement and outreach.

Please let me know if there is additional information I can provide. I thank the task force for its concern that outreach in its many manifestations be recognized and documented at UAF.

DMW:jdp

cc: Anupma Prakash, Provost and Executive Vice Chancellor

## APPENDIX 5:

### GER ASSESSMENT PILOT ORIENTATION

**GER RUBRIC:**

1. Build (Add to) Knowledge/Input
2. Develop (Evaluate) Skills/Processing
3. Action/Doing/Engagement
4. Transfer/Integrative Learning

DOMAIN	4	3-2	1
Build Knowledge	Evidence is presented with interpretation and evaluation. Surprising connections outside the scope of the course material or discussion that make us want to read more		Evidence seems “cherry picked.” Big ideas seem “ready made.”
Develop/Evaluate Skills	Writer takes an informed position on the artifact - synthesizes description and recognizes that the whole is equal to more than the sum of the parts.		Writer describes the artifact without a sense of the whole.
Engagement	Considers an idea in terms of its relationship to other ideas, situations, cultures, and environments. Hooks reader because the writing enters into a relationship the reader recognizes.		Considers an idea in isolation. No understanding or acknowledgment of different points of view. Writing has no hook.
Transfer	Writer identifies and explains the relevance or irrelevance of artifact to future conditions.		Writer does not identify a new setting or a future condition in the review.

**Assessment Assignment: 1 hour (in class or out of class)**

Write a 500 word review of the [artifact/signature assignment for the course]. Your audience is the members of the GER review committee. This committee is made up of faculty who teach the required GER classes and who are interested in your position in regard to how the [artifact/signature assignment] gets you thinking about a future issue, future condition, or future possibility. **This is not an opportunity to review the course or the instructor; instead, this is about relating the [artifact] to broader learning objectives.**

1. Spend some time with the [artifact/signature assignment] your teacher chose for you to review.
2. Take a position on whether or not this artifact helps you imagine, visualize, or understand a future condition.

3. Consider your position, what relationships to other ideas, situations, cultures, environments, problems is it connected to? Why should the GER committee care about this future?
4. Select and present evidence to establish your position and the connections you have made.

## **SIGNATURE ASSIGNMENT FOR ART 261X HISTORY OF WORLD ART I AND ART 262X HISTORY OF WORLD ART II**

### **Art Remix**

- Choose a work from the time period that we are covering in class.
- Change the medium of the work. For example if the original piece is carved out of stone you can recreate it using paint, printmaking, metal, wood, photography, etc. If the original piece is a painting please recreate it through drawing, printmaking, metal, wood, photography, etc. (if you want to use a different painting technique please run it by me first). Keep in mind that this is a opportunity to be creative — I once had a student recreate a painting in Sculpey.
- Change the design of the object by at least 20%. This is in keeping with current copyright laws and will also require you to think creatively about the project and not just copy it outright. For example, you could choose to change the content, reinterpret the message, or reproduce just part of an image.
- Write a two- to three-page analysis of the project and your experience working on it. This can include a discussion of what worked and what didn't, a self-reflection on the creative process, an explanation of the changes you made and why you chose to make them, or any number of other topics that reference the work you did. This paper is worth half of your grade for the project so please take it seriously.
- Be prepared to present your work in front of the class on November 30 and give a brief (30 second or less) statement about the original piece and how you changed it. Please send me an image (cell phone pictures are fine) of your work ahead of time so that I can put the original in my Powerpoint for that day.

## **SIGNATURE ASSIGNMENT FOR RD 200X RURAL DEVELOPMENT IN THE NORTH**

### **Community Development Project or Community Assessment**

Option 1: Produce materials that would properly inform a community of your choice about a proposed development project that will affect them. You must present both the pros and the cons of the project and your materials must present a neutral stance (even if you do not feel that way) about the development plans.

Option 2: Produce a case study that assesses your chosen community using at least 5 social indicators



that describe and indicate the community's social, economic, and psychological well being. You may use the social indicators used in the ASI or choose your own (or a combination).

**Content (abbreviated):**

- Introduction/Overview
- Community development theory
- Community description
- Development project
  - Detailed description of project
  - Project goals
  - Strategies implemented to date
  - Recommended strategies
- Community Assessment
  - Description of chosen indicators
  - Future data collection strategies (if new/uncollected indicators)
  - Assessment using indicators
- Conclusion

## APPENDIX 6:

UNIVERSITY OF ALASKA FAIRBANKS STRATEGIC PLAN 2012-19

## University of Alaska Fairbanks Strategic Plan 2012-19

As we approach the 100<sup>th</sup> anniversary of our charter, we will reflect on a century of growth and change that set our current trajectory to become recognized as one of the nation's outstanding student-oriented research universities. The world is changing rapidly, demanding flexibility and nimbleness from an active citizenry. Over the past decade climate change and economic, social and environmental sustainability have emerged as significant issues. Today's universities must educate students to address challenges yet to be identified and prepare graduates for jobs that do not yet exist. This Strategic Plan provides a map whereby UAF can capitalize on new opportunities and engage Alaskan communities in developing the state's future. The seven goals and associated strategies provide a vision of how we see ourselves serving Alaska and the world in the coming years.

The Strategic Plan was developed by dozens of faculty, students, and staff members. Led by a steering committee, participants were organized in subcommittees according to UAF's five core themes and one for resources and capacity. Through this process it became clear that many of the University's goals reach across more than one of our core themes, demonstrating the profound degree to which the mission is as integrated as it is complex. The Plan is organized around goals and corresponding strategies, each followed by a short elaboration. Associated core themes are identified after each strategy. In the final goal the strategies are relevant to all themes.

The Chancellor initiated the process of developing the UAF strategic plan in 2011 and a draft was completed in 2012. Because of the parallel Strategic Directions Initiative being carried out by the UA Statewide System, the final approval of the draft was delayed to allow for any revisions that might be needed to conform to the UA System document. That document, now titled *Shaping Alaska's Future*, was approved by the UA Board of Regents in April 2014 and incorporated into Board Policy in June 2014. Review of the UAF Strategic Plan showed that it was congruent with *Shaping Alaska's Future*, and Chancellor Brian Rogers formally approved the UAF Strategic Plan in April 2014.

### **Goal 1: Educate students to be informed, responsible, and active citizens by incorporating real-world experiences and applications into the undergraduate curriculum.**

#### *Goal 1 Strategies*

- Implement new general education requirements, designed for the 21st century. (*Educate, Prepare*)

This updated curriculum will improve our ability to serve diverse student needs, take advantage of broad faculty expertise, and prepare our students for 21st-century life.

- Empower students to achieve their educational objectives in a timely manner. *(Educate, Prepare)*  
This focus on the objectives of the students themselves is appropriate for the diverse student body and broad mission of UAF.
- Increase undergraduate participation in research, scholarship, and creative activity.  
Support for these activities will involve new strategies including mentorship by graduate students, more research-based capstone courses, and a stronger Honors research program. *(Educate, Research)*
- Provide more opportunities for experiential learning.  
Academic exchanges (national, international, and rural Alaskan), internships, discipline-specific competitions, community-based learning, and other forms of experiential learning enhance “regular” classroom work. *(Prepare, Educate, Engage)*

**Goal 2: Promote UAF as Alaska’s premier research enterprise in partnership with state and federal agencies, industry, Alaska Native organizations and civic groups.**

*Goal 2 Strategies*

- Establish new research partnerships in targeted growth industries that have potential to improve life in the north or competitive advantages of Alaskan business. *(Research, Connect)*  
Relationships with industry may be strengthened through establishment of testing centers, intellectual property licensing agreements, and grants and contracts.
- Respond to emerging issues in Alaska through greater integration with state agencies. *(Research, Connect)*  
Establish institutional links such as co-location of state agency offices on the Fairbanks and regional campuses, internship programs, and conventional grants and contracts.
- Increase partnerships with Alaska Native organizations and other rural groups. *(Research, Connect)*  
Augment current research efforts in rural development, behavioral health, and Native languages and arts, and establish more rural scholarships and visiting artist/scientist programs.
- Focus federal research efforts on growth areas in which UAF has a demonstrated expertise or natural advantage. *(Research)*  
Growing fields include biomedical, energy, natural resources, and climate research.
- Diversify Alaska’s economy through promotion and commercialization of intellectual property. *(Research, Engage)*



Increase the number of licenses per year and establish a formal research corporation.

**Goal 3: Serve Alaska’s diverse communities in ways that are increasingly responsive and accessible and enhance the social, economic, and environmental well-being of individuals and communities.**

*Goal 3 Strategies*

- Incorporate traditional and local knowledge more fully in appropriate curricula at every level from college preparation to graduate programs. *(Connect, Educate)*  
University teaching and research should be reciprocal in nature.
- Expand accessibility for a variety of learners. *(Educate, Engage, Connect)*  
Increase continuing education, e-learning, and asynchronous offerings, and certificate and degree programs available entirely by distance.
- Undertake focused recruitment of underserved and underrepresented Alaskan populations and provide appropriate support services following enrollment. *(Connect)*  
UAF will seek ways to serve populations such as young men in rural areas, with historically low enrollment rates in higher education.
- Obtain classification as a Carnegie Community Engaged Institution. *(Engage, Connect)*  
Document engagement and outreach efforts across all campuses and sites to demonstrate clear commitment to public access.
- Build outreach efforts to Alaska’s youth. *(Engage)*  
UAF will be the state’s leading resource and information source for positive youth development, by building on successful models such as youth camps.
- Foster scholarship in the discipline of outreach and engagement. *(Engage)*  
UAF’s land grant mission would benefit from study and promotion of best practices in outreach, engagement, and applied research.
- Establish new economic development partnerships with the business community. *(Connect, Engage)*  
Such partnerships can generate new research ideas and student internships and address needs of the business community.

**Goal 4: Improve assistance to students in making transitions across all phases of the education continuum.**

*Goal 4 Strategies*

- Implement a new comprehensive undergraduate advising model. *(Educate, Connect)*  
Help students transition successfully from high school into college and from college to graduate education or the workforce using current research on effective practices.

- Extend efforts to collaborate with rural and smaller high schools to improve readiness for post-secondary education and training. *(Connect)*  
Coordinate course offerings to increase opportunities for tech prep, college readiness, and eligibility for the Alaska Performance Scholarship.
- Ensure availability of professional development opportunities for students at all UAF campuses. *(Prepare)*  
Useful examples are seminars and colloquia in skills such as resume building and effective interviewing.
- Establish a comprehensive English as a Second Language (ESL) program to open education and workforce training opportunities to a broader population. *(Connect, Educate)*  
Improve transition of international students into UAF programs and provide a community resource for non-English-speaking residents.
- Increase the effectiveness of mathematics programs that help students make the transition from developmental to post-secondary higher education. *(Educate)*  
College-level mathematics is crucial for educational and employment advancement, and has been identified as a road block for many students.
- Expand the Rural Alaska Honors Institute in the area of workforce development. *(Connect)*  
Pursue new initiatives; recent examples are Geoforce and Process Technology.
- Identify additional opportunities to showcase events that emphasize applied learning. *(Connect, Engage, Prepare, Educate)*  
These events attract prospective students and enhance professional development of current students.

**Goal 5: Create or expand graduate programs in targeted areas of identified need and existing strengths.**

*Goal 5 Strategies*

- Maintain an average of 50 doctoral degrees per year over the next five years. *(Educate, Research)*  
This is a criterion for Carnegie classification as an RU/VH (Research I) university, which improves UAF's competitiveness for federal research grants.
- Explore opportunities for new doctoral programs in areas for which there is demonstrated need and existing capacity. *(Educate, Research)*  
As the state's lead research university, UAF has a responsibility to meet the state's needs for highly educated citizens.
- Diversify sources of graduate student funding. *(Educate, Research)*  
Pursue endowed graduate student funding to support recruitment of exceptional students and timely completion of graduate degrees.

- Double the number of Alaska Native graduate students. *(Educate, Connect, Engage)*  
Alaska Native students are underrepresented in graduate programs relative to their proportion in the state's population.
- Implement 2+2 veterinary program. *(Educate, Research)*  
This program will address the shortage of veterinarians in rural areas of Alaska.
- Expand UAF's commitment to the University of the Arctic. *(Educate, Research)*  
UAF is the lead institution for graduate programs in the University of the Arctic and is well positioned to increase access for students around the circumpolar north.

**Goal 6: Enhance UAF's competitive advantage by attracting and keeping the best and brightest students, staff, faculty.**

- Create and implement compensation models for faculty that allow the university to attract and retain high-profile faculty members. *(Research, Educate)*  
UAF needs to compete effectively with other universities for high-profile faculty within the constraints of collective bargaining agreements.
- Expand support for visiting scholars, artists, and industry professionals, particularly in those areas of research and creative activity for which UAF is already recognized nationally. *(Educate, Research)*  
Visiting experts enrich the university and give students a broader learning experience.
- Pursue strategies to increase the quality of students attracted from Alaska and elsewhere. *(Educate)*  
Diversify and enhance the intellectual capital of the University by considering such options as in-state tuition for Outside students in the top 10% of their classes or better marketing of UAF's nationally recognized programs.
- Leverage faculty resources by strengthening collaborative partnerships among schools, colleges, and campuses. *(Prepare, Educate, Research)*  
Research, teaching, and public service benefit from interdisciplinary cooperation.
- Strengthen processes for attracting and retaining highly qualified staff by offering excellent compensation, benefits, and development opportunities; fostering an environment where staff contributions are recognized and valued.  
UAF needs to compete effectively with other employers inside and outside Fairbanks to hire and keep talented staff.

**Goal 7: Develop innovative approaches to managing University resources to support its mission and position it to meet challenges of the future.**

*Goal 7 Strategies*

- Insure that the budget and planning process is clearly tied to the objectives of the Core Themes.  
Core Themes have been recently developed and the planning and budget process should be integrated to match.
- Identify and implement administrative efficiency and effectiveness.  
Complete the current comprehensive administrative review and process mapping efforts.
- Conduct a fundraising campaign centered around the 2017 centennial celebration of the University charter signing.  
This serves to publicly highlight UAF's rich history and diversify its funding.
- Complete the plan for the West Ridge Deferred Renewal project.  
This will result in upgrades and new construction to support UAF's extensive research enterprise.
- Finalize plans for and begin construction on a new co-generation power and heat plant for the Fairbanks campus.  
The current plant is well beyond its intended lifespan.
- Complete a new Engineering building.  
This will significantly enhance the capacity to train engineers for which Alaska has a high demand.
- Develop public-private partnerships for construction of dining and housing facilities on the Fairbanks campus.  
This new fiscal model will be used initially in expansion of Wood Center dining facilities.
- Optimize use of teaching space and campus facilities during off-peak hours and seasons.  
Benefits include more efficient use of our resources and more options for nontraditional students.
- Develop a sustainability plan for library materials, electronic resources and services.  
Library resources directly impact teaching, student learning outcomes, research, and accreditation requirements.
- Develop and implement a comprehensive plan for campus computing upgrades and sustainability of the system.  
Information technology is increasingly central to all activities at a university.
- Identify, prioritize, and implement an infrastructure improvement plan for the delivery of STEM education at the rural campuses.  
Increased rural access to UAF's science courses and laboratory and other research experiences is necessary for reasons of equal access and fair assessment, and will also provide increased opportunities for graduate student training and Alaskan-based research in STEM areas.

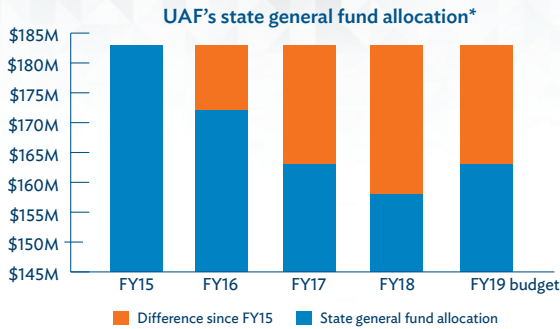


## APPENDIX 7:

### UAF BUDGET AT A GLANCE

# UAF budget at a glance

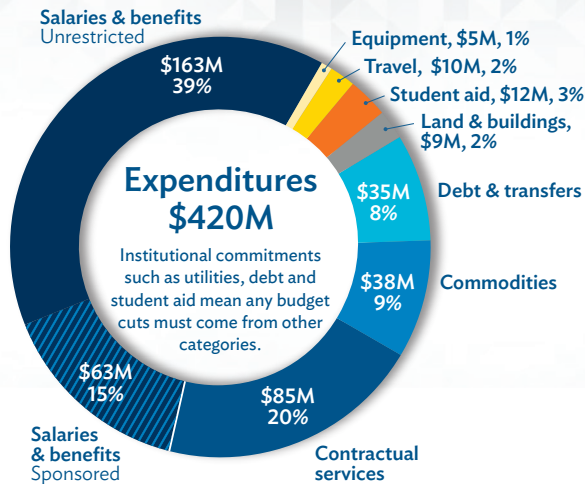
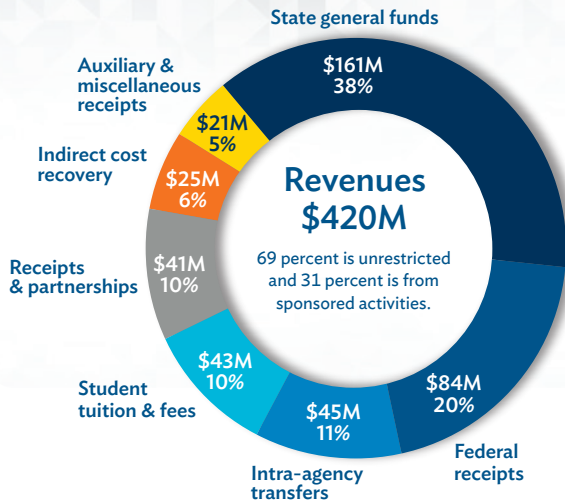
## Five-year trends



From FY15 to FY18, UAF has seen a 14 percent decrease in state general funds, which is a cumulative impact of \$76 million. In addition, UAF had to make cuts to cover increases in fixed costs. FY18 marked the fourth consecutive year of general fund reductions. In FY19, UA received its first increase since FY14. Even with this modest increase, UAF is managing the effects of numerous years of cuts and rising fixed costs. Reallocation has become a primary mechanism to cover new initiatives.

\*Per UA's approved annual budgets. Does not include state funds from matching grants, technical-vocational education grants or capital appropriations.

## FY18 revenues and expenditures



## FY19 strategic investments

Major investments align with the Board of Regents' priorities for future investment. In FY19, a mix of one-time and new funding was distributed to these goals based on input from the planning and budget committee, and UAF and UA leadership.

Contribute to Alaska's economic development	\$120,000
Provide Alaska's skilled workforce	\$200,000
Grow our world-class research	\$1,740,000
Increase degree attainment	\$3,266,000

For more information, visit the UAF Office of Management and Budget at [www.uaf.edu/omb/](http://www.uaf.edu/omb/).

**UAF** MANAGEMENT AND BUDGET  
University of Alaska Fairbanks

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## APPENDIX 8:

### INDICATORS ANALYSIS AND IMPROVEMENT

# CORE THEME EDUCATE: *UNDERGRADUATE AND GRADUATE STUDENTS AND LIFELONG LEARNERS*

## 4.A: ASSESSMENT BY CORE THEME

### OBJECTIVE 1: MEET STANDARDS FOR LEARNING OUTCOMES OF ACADEMIC PROGRAMS

**Indicator 1: *Students achieve intended learning outcomes within their programs.***

Consistent with Regents’ Policy and University Regulation (10.06), UAF maintains a long-standing ongoing process of academic program review aimed at understanding and improving learning and ensuring that academic programs are meeting the standards for student learning outcomes. The process incorporates three levels of review by various constituencies: a faculty review committee, an administrative review committee, and the final review by the Chancellor’s Cabinet. The faculty and administrative review committees evaluate whether educational programs are using multiple measures of student learning, including direct evidence of student learning; whether

information is collected and summarized on a regular basis; and whether curricular improvements have resulted. Outcomes assessment plans and the most recent annual summaries for all programs are posted on the [assessment website](#). Programs with specialized accreditation report the most recent results in program review and in regular updates to the Board of Regents.

All of the approximately 166 programs offered at UAF have learning outcomes assessment plans in place, and almost all have assessment summaries posted on the provost’s website. The programs with no summaries provided are new programs that have no summary data to report as yet or are interdisciplinary programs with individualized curricula.

Evidence of Learning Outcomes (by calendar year)	Academic Year 2013	Academic Year 2014	Academic Year 2015	Academic Year 2016	Academic Year 2017	Academic Year 2018
# of programs reviewed	37	37	25	27	30	35
programs with direct evidence of outcomes	34	30	23	13	29	30
percent	91.9%	81.0%	92%	48%	97%	85.7%
Likert scale score	4	3	4	1	5	5

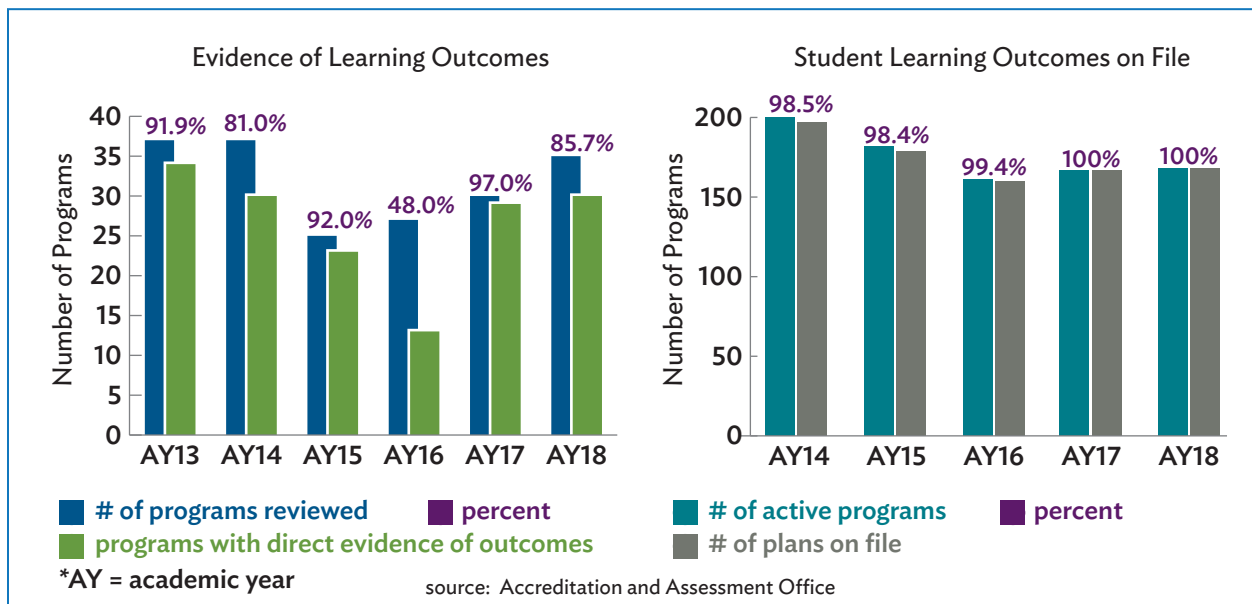
Student Learning Outcomes on File	2014	2015	2016	2017	2018
# of active programs	200	182	161	167	168
# of plans on file	197	179	160	167	168
percent	98.5%	98.4%	99.4%	100%	100%



Based on regularly collected and analyzed data, the vast majority of academic programs have direct evidence that students are achieving intended outcomes based upon multiple measures. The average percentage of programs found to be using multiple measures of student outcomes between academic years 2013 and 2018 was 82.9 percent. This percentage indicates that we exceed the mission expectation criterion in the mission fulfillment rubric. In 2016, the percentage dropped to 48 percent due to a lack of consistency in scoring by the Faculty Program Review committee. More detailed instructions were given to the committee in subsequent years

and the results improved.

Each program review includes a narrative evaluation of the evidence that students are achieving intended learning outcomes, written by the Faculty Program Review committee and often commented upon by the administrative review committee. In addition, these committees provide guidance to each program on how to improve its process. According to a [2019 review](#), 68 percent of programs reviewed between 2015 and 2019 have used assessment results to improve the curriculum.



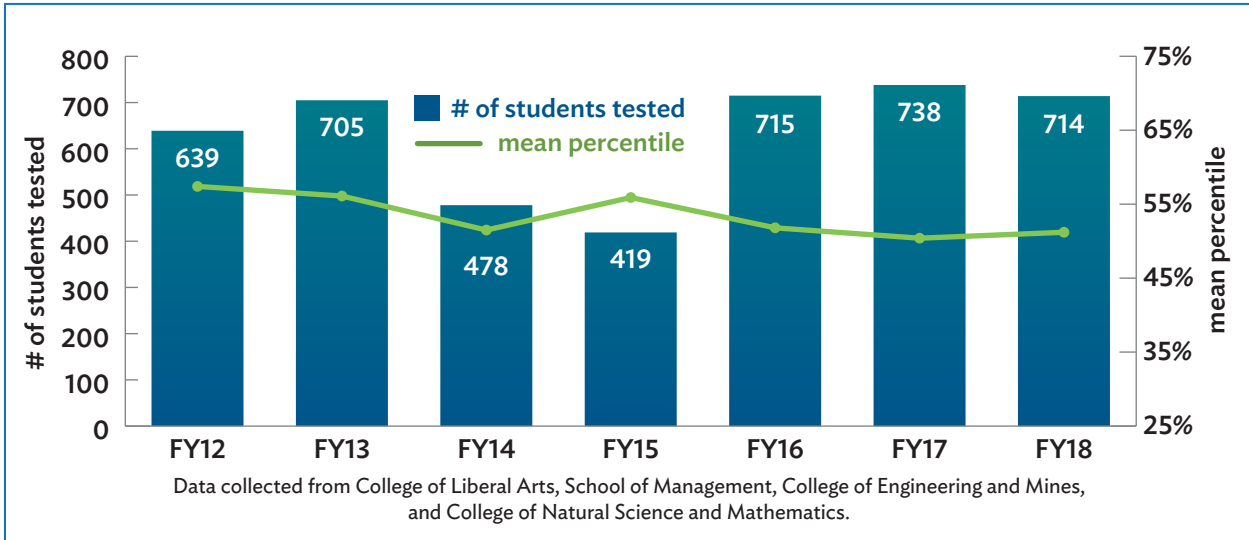
**FIGURE 4-1: STUDENTS ACHIEVE INTENDED LEARNING OUTCOMES WITHIN THEIR PROGRAM**

**Indicator 2: Students perform similarly to peers on programmatic national exams.**

National exams results provided by the College of Liberal Arts, School of Management, College of the Engineering and Mines, and College of

Natural Science and Mathematics provide evidence that UAF students are achieving widely accepted learning outcomes in their disciplines. The following tables summarize student performance on state or national exams by program.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
# of students tested	639	705	478	419	715	738	714
mean percentile	57.4%	56.1%	51.5%	55.9%	51.8%	50.4%	51.2%
Likert scale score	3	3	3	3	3	3	3



**FIGURE 4-2: STUDENT PERFORMANCE ON PROGRAMMATIC NATIONAL EXAMS**

The results of state or national exams administered in FY12 to FY18 show students meeting or exceeding national performance scores for all programs administering such exams.

The average over the six years is 53.5 percent. Thus, there is clear evidence that this objective is being fulfilled.

**OBJECTIVE 2: RETAIN AND GRADUATE DEGREE-SEEKING UNDERGRADUATE STUDENTS**

**Indicator 3: *First-time undergraduate degree-seeking students persist and graduate.***

Undergraduate student retention rates are reported below. This information has been collected and assessed for many years and

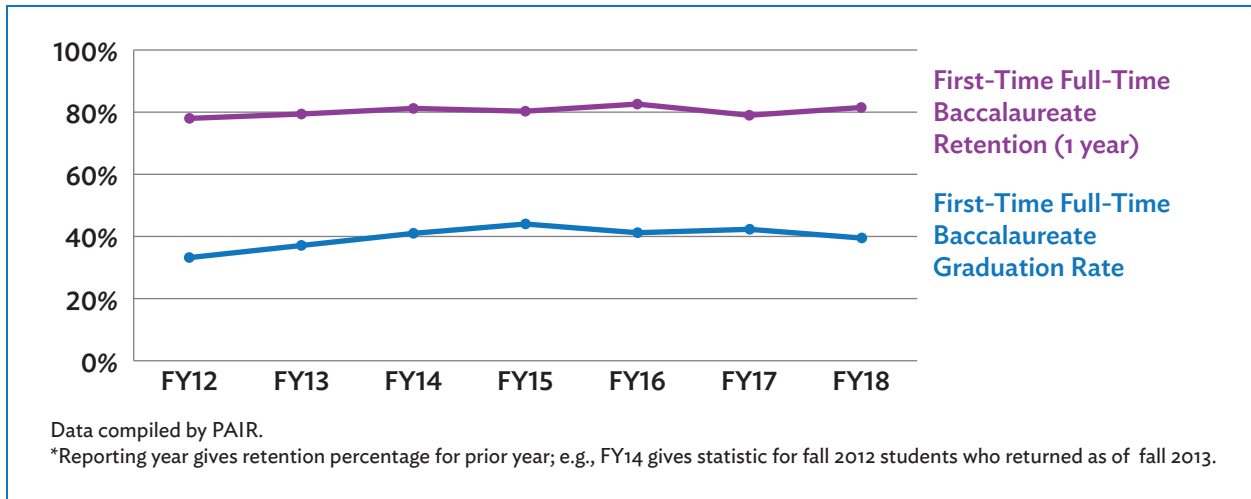
reported in multiple publications such as the Alaska Office of Management and Budget [annual performance report](#). Data are collected from Banner and summarized by the [Office of Planning, Analysis, and Institutional Research \(PAIR\)](#).

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
first-time full-time baccalaureate graduation rate	33.2%	37.1%	41.0%	44.0%	41.2%	42.3%	39.5%
first-time full-time baccalaureate retention (one year)	78.0%	79.4%	81.2%	80.3%	82.6%	79.0%	81.5%
Likert scale score	4	4	5	5	5	5	5

Retention efforts are aimed at both successful and currently unsuccessful students using collected data in planning and decision-making processes. The data show that retention of first-time, full-time freshman degree-seeking students (the UA metric) has remained steady during the review period with an average of 76.5 percent. UAF surpasses the mission expectation (with a Likert rating of 4) with regards to first-time, full-time undergraduate retention rate of more than 70 percent.

The retention rate has remained stable with improvements found in nearly all student

subgroups with the exception of rural, associate degree-seeking students, a small group susceptible to a variety of external factors. These students often do not enroll continuously, so enrollment in any semester of a second year rather than retention (enrollment in fall semester) is a better indicator of ongoing commitment. Part-time, associate degree-seeking, and baccalaureate-intended students (those who do not meet admission standards) have a much lower retention rate than full-time baccalaureate-admitted students, now over 80 percent.



**FIGURE 4-3: RATES OF FIRST-TIME UNDERGRADUATE DEGREE-SEEKING STUDENTS WHO PERSIST AND GRADUATE**

Six-year graduation rates (averaging around 39 percent) are below those of most of UAF’s aspirational peer institutions (46 to 52 percent) due in part to very permissive admission standards prior to 2008, with students in this group graduating until 2014. Other factors impacting UAF’s graduation rate are high numbers of part-time students (61 percent), returning students (the average student age is 26), and students with jobs, families, and military commitments. Such students often drop to part-time attendance before graduating or may stop out, lengthening time to degree. In addition, many students enter with developmental education needs. According to the [2019 UA in Review](#), 28 percent of the first-time full-time freshmen in fall 2017 were enrolled in at least one developmental course.

UAF retention and graduation rates compare more favorably to other institutions with similar admissions requirements. The former provost analyzed Integrated Postsecondary Education Data System (IPEDS) data on graduation rates vs. the 25th percentile ACT score of the entering class and found that UAF’s graduation rate fell in the

middle of the national distribution for institutions with a comparable ACT value.

Associate-level graduation has increased over the past five years, from 22.8 percent in 2014 to 26.7 percent in 2018. This compares favorably to the national community college [average](#) of 25 percent, though there is room for improvement. Nearly all of the certificate and associate degree programs are open admission, and so they enroll some students who are unprepared for college-level work as well as a large number of nontraditional students who may need to refresh their academic skills, slowing academic progress. Also, some certificate and associate students achieve their goals of attaining needed skills for employment by taking a course or two and do not continue to finish the degree.

Graduation rates for minority students are lower than for white students. This data is somewhat difficult to interpret because students are not required to report race, and for the 2012 cohort (which would be used to report six-year graduation rates), almost half of students did not report their race.

COMPREHENSIVE SELF-EVALUATION REPORT

Baccalaureate Cohort	Fall 2012 Cohort		
	Cohort Headcount	Earned Bachelor in 6 Years	150% Graduation Rate
All full-time, first-time freshmen	441	178	40.4%
Alaska Native/American Indian	39	9	23.1%
Hawaiian Native/Pacific Islander	1	0	0.0%
Asian	5	1	20.0%
Black	4	1	25.0%
White	198	92	46.5%
Not reported	194	75	38.7%

Cohort Type/Year	Head Count	Cont 2nd Yr	Cont 3rd Yr	3 yr Grad	Cont 4th Yr	4th Yr Grad	Cont 5th Yr	5th Yr Grad	Cont 6th Yr	6th Yr Grad
Total/2011	475	74.1%	64.4%	1.1%	55.4%	20.4%	32.4%	33.7%	16.4%	38.3%
No Pell Grant/2011	363	77.7%	66.4%	1.1%	58.4%	23.7%	32.5%	36.6%	16.5%	41.9%
Pell Grant/2011	112	62.5%	58.0%	0.9%	45.5%	9.8%	32.1%	24.1%	16.1%	26.8%
Total/2012	441	76.9%	65.3%	0.9%	58.0%	20.4%	32.4%	34.0%	15.0%	40.4%
No Pell Grant/2012	368	76.6%	66.8%	0.8%	60.3%	21.7%	32.6%	35.9%	14.7%	42.1%
Pell Grant/2012	73	78.1%	57.5%	1.4%	46.6%	13.7%	31.5%	24.7%	16.4%	31.5%
Total/2013	468	77.6%	65.6%	2.1%	57.3%	25.4%	28.6%	35.9%	12.8%	--
No Pell Grant/2013	379	79.7%	70.4%	2.1%	60.9%	27.7%	29.6%	38.5%	12.9%	--
Pell Grant/2013	89	68.5%	44.9%	2.2%	41.6%	15.7%	24.7%	24.7%	12.4%	--
Total/2014	484	75.2%	62.0%	2.1%	54.5%	21.7%	30.4%	--	--	--
No Pell Grant/2014	402	75.9%	62.7%	2.0%	54.5%	23.6%	29.1%	--	--	--
Pell Grant/2014	82	72.0%	58.5%	2.4%	54.9%	12.2%	36.6%	--	--	--
Total/2015	448	75.4%	64.1%	2.0%	55.1%	--	--	--	--	--
No Pell Grant/2015	358	79.3%	65.9%	2.5%	57.5%	--	--	--	--	--
Pell Grant/2015	90	60.0%	56.7%	0.0%	45.6%	--	--	--	--	--
Total/2016	449	77.1%	63.0%	--	--	--	--	--	--	--
No Pell Grant/2016	361	78.4%	65.4%	--	--	--	--	--	--	--
Pell Grant/2016	88	71.6%	53.4%	--	--	--	--	--	--	--
Total/2017	387	73.4%	--	--	--	--	--	--	--	--
No Pell Grant/2017	290	75.5%	--	--	--	--	--	--	--	--
Pell Grant/2017	97	67.0%	--	--	--	--	--	--	--	--



Pell grant recipients also have lower retention and graduation rates than students who do not receive Pell grants. UAF has a number of services and initiatives, both old and new, designed to support increased retention and degree attainment in these groups. These initiatives include:

- Rural Student Services: Founded in 1969, Rural Student Services (RSS) is an academic advising department with over 50 years of experience in working with students from all over the state of Alaska. The office aims to help students achieve success by linking them to current information pertinent to their education, lifestyle, and goals.
- Student Support Services: A federally funded TRIO program, the mission of Student Support Services (SSS) at the University of Alaska Fairbanks is to increase the academic achievement, retention, and graduation rates of first-generation students, low-income students, and students with disabilities.
- BLaST: The NIH BUILD-funded Biomedical Learning and Student Training (BLaST) program is designed to enhance capacity for undergraduate biomedical research training and efficacy for engaging students from diverse, especially rural Alaskan, backgrounds in education and training for biomedical research careers.
- Nanook Brotherhood Project: The UAF Nanook Brotherhood Project aims to improve the educational outcomes of men of color at the University of Alaska Fairbanks by making significant improvements in student satisfaction, academic performance, campus engagement, and retention and graduation rates with qualitative and quantitative measures of program success.
- Nanook Diversity and Action Center: The Nanook Diversity and Action Center (NDAC) provides a welcoming space, educational programming, and opportunities to transform social concerns into action.
- Student clubs and organizations such as the Alaska Native Social Workers Organization, American Indian Science and Engineering Society, National Society of Black Engineers, Native Alaskan Business Leaders, and the Society of Hispanic Engineers.

UAF reports graduation statistics in several ways, depending on the reporting requirements. Several of these measures were created years ago when they perhaps aligned better, and since then they have existed in isolation from each other. PAIR is currently working to align, as much as possible, the various but similar metrics that are reported in different venues. This alignment will reduce the work for PAIR to produce multiple, slightly different data sets and will also contribute to increased clarity and consistency.

		2018
<b>IPEDS</b>	<b>Cohort:</b> Fall, full-time, first-time, baccalaureate-seeking freshmen <b>Success:</b> Graduation within six years with a baccalaureate degree <b>from UAF</b> <b>Time:</b> Elapsed time in days between enrolling as a freshman and being awarded a baccalaureate	40%
<b>AK OMB</b>	<b>Cohort:</b> Fall, full-time, first-time, baccalaureate-seeking freshmen <b>Success:</b> Graduation within six years with a baccalaureate degree from <b>anywhere in the UA System</b> <b>Time:</b> Students graduating by the end of the summer term six years after the fall term when they enrolled	45%
<b>UAF Factsheet</b>	<b>Cohort:</b> Fall, full-time, first-time, baccalaureate-seeking freshmen <b>Success:</b> Graduation within six years with a baccalaureate degree <b>from UAF</b> <b>Time:</b> Graduation within six years with a baccalaureate from UAF (like IPEDS), but uses term-based, rather than date-based, criteria to determine elapsed time (like OMB)	40%
<b>UA in Review</b>	<b>Cohort:</b> Fall, full-time, first-time, baccalaureate-seeking freshmen <b>Success:</b> Graduation within six years with a baccalaureate degree from <b>anywhere in the UA System</b> <b>Time:</b> A nominal definition very close to the OMB	42%

For accreditation purposes, UAF consistently records the UAF Factsheet numbers as provided by PAIR for retention and graduation rates.

**OBJECTIVE 3: PREPARE UNDERGRADUATE STUDENTS FOR FURTHER STUDY, FUTURE EMPLOYMENT, AND CONTEMPORARY LIFE**

**Indicator 4: Seniors score similarly to their peers at other institutions on the ETS Proficiency Profile examination.**

The ETS Proficiency Profile examination short form was administered to seniors four times during the 2012 to 2016 academic years. This assessment was discontinued after FY16 due

to low participation. The results were not statistically valid due to the low numbers of students participating, although indications are that our results exceeded the benchmark for the years administered. The mean score for seniors on this standardized test shows that students were scoring above institutional expectations.

	2013	2014	2015	2016
<b>Mean Score for UAF Seniors</b>	463.00	455.74	*	454.55
<b>Likert scale score</b>	5	5	N/A	5

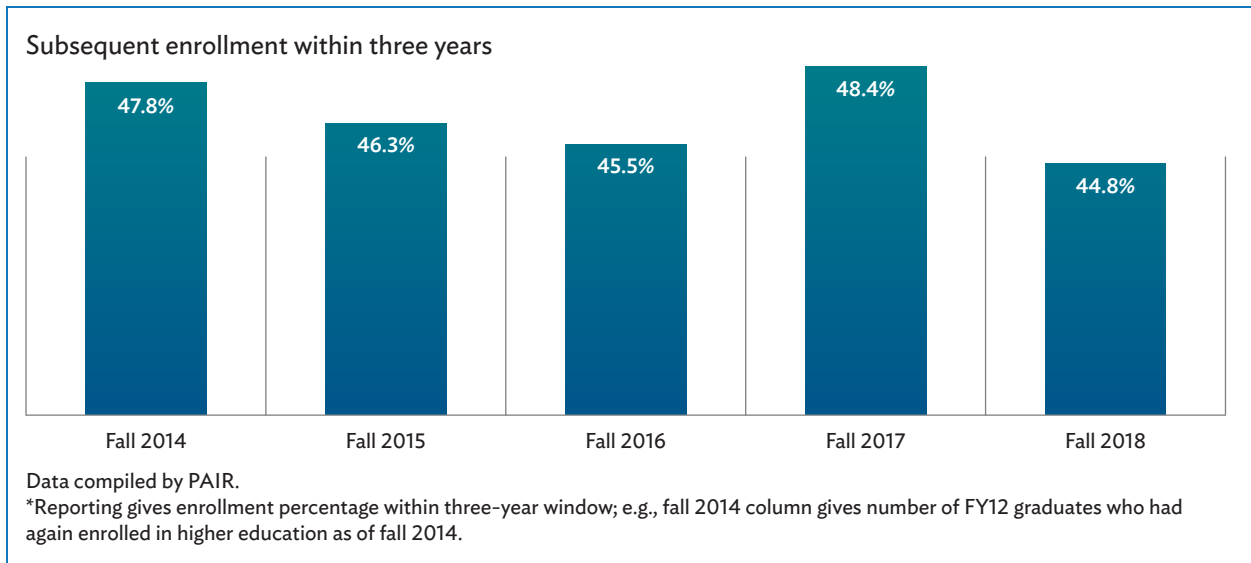
\* Not enough respondents

**Indicator 5: Graduates enroll in further higher education programs.**

PAIR collects data on the number of students enrolling in further education through the National Student Clearinghouse. Between 2014 and 2018, graduates enrolled into further higher

education within the three-year window at an average of 46.6 percent. Graduates enrolling in further higher education programs are between above expectations and at expectations on the following rubric. This includes students who graduate at all degree and certificate levels, undergraduate and graduate.

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
<b>Subsequent enrollment within three years</b>	47.8%	46.3%	45.5%	48.4%	44.8%
<b>Likert scale score</b>	4	4	4	4	4



**FIGURE 4-4: RATES AT WHICH GRADUATES ENROLL IN FURTHER HIGHER EDUCATION PROGRAMS**

**Indicator 6: Seniors respond similarly to their peers at other institutions to select National Survey of Student Engagement questions.**

The National Survey of Student Engagement (NSSE) is conducted every three years. Data was collected for years 2013 and 2016 of this review period. NSSE is being conducted in the spring of 2019 and results will be available in the fall of 2019.

NSSE questionnaires were completed by 302 seniors in 2013 and 323 seniors in 2016; completion rates were 34 percent and 31 percent respectively. Questionnaires are sent only to Fairbanks campus students since many of the questions have to do with on-campus services and activities. As the table below illustrates, UAF seniors' responses generally are similar (effect sizes near zero) to standard peer institutions with respect to the four educational and personal growth measures used for this indicator.

	2013	2016
Average effect size for UAF Seniors	-0.29	-0.32
Likert scale score	3	3

Examining the NSSE snapshots for 2013 and 2016 shows similar results for senior respondents. Compared to the 2013 NSSE, in 2016 UAF students' scores improved slightly on 22 of the 42 questions. They remained stable for four questions and decreased slightly for 13 questions.

In 2016, UAF had two scores significantly lower than peers: seniors' responses to "Collaborative Learning" and "Supportive Environment." However, UAF students report more time spent preparing for class (3.1 hours per week more for first-years and 3.2 more for seniors), reading (1.6 hours per week more for first-years and 1.3 hours more for seniors), and writing (11.3 pages more per year for seniors) than peers. More UAF first-year students and seniors report that their courses were highly challenging than peers (51% versus 47% for first-years; 57% versus 41% for seniors). For both first-year students and seniors, one of the areas that

scored highest compared to the Carnegie class is "Spent more than 10 hours per week on assigned reading" (+13% and +16%).

Seniors report the highest gains in "Thinking critically and analytically" and "Writing clearly and effectively." They report the lowest gains in "Being an informed and active citizen" and "Developing or clarifying a personal code of value and ethics."

Following the 2016 NSSE, an ad hoc committee was named by the provost to review the summary and provide recommendations. Some of the recommendations for strategic adjustments based on NSSE findings that have been implemented since then include re-establishing Career Services, requiring all students (even transfers) to take an ethics course, and establishing learning communities.

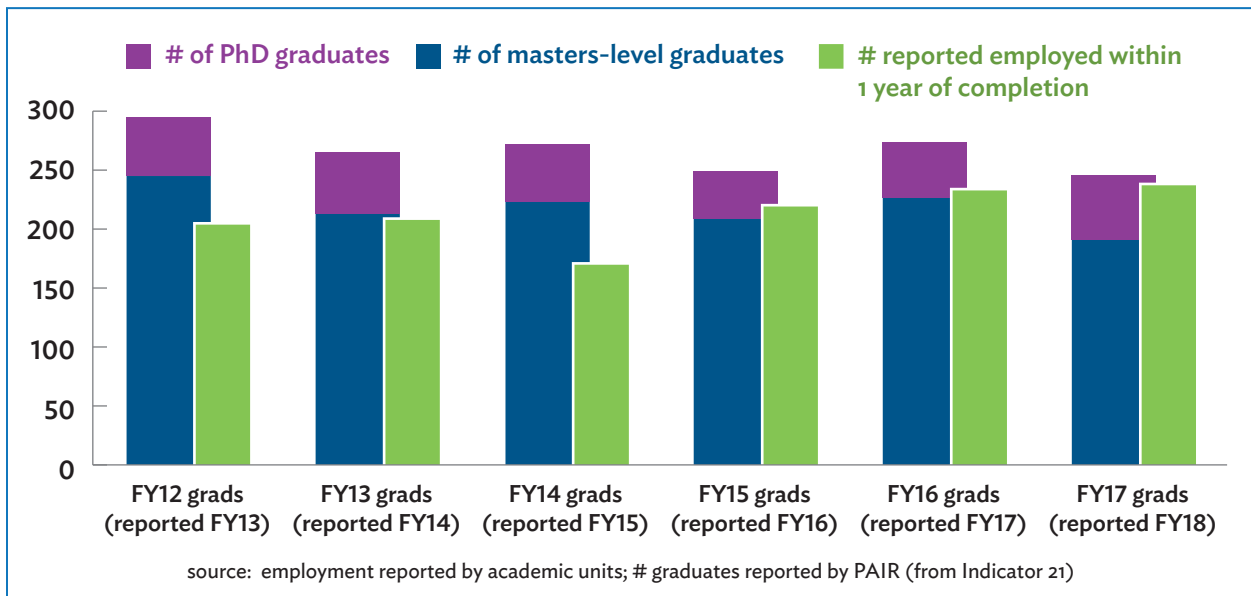
**OBJECTIVE 4: MENTOR OR GUIDE GRADUATE STUDENTS TO MASTER A SUBJECT AREA OR ADVANCE KNOWLEDGE**

**Indicator 7: Graduates secure jobs or continue their education.**

Between FY12 and FY17, the average number of students reporting employment within one

year after their graduate degree is 80.2 percent, which gives a rating of 4 to 5 on the rubric below. Therefore, for postbaccalaureate graduates securing jobs, UAF more than meets mission expectations.

	FY12 grads (reported FY13)	FY13 grads (reported FY14)	FY14 grads (reported FY15)	FY15 grads (reported FY16)	FY16 grads (reported FY17)	FY17 grads (reported FY18)
# of master’s-level graduates	245	213	223	209	227	191
# of PhD graduates	50	52	49	40	47	55
Total masters’ and PhD level graduates	295	265	272	249	274	246
# reported employed within 1 year of completion	203	209	171	220	234	239
Percent of total	68.8%	78.9%	62.9%	88.40%	85.40%	97.2%
Percent of total reported	75.7%	75.7%	78.0%	82.70%	87.60%	86.9%
Likert scale score	4	4	4	5	5	5



**FIGURE 4-5: UAF GRADUATES WHO SECURE JOBS OR CONTINUE THEIR EDUCATION**



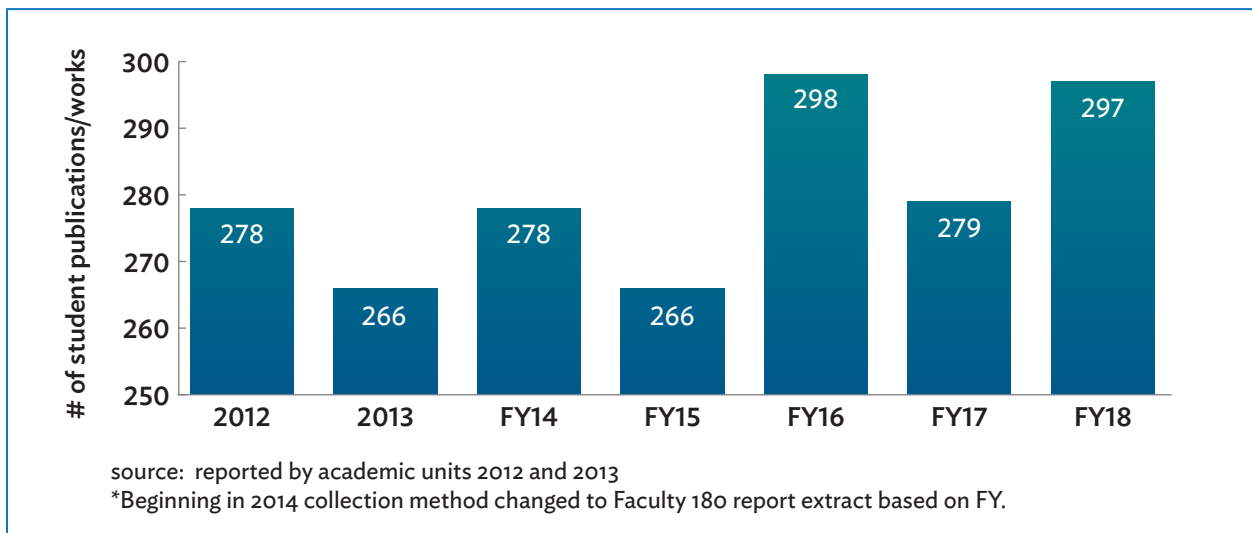
**Indicator 8: Students produce independently reviewed research and creative products.**

Research and creative products by students, especially those externally reviewed, provide a meaningful measure that graduate programs educate students to master a subject area or advance knowledge. UAF began collecting data

on these products on a regular basis in 2012 through the annual unit plan process, and it continues to be collected through the faculty [annual activity reports](#) (using Faculty 180 software). When faculty submit publications on their annual activities report, they must answer a required question about student co-authorship. (This indicator is also in the Research theme.)

	2012*	2013*	FY14	FY15	FY16	FY17	FY18
# of student publications/works	278	266	278	266	298	279	297
Likert scale score	5	5	5	5	5	5	5

\* In 2012 and 2013 data were collected annually rather than by fiscal year.



**FIGURE 4-6: INDEPENDENTLY REVIEWED STUDENT RESEARCH AND CREATIVE PRODUCTS**

The intellectual contributions made by students have been above expectations during the review period, averaging 280 independently reviewed publications and creative products.

## OVERVIEW OF CORE THEME EDUCATE AND ASSESSMENT OF STUDENT ACHIEVEMENT

Results of assessment in the Educate theme have been consistently in the “meets expectations” or “exceeds expectations” categories. The vast majority of academic programs show evidence of well-designed student learning outcomes, and most are making improvements based on their findings. Students taking national exams at the certificate, associate, and baccalaureate levels are scoring at least at the peer average if not higher. While the ETS Proficiency Profile examination did not prove to be a useful tool for UAF, the results that were received show that students were scoring above institutional expectations. Between 2014 and 2018, graduates enrolled into further higher education within the three-year window at an average of 46.6 percent, which meets expectations. NSSE survey results compare well with standard peer institutions in most areas but UAF could, for example, work on creating a more supportive and collaborative learning environment for seniors. Between 2012 and 2017, the average number of students reporting employment within one year after earning a graduate degree is 80.2 percent, which indicates that UAF is preparing students well for their careers. From 2012 to 2018, UAF students’ independently reviewed publications and creative products have a maintained steady growth, which all achieved the excellent level.

Retention and graduation rates have both improved over the past seven years. Some of the efforts that led to this increase are described below under 4.B, Improvement.

Every academic program assesses program and student learning outcomes periodically, with departmental reports required to be submitted to the provost every two years. The preparation level of entering students is assessed at admission

via the mandatory course placement process for English writing/reading and mathematics. This section presents the evidence base for the assessment of entering students, course assessment, and program review.

Chapter 2, Resources and Capacity, provides Regents’ Policy and University Regulation on outcomes assessment (educational effectiveness), the program review process, Faculty Senate requirements that course syllabi must include a statement of intended student learning outcomes, and information about how all proposed new academic programs must submit an outcomes assessment plan as part of their proposal to the Faculty Senate.

Student assessments of instruction are included as components of faculty promotion and tenure files as well as either peer teaching observation reviews or reviews of course materials. These two components of instructional review give peer reviewers and academic administrators a broad view of teaching practices and achievement.



## 4.B IMPROVEMENT

While UAF met or exceeded benchmark expectations in every area in the Educate core theme, effort toward continual improvement continues. Information presented in the assessment section clearly shows that continuous changes and improvements to programs and services are based on data-driven indicators of achievement. Some examples of improvements based on outcomes related to the indicators are highlighted here.

Beginning in fall 2015, with a recommendation from the UAF Faculty Senate, all UAF courses are now evaluated by registered students in the online system (Blue), provided through eXplorance. The provost's office and the Faculty Development and Improvement committee assist students and faculty with use of the online evaluation system. The provost's office administers the timing of evaluations as well as the release of results to instructors after the course is concluded. ASUAF student governance group publishes results for student use, linked from the provost's website. Student evaluations of instruction are included by faculty in promotion and tenure and other review processes.

Student retention and graduation data have long been collected, analyzed, and published. Based on those data, retention and graduation of degree-seeking students continue to improve. The data show that retention of first-time, full-time freshman degree-seeking students (the UA metric) has increased from 78 percent in 2012 to 81.5 percent in 2018. Upon review of retention data over the past few years, UAF surpasses the mission expectation (with a Likert rating of 4) with a first-time, full-time undergraduate retention rate of more than 70 percent. As stated above, six-year graduation rates are below

those of aspirational peer institutions (46 to 52 percent) due to several factors: permissive admission standards, lower standardized test scores of admitted students, and longer time-to-degree, as well as a high population of part-time, returning, and adult students. These factors make comparisons to some peer institutions misleading.

UAF works to continue to improve its graduation and retention rates with numerous initiatives. UAF began a Comprehensive Advising Initiative in 2012 following a \$600,000 legislative appropriation. This allowed expansion of [Student Support Services](#) to an additional 200 eligible students. (The grant funds services for 160.) In addition to Student Support Services staff, advisors have been hired focusing on first-year CLA students, student-athletes, and degree completion (students who have earned more than 100 credits but have not made sufficient progress toward a major). Other efforts funded through this initiative include extra assistance for students who place into the developmental levels of math and English.

UAF has recently adopted the EAB Student Success Collaborative software, which has been named Nanook Navigator. Nanook Navigator will provide greater student support, leading to increased retention and graduation rates, through improved and coordinated advising. To bolster this effort, UAF has recently hired a student success coordinator who will identify retention initiatives and track their success through Navigator.

Other initiatives that seek to improve student success, retention, and graduation include improvements to the Honors Program and Undergraduate Research, the introduction of

Living and Learning Communities, diversity programs such as the UAF Nanook Brotherhood Project, increased advising and support for military and returning students, and the introduction of the CARE team to support students of concern through holistic intervention and care.

As discussed in Standard 3, UAF is currently undergoing an extensive Strategic Enrollment Planning process, which focuses not only on enrollment of new students but on retention, transition, and graduation of students from the occupational endorsement to the PhD level. While this process has not been completed, some examples of preliminary recommendations include a reform of the advising structure, additional support for military students, and clear degree transition pathways.

An example of an improvement that directly resulted from an assessment activity is the creation of the film and performing arts major. Previously, Film and Theatre were separate degrees. In 2014, theatre was subject to a special program review, a data-driven process designed to improve or eliminate under-enrolled programs. The program was asked to submit an improvement plan, and the new program was designed as part of that process. Simultaneous to statewide budget cuts, two faculty members accepted jobs elsewhere and their positions were not replaced, which prompted (and created opportunity for) the re-visioning of the program to its current form. The result of the 2014 special program review of the theatre bachelor of arts degree was to merge it with the film bachelor's degree, creating the film and performing arts bachelor's degree with concentrations in film or theatre.

PAIR data indicates a total of 12.5 percent increase in student credit hour production,

despite system-wide enrollment reductions. However, the most important result is a vibrant and collaborative major that attracts new students and provides them unique training opportunities for careers in film and theatre. This innovative restructuring at the departmental level has yielded fruitful results in terms of attracting new majors, retaining current majors and minors in both theatre and film, increasing class enrollments, producing graduates in a timely manner, and cutting costs.

Students come to UAF to major in film and performing arts because it offers a dramatic film curriculum that prepares students to work on set and develop their own creative visions while partnering with professionals in the field through workforce development. Students are choosing to study film and performing arts at UAF because of our interconnection between film and performance: critical to the dramatic arts is the understanding of dramatic story.



# CORE THEME RESEARCH: *CREATE AND DISSEMINATE NEW KNOWLEDGE, INSIGHT, TECHNOLOGY, ARTISTIC, AND SCHOLARLY WORKS*

## 4.A: ASSESSMENT

Assessment of the Research theme is based on the four objectives and eight indicators outlined below.

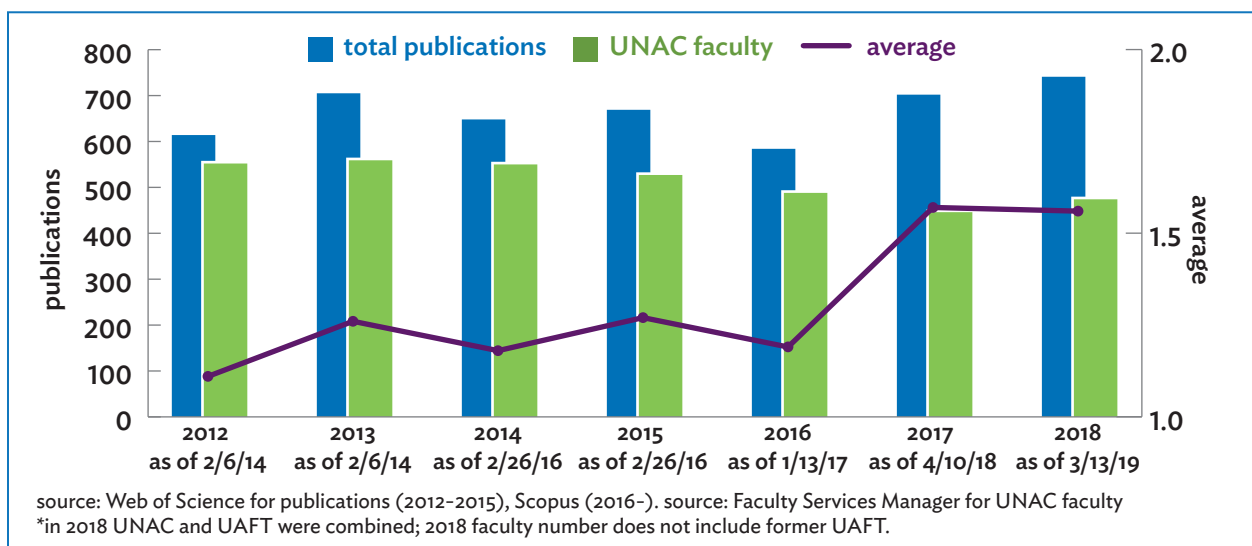
### OBJECTIVE 5: CONDUCT AND DISSEMINATE BASIC AND APPLIED RESEARCH

**Indicator 9: Faculty publish peer-reviewed journal articles, book chapters, and books.**

Faculty publications numbered a high of 741 over the review period in 2018 with a low of 584 in 2016 (see Figure 4-7 below). The highest publication rate was 1.57 per FTE in 2017 and the lowest was 1.11 per FTE in 2012. The average publication rate per FTE was 1.30 over the review period. UAF has either met or exceeded

expectations in this outcome each year.

Prior to 2018 the faculty number was determined by members of UNAC (the union representing Fairbanks campus faculty), but in 2018 UNAC merged with the non-tenure-track faculty union representing community campus faculty and the number of research active faculty was determined by those with research in their workload.



**FIGURE 4-7: FACULTY PUBLISH PEER-REVIEWED JOURNAL ARTICLES, BOOK CHAPTERS, AND BOOKS**



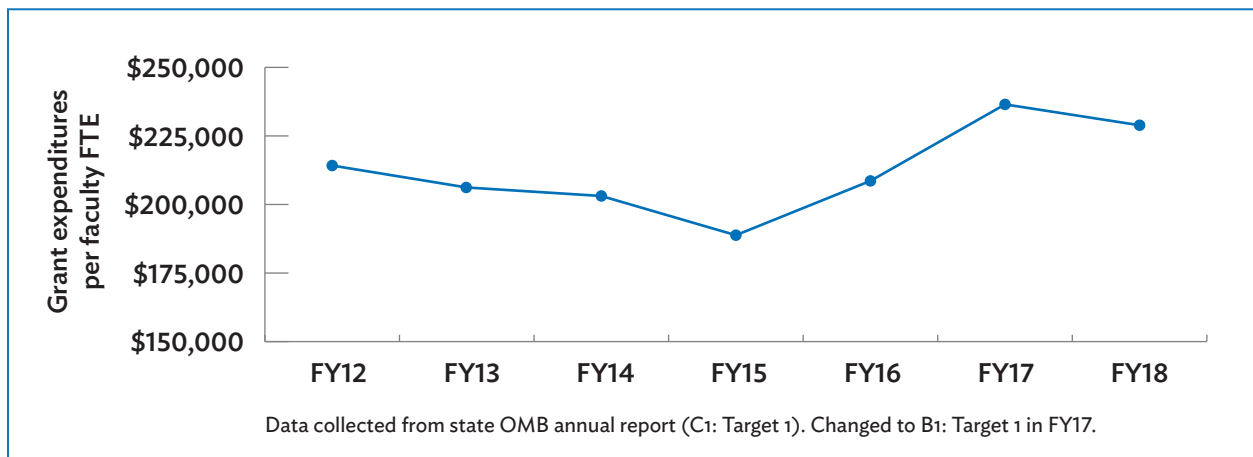
**Indicator 10: Faculty conduct externally funded research at a rate comparable to peer research institutions.**

Total research expenditures are summarized annually. To demonstrate the effectiveness of faculty in securing research funding, the table below provides the ratio of research expenditures

per faculty (those with any research workload) in thousands of dollars.

The five-year average expenditure per faculty member with research workload is roughly \$212,500. This figure surpasses the \$200,000 expectation category in the mission fulfillment rubric, giving this indicator an overall average of 5 on the evaluation scale.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
<b>Grant expenditures per faculty FTE</b>	\$214,200	\$206,200	\$203,100	\$188,800	\$208,600	\$236,500	\$228,900
<b>Likert scale score</b>	5	5	5	4	5	5	5



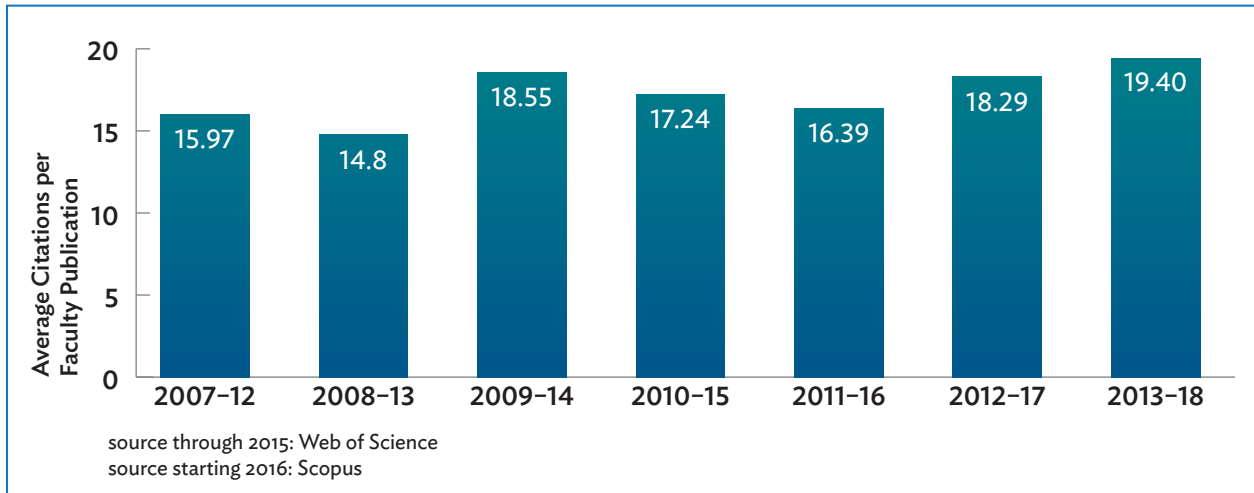
**FIGURE 4-8: GRANT EXPENDITURES IN EXTERNALLY FUNDED RESEARCH**

**Indicator 11: Faculty publications are commonly cited.**

Average citations per publication for the most

recent date range in the table was 19.4, which fulfills mission requirements at a level 5 of the rubric. Indeed, this indicator has scored at a level 5 over the last seven years of review.

	2007-12	2008-13	2009-14	2010-15	2011-16	2012-17	2013-18
<b>Average Citations per Publication</b>	15.97	14.8	18.55	17.24	16.39	18.29	19.40
<b>Likert scale score</b>	5	5	5	5	5	5	5



**FIGURE 4-9: AVERAGE CITATIONS PER FACULTY PUBLICATION**

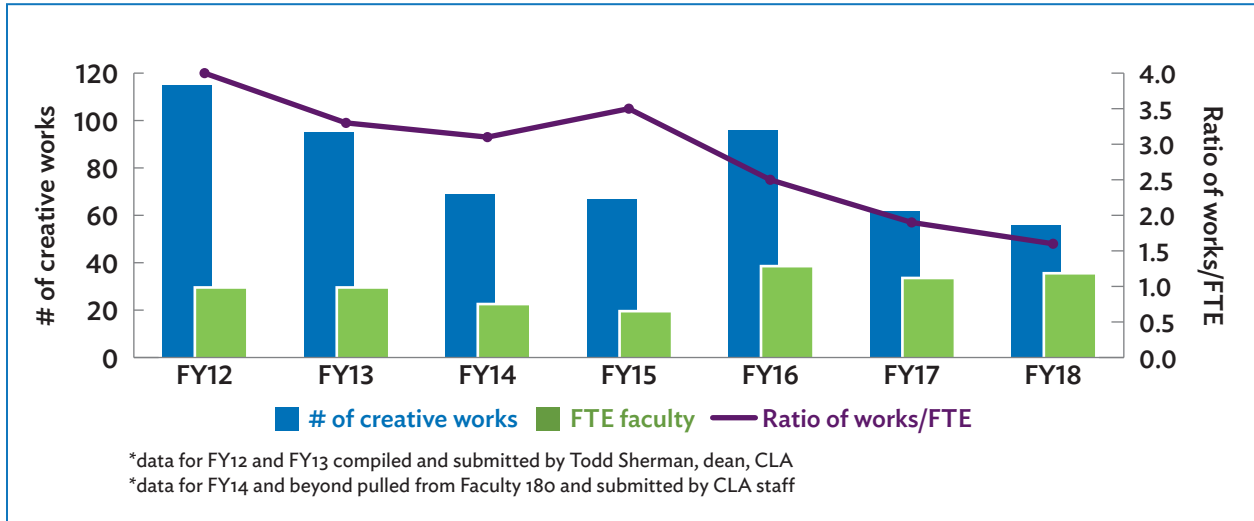
**OBJECTIVE 6: EXHIBIT AND PERFORM CREATIVE WORKS**

**Indicator 12: Faculty perform and exhibit at the state, national, and international level.**

Because the majority of faculty that produce creative works are in the College of Liberal Arts (CLA), information on performances and exhibits is gathered from that college. The table below shows that the average has dropped in recent years. The dean of CLA

attributes that decrease to the increase in responsibilities of faculty. As budgets have declined, faculty have had to take on increasing administrative responsibilities and there has been less funding available to travel to performances, exhibits, and other venues. If this trend continues, UAF will need to evaluate the workloads of faculty in the arts and humanities.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
FTE Faculty	29	29	22	19	38	33	35
# of creative works	115	95	69	67	96	62	56
Ratio of works/FTE	4.0	3.3	3.1	3.5	2.5	1.9	1.6
Likert scale score	5	4	4	5	3	2	2



**FIGURE 4-10: FACULTY PERFORM AND EXHIBIT AT THE STATE, NATIONAL, AND INTERNATIONAL LEVEL**

**OBJECTIVE 7: ENGAGE GRADUATE AND BACCALAUREATE STUDENTS IN RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY**

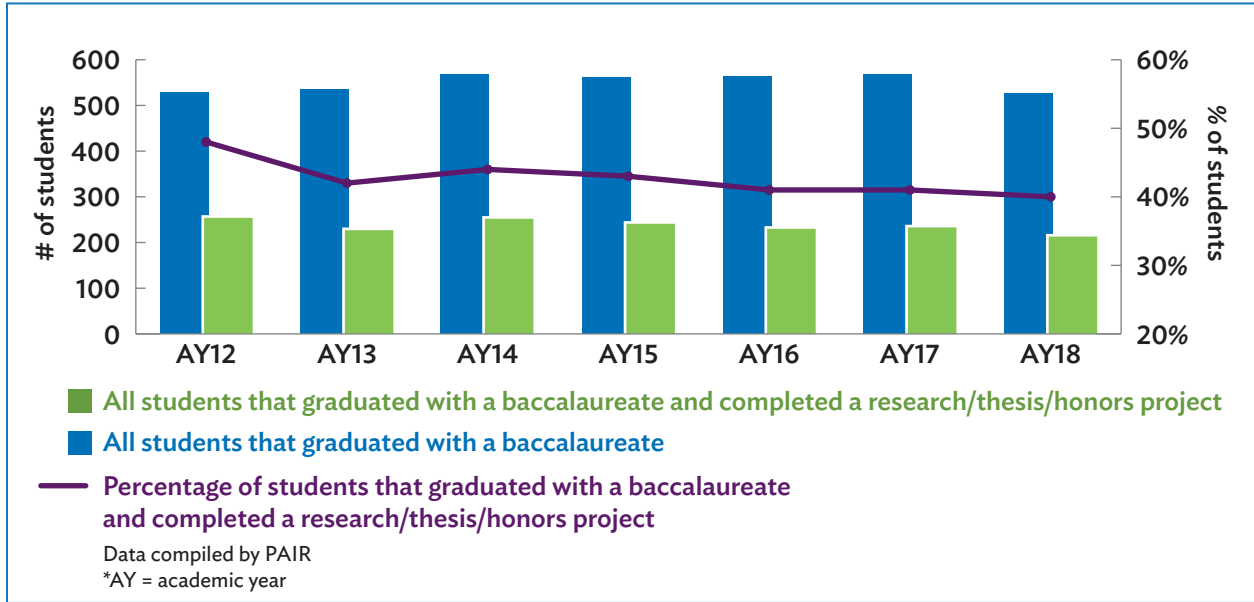
**Indicator 13: *Baccalaureate students complete a research course or project.***

Undergraduate research and scholarly activity are conducted across the university as both curricular and extracurricular activity. In 2014, the Faculty Senate approved a motion requiring a capstone experience for all baccalaureate programs. A senior thesis is a degree requirement for many programs and for all students in the Honors Program and remains an elective for others. Many students participate in undergraduate research informally through faculty-funded research projects and through

student-selected projects that are sometimes funded through formal undergraduate research solicitations. Additionally, students participate in professional society paper competitions and contests that may or may not be formally funded. The BLaST grant focuses on undergraduate research as well, with support of over \$23 million during the reporting period.

Over the review period, on average 40 to 50 percent of undergraduate students have completed a research, thesis, or honors project; see table and Figure 4-11 below.

	2012	2013	2014	2015	2016	2017	2018
All students that graduated with a baccalaureate	529	535	569	561	564	569	526
All students that graduated with a baccalaureate and completed a research/thesis/honors project	254	227	252	241	230	233	213
Percentage of students that graduated with a baccalaureate and completed a research/thesis/honors project	48%	42%	44%	43%	41%	41%	40%
Likert scale score	5	5	5	5	5	5	5



**FIGURE 4-11: BACCALAUREATE STUDENTS COMPLETE A RESEARCH COURSE OR PROJECT**

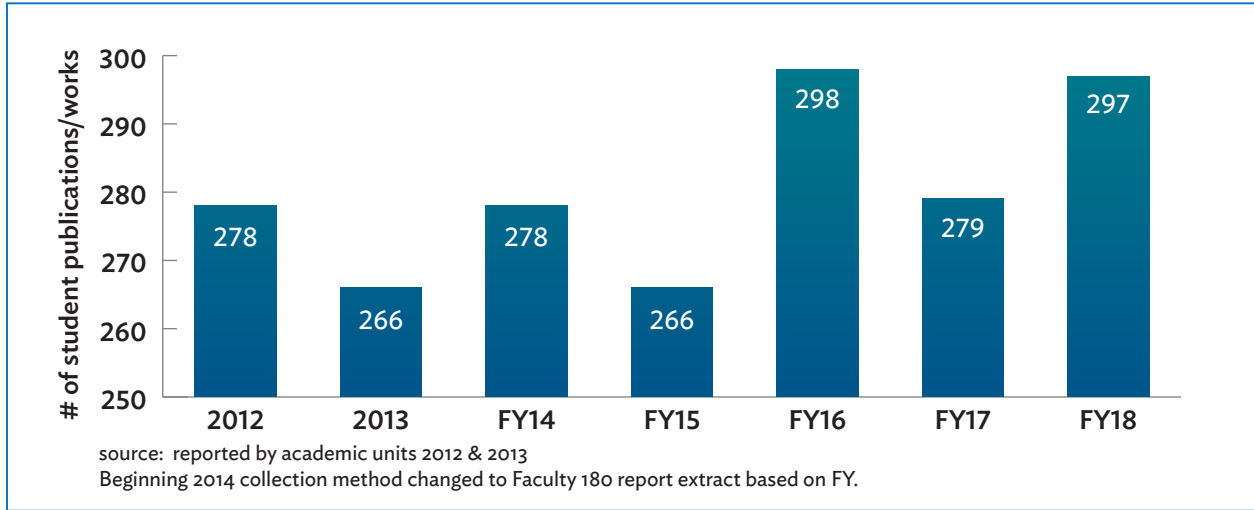
**Indicator 14: Students produce independently reviewed research and creative products.**

Research and creative products by students, especially those externally reviewed, provide a meaningful measure that programs educate students to master a subject area or advance knowledge. UAF began collecting data on these

products on a regular basis in 2012 through the annual unit plan process, and it continues to be collected through the faculty annual activities reports (using Faculty 180 software). When faculty submit publications on their annual activities report, they must answer a required question about student co-authorship. (This indicator is also in the Educate theme.)

	2012	2013	FY14	FY15	FY16	FY17	FY18
# of student publications/works	278	266	278	266	298	279	297
Likert scale score	5	5	5	5	5	5	5

\* In 2012 and 2013 data were collected annually rather than by fiscal year.



**FIGURE 4-12: INDEPENDENTLY REVIEWED STUDENT RESEARCH AND CREATIVE PRODUCTS**

The intellectual contributions made by students have been above expectations during the review period, averaging around 278 independently reviewed publications and creative products.

**OBJECTIVE 8: COLLECT, PRESERVE, AND PROVIDE ACCESS TO INTELLECTUAL, CULTURAL, AND NATURAL HISTORY COLLECTIONS.**

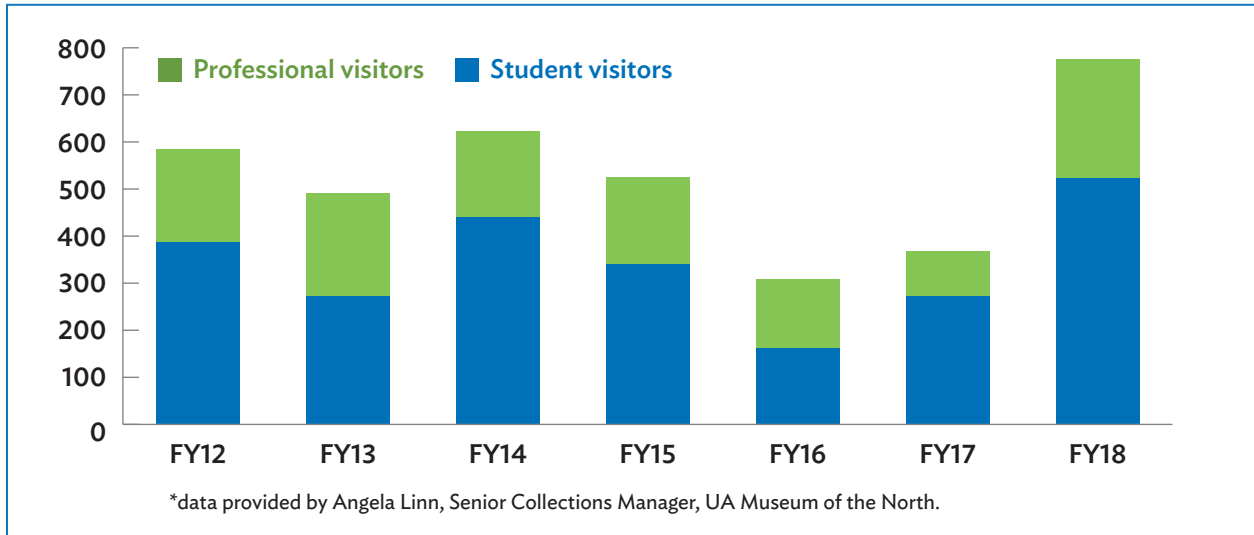
**Indicator 15: UA Museum of the North collections are used for research by visiting scholars, students, and the public.**

Student and professional visitors are tracked for the UA Museum of the North collections and the

data recorded can be viewed in the table below. Over the review period, a total of 3,698 visitors have used the collections. Out of the total visits, 2,137 (57.8 percent) were by students. This leads to the clear conclusion that the museum is fulfilling this part of UAF’s mission.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Student Visitors	387	273	441	341	162	272	542
Professional Visitors	198	218	182	183	146	95	251
Total	585	491	623	524	308	367	775
Likert scale score	5	5	5	5	5	5	5





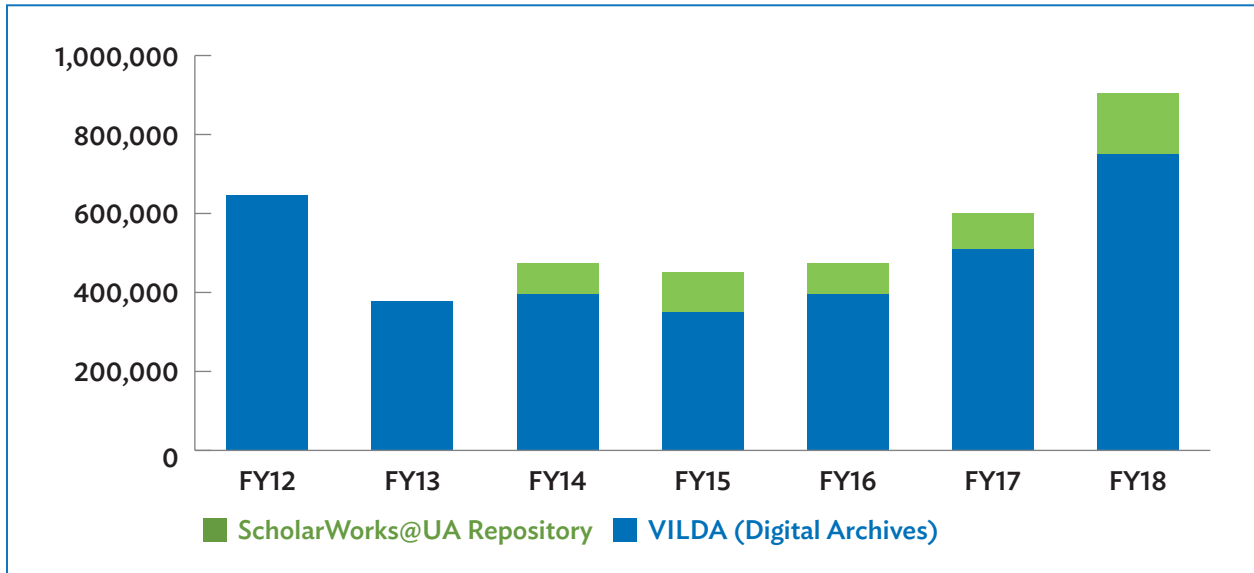
**FIGURE 4-13: UA MUSEUM OF THE NORTH COLLECTIONS VISITORS**

**Indicator 16: Rasmuson Library Alaska and Polar Regions collections are used by scholars, students, and the public.**

As shown in the table below, in 2018 the UA repository and the digital archives were used

about 900,000 times. The UA repository was created in July 2013, so those numbers do not appear prior to 2014. These data indicate that the Alaska and Polar Regions collections are being used at a level 5 on the mission fulfillment rubric.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
VILDA (Digital Archives)	647,137	377,540	396,030	350,013	395,123	509,802	750,669
ScholarWorks@UA Repository	NA	NA	77,916	101,181	78,342	90,372	151,985
<b>Total</b>	647,137	377,540	473,946	451,194	473,465	600,174	902,654
<b>Likert scale score</b>	5	5	5	5	5	5	5



**FIGURE 4-14: RASMUSON LIBRARY ALASKA AND POLAR REGIONS COLLECTION USE OVERVIEW OF CORE THEME RESEARCH AND ASSESSMENT OF RESEARCH**

The indicator information provided above shows that UAF is meeting its objectives with regard to the Research theme. Evidence presented above for numbers of publications and research expenditures, numbers of creative performances, and numbers of citations of peer-reviewed journal publications indicate that our faculty are involved in research, scholarship, and creative activity, including an emphasis on Alaska and polar regions. In addition, our students are actively engaged in research projects, and they are encouraged to publish and exhibit the results of their research.

Most UAF faculty are tripartite, with research a part of their workload, and some are bipartite (either research faculty with no teaching expectations or teaching faculty with no research expectations). UAF faculty publish at a relatively high rate, and the average has been increasing, rising to about 1.5 publications per faculty per year in 2018. Further, faculty publications are being cited at a high rate, which is evidence of faculty’s reputation and expertise in their area of research. In the arts and humanities, UAF is demonstrating

success in creative activity, though this number has decreased in recent years, most likely due to budget pressures in the College of Liberal Arts. A significant proportion of faculty members have externally funded research, with expectations being fulfilled or exceeded in this area. In fact, UAF research yields approximately six times the state general fund investment in this area.

The percentage of graduating baccalaureate students who have completed some undergraduate research has increased steadily over the review period, receiving a rating of 5 on the mission fulfillment rubric. Undergraduate and graduate students actively publish the results of their research and exhibit their creative products. The university, its students, and the public are successfully using the library’s Alaska and Polar Regions collections as well as the museum’s collections. These results demonstrate that UAF is meeting its objective to engage graduate and baccalaureate students in research, scholarship, and creative activity.

UAF conducted a thorough assessment and program review of all research units in 2014 and 2015. These reviews used accreditation indicator metrics (research dollars per faculty member) to help guide planning and decision-making in the research area. Research productivity was evaluated for the Geophysical Institute, Institute of Arctic Biology, International Arctic Research Center, Institute of Marine Science, Institute of Northern Engineering, and each of the university's schools and colleges, the library, and research support units (the latter evaluated using different criteria). In each case, the program review links the unit's efforts to the core themes and makes recommendations for growth opportunities. Data on proposals, awards, revenue, personnel, and graduate degrees awarded is gathered for each unit and analyzed annually by the vice chancellor for research and the Research Planning Group.

UAF is the [world leader](#) for research in the Arctic, both in terms of the highest number of publications and the greatest total number of citations in the field. Research takes place in all of the schools and colleges as well as the more than 50 research centers on campus and across the state. Faculty publish, perform, and conduct creative activities at a high rate. UAF's research expenditures far exceed like-sized peers, ranking in the [top 15 percent](#) of research expenditures nationally. While the amount of state funding has fallen considerably, research expenditures per faculty FTE have continued to rise, from \$214,000 in 2012 to \$228,900 in 2018.

All UA institutions including UAF report on statewide targets that include:

- Lead the world in Arctic-related research
- Increase total research expenditures to \$168 million by FY20

- Increase number of graduates in science, technology, engineering, and math (STEM) programs to 1,875 by FY20
- Sustain overall, long-term growth in the number of new invention disclosures, with 25 in FY20

Core theme planning data, both ongoing and historical, are readily available on the web and shared with deans and directors for distribution to faculty, staff, and advisory councils. The [Statewide Strategy, Planning, and Budget Office](#) produces a number of publications and reports, which include data on research expenditures, non-general-fund to general-fund ratios (NGF:GF), grant-funded activities, monthly proposal and grant logs, and other indicators of core theme performance. Similarly, UAF's [Office of Planning, Analysis and Institutional Research](#) (PAIR) offers a broad array of decision support services to all units of the university internally as well as externally. Its primary purpose is to facilitate the collection, analysis, and interpretation of institutional data and provide information to support planning and decision making.

[UA Spotlight](#), produced by UAF's research division, provides an overview of research activities in the state and demonstrates the scientific, cultural, and economic contributions made by UAF researchers. The annual [UA in Review](#) report summarizes information from the Banner enterprise management system. To meet mandatory university reporting requirements and ensure consistency over time, data are extracted from the information systems at specific dates during the year and stored in the database.

## 4.B: IMPROVEMENT

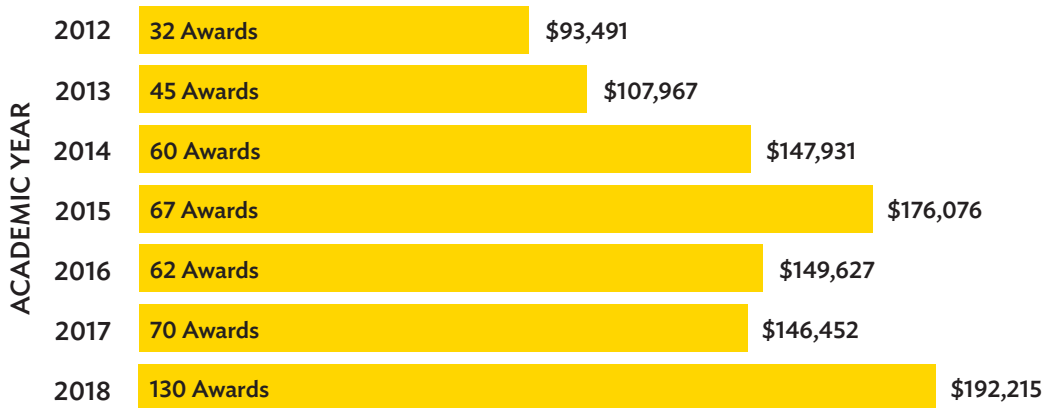
UAF has made continual efforts toward improvement in the area of research. For example, the institution has prioritized undergraduate research. In 2014, the Faculty Senate passed a requirement that all baccalaureate students must complete a capstone project. Programs identified a capstone course, experience, or project that would meet this outcome, and all graduating students now meet this requirement.

In 2012, UAF established the office of [Undergraduate Research and Scholarly Activity](#) (URSA), funded through 1 percent of the institution's indirect cost recovery. URSA supports, develops, and institutionalizes UAF's diverse and robust programs of undergraduate research and creative scholarship. At all levels, URSA aims to improve skills in critical thinking and communication and to engender a culture of lifelong learning among all students, as well as enhance preparation and education of students who will fill the needs of Alaska's 21st century workforce and society. URSA is UAF's resource for the development and promotion of experiential learning activities that engage undergraduate students to support UAF's goal

to become a leading student-focused research university. Building on existing efforts and capacities, URSA enables UAF students to pursue varying levels of research engagement, from a single credit of first-year seminar to independent scholarly investigations or a senior thesis, including BFA exhibit or performance.

URSA produces an [annual report](#), which shows that the amount of awards to support student research has increased from \$93,491 in 2012 to \$192,215 in 2018. This support takes the form of stipends, travel, equipment, and tuition assistance. URSA also provides support to faculty mentors who include undergraduates in their research projects, and this amount has increased from \$16,391 in 2012 to \$93,368 in 2018. URSA also puts on an annual [Research and Scholarly Activity Day](#), which draws broad participation from across campus. In 2019, 135 students participated by producing posters and interactive displays. URSA has recently been selected to participate in [EvaluateUR](#), a pilot program to evaluate undergraduate research programs and assess the impacts that they have on student development.

**URSA STUDENT AWARDS**



**FIGURE 4-15: UNDERGRADUATE RESEARCH AND SCHOLARLY ACTIVITIES STUDENT AWARDS**

Undergraduate participation in research courses has been tracked and per year and semester breakdown of enrollment can be found in the table below. Between 2012 and

2018, undergraduate students participated in 3,135 research classes with a trend of higher enrollments over the last couple of years.

ACADEMIC YEAR	FALL	SPRING	SUMMER	TOTAL
2012	137	210	15	362
2013	148	186	31	365
2014	134	205	31	370
2015	127	226	55	408
2016	107	217	47	371
2017*	298	338	28	664
2018	279	305	11	595

\* The significant increase in research courses reflects a change in the research course designation process.

**FIGURE 4-16: UAF UNDERGRADUATES ENROLLED IN ONE OR MORE RESEARCH COURSES**



An additional example (among many) of improvement in the area of research is the libraries' efforts to make research products more accessible. This includes research by UAF faculty and students and resources to aid in their scholarship. In recent years, the libraries have focused on acquiring access to electronic journals and books, resulting in total subscriptions of more than 43,000 online serial/journal titles and 390,319 electronic books. Collection strategies have focused on providing maximum depth and breadth of online content, while ensuring perpetual access to journals where possible. Journals and e-books are heavily used. Rasmuson Library has extensive special collections and archives, consisting of multiple formats such as rare books, manuscripts, photographs, film, and oral history recordings. The library has technical experts in each collection area who work to acquire, preserve, and make available these unique content materials. Several digitization projects are ongoing, including [Alaska's Digital Archives](#) (mixed media collected and digitized in libraries statewide), the [Alaska History Store](#) (archival photos and maps scanned from the library's collections and made available for sale and re-use), the [Alaska Film Archives](#) (historical films of all format types digitized, with some accessible through an active [YouTube channel](#)), and [Project Jukebox](#) (oral history projects providing contextual material online). A recent

project provides online access to a wide variety of the content available in our special collections: <https://library.uaf.edu/apr-collections>.

Future efforts will continue to include further digitization of the most in-demand resources. Along with this work the special collections staff will be working to harmonize the various online access tools for all of these collections. Finally, efforts are being made to ensure the long-term preservation of original materials through additional secure, climate-controlled storage.

The UAF Libraries joined the [Alaska Library Catalog](#) in 2018, making the content of 87 libraries available to the UAF community with a single hold request system. This change also provides access to the UAF collections for residents throughout the state.

Another essential online tool under active development at Rasmuson Library is the library's institutional repository, [ScholarWorks@UA](#). This UA-wide effort includes electronic theses and dissertations, university publications, and scholarly papers. The UA libraries are currently working on a statewide effort to migrate these resources to a more current platform, which will allow for better metadata entry and faster processing as well as a superior end-user interface.

# CORE THEME PREPARE: ALASKA’S CAREER, TECHNICAL, AND PROFESSIONAL WORKFORCE

## 4.A: ASSESSMENT

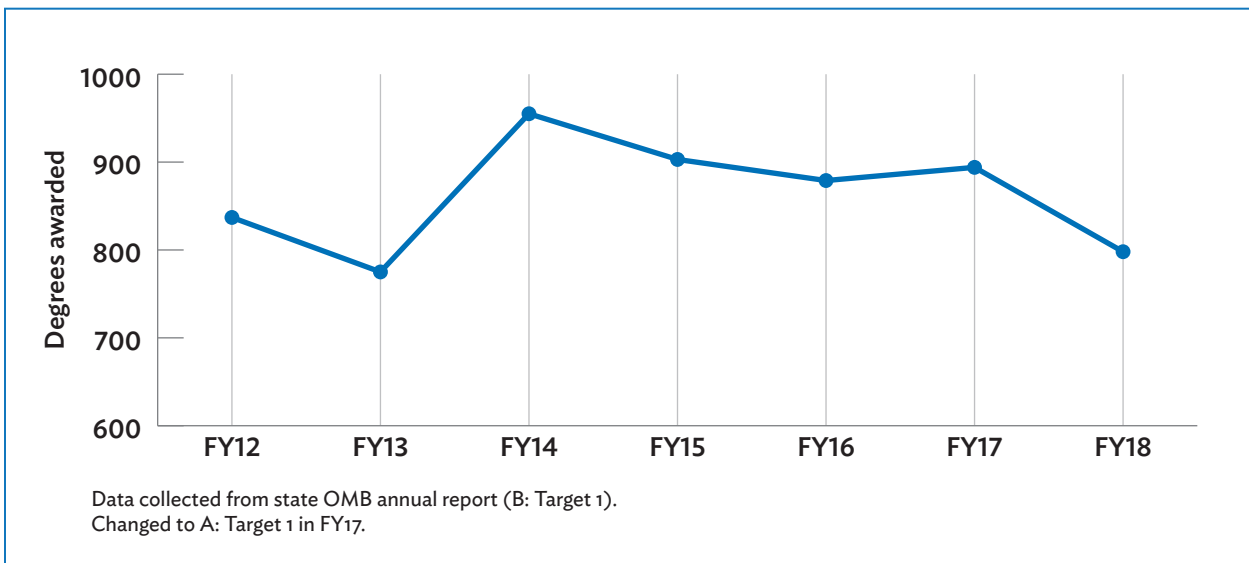
### OBJECTIVE 9: PREPARE STUDENTS FOR JOBS IN ALASKA

**Indicator 17: Students graduate in Alaska Department of Labor and Workforce Development high-demand job area programs.**

One of the UA System goals and measures (2017–2020) is to meet Alaska’s current and projected workforce needs. The University of Alaska is the primary workforce preparation institution in the state and has established

*Workforce Development Priorities and Guidelines.* The UA System, UAF, the state, and industry have worked together to plan, assess, and implement UAF’s role in workforce preparation. These data are used in planning activities throughout the institution, including the internal resource reallocation processes. UAF has exceeded expectations in this area each year.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Degrees awarded	837	775	955	903	879	894	798
Likert scale score	5	4	5	5	5	5	5



**FIGURE 4-17: DEGREES AWARDED IN HIGH-DEMAND JOB AREAS**

**Indicator 18: Rural campus students graduate in Alaska Department of Labor and Workforce Development high-demand job area programs or from programs that prepare them for rural jobs.**

Rural Alaska unemployment rates are much higher than those in urban areas, and many of the jobs that are available (like wildlands firefighting) are seasonal. Like urban residents, rural Alaskans need and desire opportunities to become qualified for Division of Labor and Workforce Development high-demand job areas. In addition certain programs are focused on meeting employer needs in rural Alaska that differ from those in urban communities, such as the rural human services certificate, community health practitioner certificate and AAS, and tribal management certificate and AAS. Native corporations and Native health corporations often sponsor students in such programs, illustrating their value to rural communities.

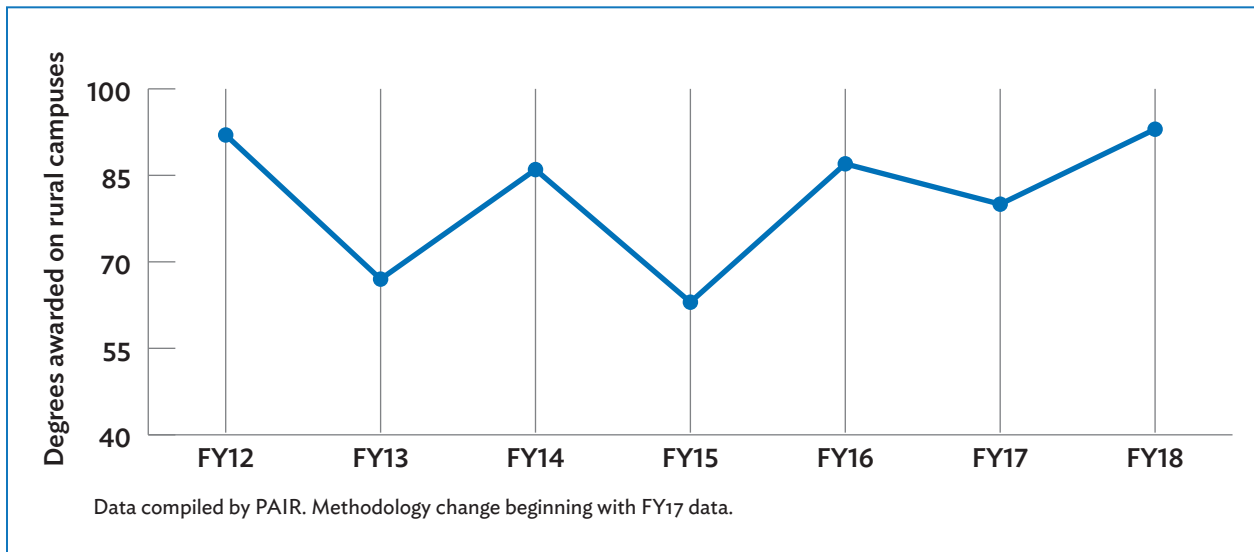
The following areas have been identified by Alaska Department of Labor and Workforce Development as high-demand job area programs

that prepare rural campus students for rural jobs:

- Alaska Native studies
- Apprenticeship technology
- Cross-cultural studies
- Construction trades technology
- Community health
- CTT: facilities maintenance
- Human services with rural human services certificate
- Human services
- Inupiaq Eskimo
- Indigenous studies
- Native language education
- Rural development
- Rural human services
- Sustainable energy
- Social work
- Tribal management
- Yup'ik Eskimo
- Yup'ik language and culture
- Yup'ik language proficiency

The table below shows the number of UAF students graduating from rural campuses in these job areas.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Degrees awarded on rural campuses	92	67	86	63	87	80	93
Likert scale score	3	2	3	2	3	3	3



**FIGURE 4-18: RURAL CAMPUS STUDENTS GRADUATE IN HIGH-DEMAND JOB AREAS AND PROGRAMS THAT PREPARE THEM FOR RURAL JOBS**

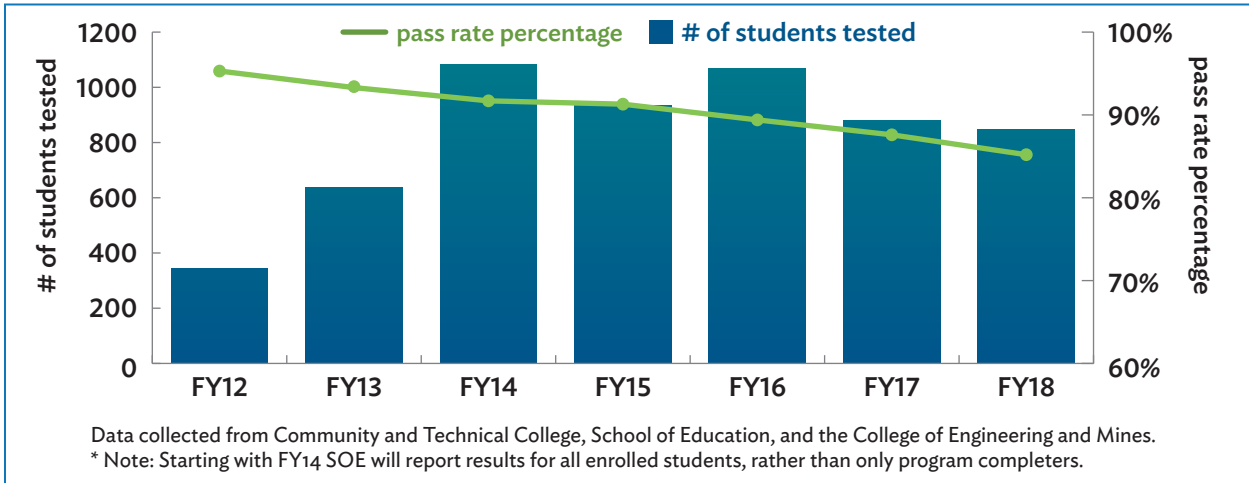
The Tribal Management Program out of Interior Alaska Campus has developed a [chart addressing the UAF Core Themes](#). The dean of the College of Rural and Community Development has encouraged all programs to develop similar charts and to link their programs and activities to the core themes.

**Indicator 19: Professional, career, and technical students pass programmatic state or national exams.**

Many programs require graduates to pass a state or national examination to work in the field. UAF tracks the examination pass rates for 20 career and technical programs:

- Fundamentals of Engineering (FE) from civil, computer, electrical, geological, mechanical, mining and petroleum engineering
- FAA Mechanic written exam (airframe, powerplant and general)
- FAA Mechanic oral and practical exam
- FAA Commercial Pilot written exam
- FAA Instrument written exam
- FAA Private Pilot written exam
- Certified Nurse Aide exam
- Certified Medical Assistant exam
- Phlebotomy exam
- Alaska Emergency Medical Tech I exam
- Advanced Emergency Medical Technician exam
- National Paramedic exam
- Firefighter I exam
- Firefighter II exam
- Automotive Service Excellence (ASE) exams
- SERVSAFE Sanitation exam
- Praxis II: various content knowledge tests
- ETS Core Academic Skills for Education in Math, Reading, and Writing

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
# of students tested	344	639	1082	933	1069	880	849
pass rate	95.3%	93.3%	91.7%	91.3%	89.4%	87.6%	85.2%
Likert scale score	5	5	5	5	5	5	5



**FIGURE 4-19: PROFESSIONAL, CAREER, AND TECHNICAL STUDENTS TAKING PROGRAMMATIC STATE AND NATIONAL EXAMS**

An overall slight decline in pass rate percentage for the institution corresponds to FY16 changes within the School of Education, which discontinued use of the Praxis I in Mathematics, Reading, and Writing and replaced it with the Core Academic Skills for Ed tests in Mathematics, Reading, and Writing in that year. Large numbers of students within the discipline take these tests, and appear to have had historically higher scores taking the Praxis I than the Core Academic Skills for Ed exams, which affects

the institutional average. Other exams for this indicator show normal year-to-year variation in performance. UAF strives to assess and monitor signs of declining performance such as these, even in cases where results continue to exceed expectations overall.

UAF students have consistently scored highly in the programmatic state and national exams, which is evidence that they are well prepared to enter the workforce.



**OBJECTIVE 10: HELP PREPARE SECONDARY STUDENTS FOR POSTSECONDARY CAREER PATHWAYS**

**Indicator 20: High school students complete tech prep courses and programs.**

The [Tech Prep Program](#) is a concurrent enrollment program offered in cooperation between UAF [Community and Technical College](#) and other educational institutions. The program recognizes high-quality courses offered at the high-school or vocational/technical level and provides students the opportunity to earn university credits toward a certificate and/or degree by completing these classes in their high-school or vocational education institutions that have been approved for college credit. Tech Prep allows students to get a head start in an occupational endorsement, certificate, or degree program; transfer credits from UAF/CTC to another university or college; or apply skills for immediate entry-level employment after completing a Tech Prep course of study at their home institution. Tech Prep agreements

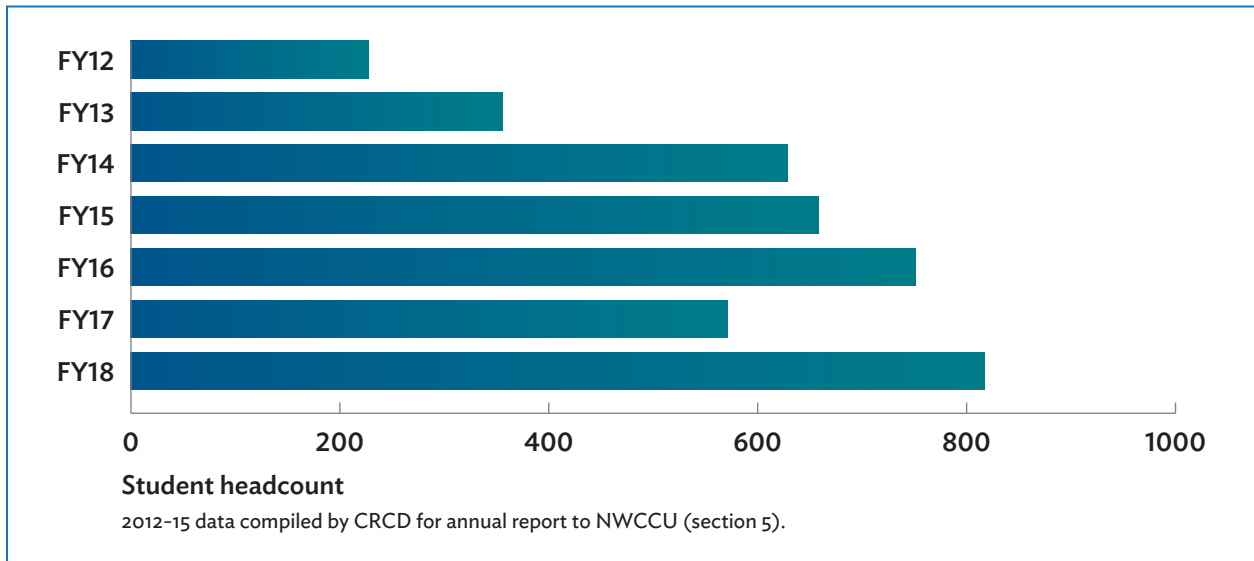
are documented by a signed, standardized memorandum of agreement (MOA). All signed MOAs are in the Office of the Provost.

Participating Tech Prep partners include:

- [Alaska Vocational Technical Center \(AVTEC\)](#)
- [Local area high schools](#): Ben Eielson High School, Hutchison High School, Lathrop High School, North Pole High School, West Valley High School
- [Delta Partners for Progress](#)
- High schools across the state: Chugiak High School, King Career Center, West High School, Delta High School, and Mat-Su Career and Technical High School

The table below shows the number of high-school students earning tech-prep credit at UAF:

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
<b>student headcount</b>	227	356	629	658	751	571	817
<b>Likert scale score</b>	2	5	5	5	5	5	5



**FIGURE 4-20: HIGH-SCHOOL STUDENTS EARNING TECH PREP CREDIT**

A report prepared by the Community and Technical College shows the number of tech prep students by school district and term from FY15 to FY18. The number of students enrolled in Tech

Prep courses as well as the diversity of offerings continues to grow every year, particularly in the Fairbanks North Star Borough School District.

**OVERVIEW OF CORE THEME PREPARE AND ASSESSMENT OF WORKFORCE PREPARATION**

An important part of UAF’S mission is to prepare students for careers and to serve the state by providing a skilled workforce in key areas. According to UA Statewide’s goals and measures:

Historically Alaskans have benefited from high-paying jobs that do not require high levels of educational attainment. But the economy and workforce landscape of Alaska is changing rapidly and we must prepare for a new wave of employment opportunities that will require more than a high school diploma. According to national research, by 2025, 65 percent of jobs will require some form of post-secondary education. If K-12, vocational programs and UA education can

prepare Alaskans for these jobs, Alaskans will fill them. Otherwise, Alaska will continue to face a shortage of skilled employees and will have to import labor from outside. In order to increase the number of students enrolling in post-secondary training we have to change the culture of education in the state and increase enrollment throughout the university system, especially in critical areas such as health programs and teacher education.

The Alaska Division of Labor and Workforce Development has defined high-demand job areas, and UAF has consistently prepared students in those areas. Until FY19, this was an

area that the university reported to the state Office of Management and Budget. As of FY19, that reporting measure has shifted to increasing the preparation of students in the areas of teaching and healthcare. In future years, UAF's indicators will probably need to adjust to match the UA priorities.

The preparation of students in rural areas to fill jobs in their communities through programs at UAF's rural campuses is vital to the state's

economic health. UAF has consistently met its mission fulfillment targets in this area. Likewise, collaboration with high schools and vocational programs through the Tech Prep program provides students throughout the state with the opportunity to earn college credit through approved technical and vocational pathways. Students in UAF's career and technical programs consistently exceed national norms in programmatic exams.



## 4.B IMPROVEMENT

UAF continues to strive to meet the needs of students and the state for career preparation and workforce development. As a good example, [Shaping Alaska's Future](#) 2014 identified five themes to shape institutional planning, including “Productive Partnerships With Public Entities and Private Industries” aimed at workforce development. Within this theme, three issues were identified, and corresponding strategies have been proposed in the areas of teacher training, health-related fields, and mine training. The State of Alaska departments of Education and Early Development and Labor and Workforce Development partnered with UA to develop the [Alaska Career and Technical Education Plan](#) to help guide the selection of programs and services for prioritization.

Recognizing that the institution had several successful but not fully integrated programs across its school and colleges, UAF has focused on coordination and collaboration in its Tech Prep and dual enrollment programs. A task force was formed as part of the Strategic Enrollment Planning process and made recommendations about pathways to improve collaboration in this area. UAF has hired a dual enrollment coordinator and begun a middle college initiative to further improve.

The following examples demonstrate UAF's commitment to continual improvement in preparing a qualified workforce through its Community and Technical College and the over 40 programs offered through this college.

Demand for aviation maintenance technicians is high across the nation and the state of Alaska. UAF has taken several steps to increase its ability to meet this demand and improve the

outcomes of UAF's Aviation Maintenance Technology program. In 2012, UAF purchased an aviation hangar at the east ramp of the Fairbanks International Airport and moved the aviation maintenance program to this new location. In addition to significantly increasing the learning space, being located at the airport enabled the program to accept the donation of a Boeing 727 aircraft from industry the following year. This donation has been integrated into delivery of the education and training provided through the program and has improved the program's ability to prepare graduates for the workforce. In addition to investments in infrastructure, CTC has made investments to increase capacity for faculty to focus their efforts on student success. One example of this has been the creation of a new director of aviation programs position focused on program operation, administration, and serving as liaison with the Federal Aviation Administration (FAA). A second example is the support for additional on-site tutoring on weekends. These improvements in facilities, administration, and tutoring support resulted in receiving approval from FAA to increase the program's enrollment capacity from 25 to 30 students in 2018–19 and increased retention over this same year.

In 2014, UAF's Automotive Technology program's specialized accreditation was renewed by the National Automotive Technicians Education Foundation (NATEF), affirming that the program met the guidelines for program accreditation in maintenance and light repair. The renewal process required a comprehensive review of curriculum that involved program faculty and industry partners, which resulted in improved curriculum standards and alignment with industry. In 2016, the Automotive Technology program received a Technical/Vocational Education Program



grant from the UA System office to support the purchase of a 2014 Ford Fusion hybrid vehicle. The addition of this hybrid vehicle has been important in improving the program's ability to prepare graduates for work within the increasingly complex and technical field of automotive technology.

UAF's program review process identified enrollment, retention, and program completion challenges that needed to be addressed within its Culinary Arts and Hospitality program. Because the certificate programs serve as the foundation for the associate degree, the low completion rate of certificate students was of particular concern. After examination of the program, it was determined that low retention was contributing significantly to the programs' low rate of completion and the structure of program delivery was affecting retention. To address these challenges, the delivery of the certificate programs were restructured into a cohort-based program where new students enroll in a structured sequence of coursework that leads to certificate completion in their first year. Students who decide to continue and advance their education in culinary arts are provided a similar structured sequence of second-year coursework in which they enroll to complete their associate degree. In addition to the program's restructure, the program increased its advising and student support efforts to help guide students from program inquiry to program completion. Since the restructure, the program has seen an improvement in retention and completion.

Between 2014 and 2018, UAF's Community and Technical College and Mining Engineering department partnered in the development of a 17-credit occupational endorsement in mining mill operations, designed to prepare graduates for employment in Alaska's mining industry. The development of this program was part of a \$8.1

million Trade Adjustment Community College and Career Training (TAACCCT) grant. The grant also supported the development of a mill process simulator, a training tool that previously did not exist in the world, by UAF Mining Engineering department and [underground new miner and mine mechanic](#) occupational endorsement and mine mechanic (associate's) training and education offered elsewhere in the UA system. This mining mill operations occupational endorsement program not only improved the portfolio of programs available at UAF to prepare graduates for Alaska's workforce but also led to innovative approaches to delivering skill-based curricula. One of the challenges presented through the grant was to create a program accessible to students online while ensuring the learning of hand-on skills required for employment. This challenge was met through the development of an online blended delivery format where students engage in knowledge and theory portions of the course through an online format and the hands-on skill portion of each class through a two-week on-site, in-person session.

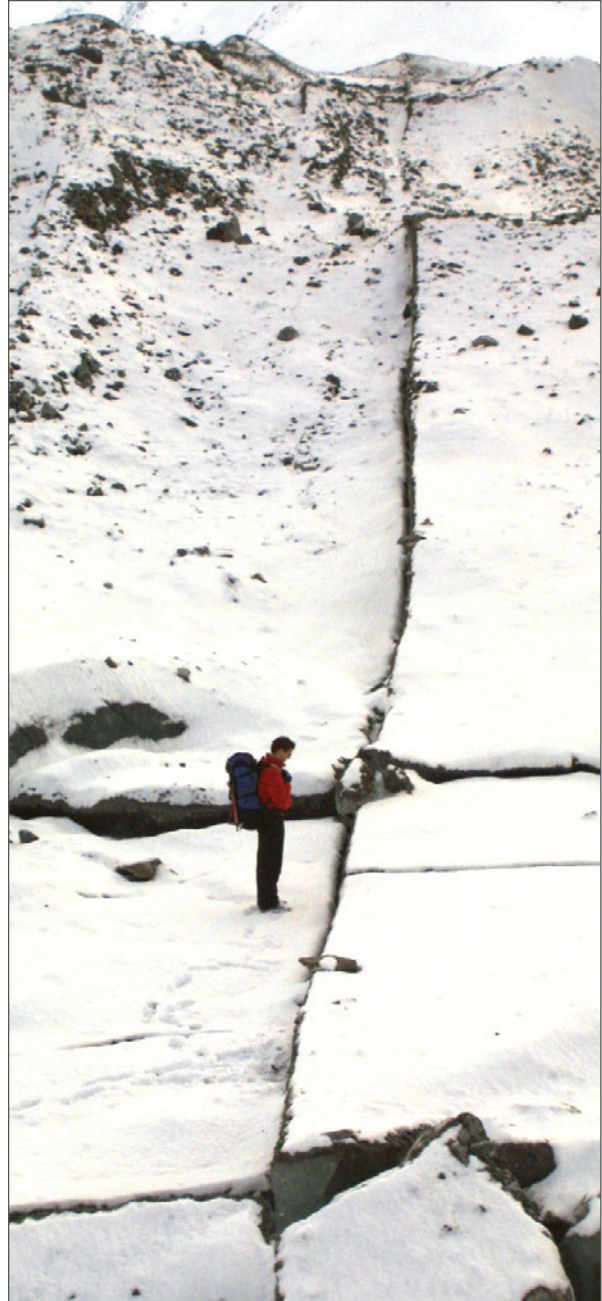
UAF's [Community and Technical College \(CTC\)](#) offers more than 40 one-year certificate and two-year associate degree programs that prepare students for Alaska's workforce. CTC understands that many students who enroll are looking to improve their lives but are unsure if they possess the academic skills and background needed to succeed in college. In an effort to support these students, CTC offers courses to support students at all levels, including courses designed to prepare students for admission to university academic and vocational-technical education programs. Courses are offered at all levels to develop skills in writing and math and to teach study and other skills for academic success.



In 2017, CTC renovated its learning center to provide additional support to students in a friendly and welcoming environment. The center provides group and quiet study areas, a math lab and writing center with tutoring assistance, a computer lab with math and English software programs to increase math and language skills, and workshops in math, English, and study skills. The writing center and math lab at the UAF CTC learning center is also available for middle- and high-school students. English tutors are available to assist in all phases of the writing process and math tutors are on hand to help with math concepts and homework.

UAF CTC's partnership with the Literacy Council of Alaska is another way in which UAF has contributed to improvements in preparing students. Through this partnership, CTC provides classroom space and testing services to support GED preparation and testing. This partnership provides GED students a comfortable and supported transition for students interested in continuing their education at the college level.

Recognizing the importance of continuing to improve and coordinate student support, CTC created a new director of student success and instruction position in 2018. This position oversees and coordinates CTC's learning center, the partnership with the Literacy Council of Alaska, and student advising and leads student success efforts within the college.



# CORE THEME CONNECT: ALASKA NATIVE, RURAL, AND URBAN COMMUNITIES BY SHARING KNOWLEDGE AND WAYS OF KNOWING

## 4.A: ASSESSMENT

### OBJECTIVE 11: ACADEMIC PROGRAMS RELEVANT TO ALASKA NATIVE AND RURAL RESIDENTS ARE DELIVERED BROADLY ACROSS ALASKA.

**Indicator 21: Alaska Native and rural high-school students earn certificates and degrees at rates similar to other students.**

Graduation rates of Alaska Native students have fluctuated over the review period. For master’s level programs, the rates have decreased, although the total number of students in this category has always been small. During this

same time, graduation rates at the certificate, associate, and baccalaureate levels have remained relatively stable. Overall, the rating for comparable graduation rates for Alaska Native students has remained at the 3 or 4 level on the Likert scale. Looking at rural students over the same time period, a similar general trend can be found.

Ratio Alaska Native graduation rate to all students	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Certificate	1.41	1.27	1.23	0.89	1.00	1.08	0.95
Associate	0.83	0.95	0.96	0.82	0.92	0.68	0.8
Baccalaureate	0.88	0.81	0.99	0.78	0.83	0.74	0.64
Master’s	1.14	1.06	1.27	0.52	0.94	0.77	0.5
Likert scale score	4	4	4	3	3	3	3

Ratio rural student graduation rate to all students	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Certificate	1.24	1.37	0.99	0.92	0.89	1.03	0.89
Associate	0.93	0.85	0.87	0.68	0.78	0.76	0.8
Baccalaureate	0.76	0.84	0.85	0.76	0.83	0.81	0.91
Master’s	0.73	1.13	0.80	0.91	1.32	0.84	1.21
Likert scale score	4	4	4	3	3	3	3

Further information sheds more light on the completion rates of Alaska Native students. A report produced by PAIR shows that between 2011 and 2018, the percentage of all degrees awarded to Alaska Natives has increased from 11 percent to 18 percent, which is close to the 20 percent enrollment represented by Alaska Native students. The total number of students awarded degrees also increased from 159 in 2011 to 255 in 2018. Importantly, of the 20 doctoral degrees that have been awarded to Alaska Natives, 16 of them have been in the past seven years.

**Indicator 22: Students complete Alaska Native and rural-related courses and programs.**

The table below shows that rural and Alaska Native-centered courses have increased in enrollment over the review period. Even with this improvement, the ranking of this indicator is still not above the “meets expectations” level. To address this issue, in 2018 UAF’s Faculty Senate voted to include a graduation requirement for all students at the bachelor’s level to take an approved Alaska Native-themed course. This graduation requirement goes into effect in fall 2019.

	Academic Year 2012	Academic Year 2013	Academic Year 2014	Academic Year 2015	Academic Year 2016	Academic Year 2017	Academic Year 2018
Rural/Alaska Native course enrollment	663	609	588	641	758	586	579
Student Credit Hours	2,002	1,964	1,936	2,049	2,017	1,998	1,781
Total Student Enrollment	8,537	8,260	8,171	7,940	7,889	7,752	7,051
Percentage	7%	7%	7%	8%	10%	8%	8%
Likert scale score	2	2	2	3	3	3	3

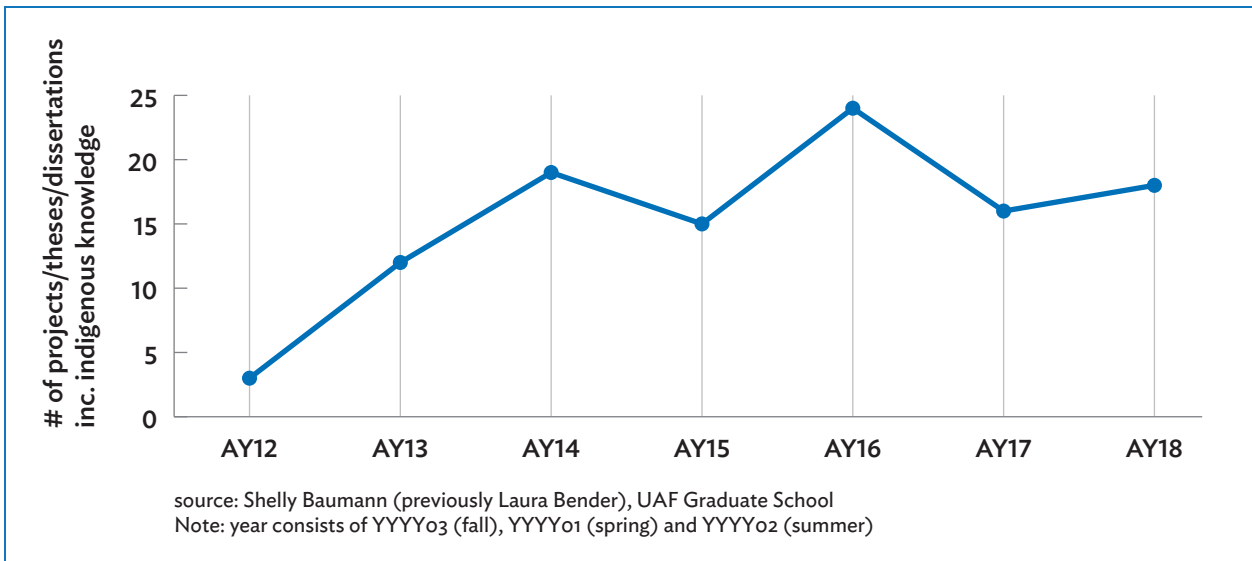
**OBJECTIVE 12: ALASKA NATIVE KNOWLEDGE AND WAYS OF KNOWING ARE INTEGRATED INTO ACADEMIC PROGRAMS.**

**Indicator 23: Student projects, theses and dissertations incorporate indigenous knowledge.**

This indicator shows improvement over the review period. While only three projects containing indigenous knowledge were evident in

2012, more than 15 projects have been presented each year between 2014 and 2018; with a high of 24 relevant projects in 2016. The slight decrease since then is probably related to an overall enrollment drop. Recent rankings on the mission fulfillment rubric show this indicator at a 4 or 5 on the scale.

	Academic Year						
	2012	2013	2014	2015	2016	2017	2018
# of projects, theses, or dissertations including indigenous knowledge	3	12	19	15	24	16	18
Likert scale score	2	4	5	4	5	5	5



**FIGURE 4-21: NUMBER OF PROJECTS, THESES, AND DISSERTATIONS INCORPORATING INDIGENOUS KNOWLEDGE**

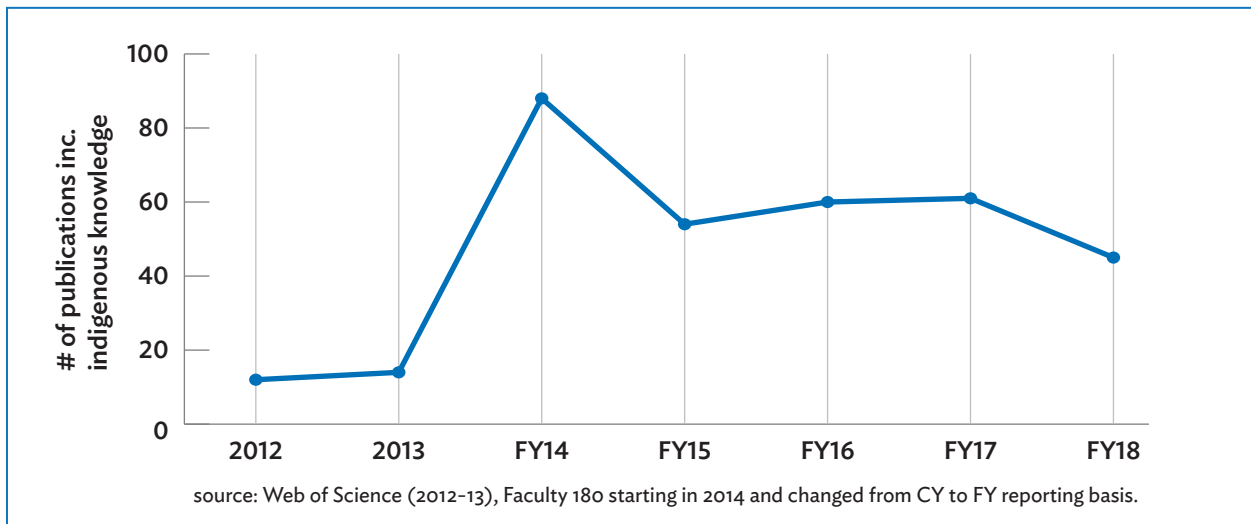
**Indicator 24: Collaborative use of indigenous knowledge is demonstrated in independently reviewed research and creative products.**

This indicator shows improvement over the review period. While only 12 faculty publications containing indigenous knowledge were evident in 2012, at least 45 publications have been recorded each year between 2014 and 2018, with a high of 88 relevant projects in 2014. The slight decrease

since then is probably related to an overall drop in the number of faculty. The reporting process has changed from reports prepared by the schools and colleges in 2012 and 2013, and this metric is now pulled from annual activity reports in Faculty 180. Recent rankings on the mission fulfillment rubric show this indicator falling around 5 points on the scale, presenting a solid change in this indicator over the review period and proving that UAF is fulfilling this part of its mission.

	2012	2013	FY14	FY15	FY16	FY17	FY18
# of publications including indigenous knowledge	12	14	88	54	60	61	45
Likert scale score	4	4	5	5	5	5	5

\* In 2012 and 2013 data were collected annually rather than by fiscal year.



**FIGURE 4-22: NUMBER OF FACULTY PUBLICATIONS INCORPORATING INDIGENOUS KNOWLEDGE**



**OBJECTIVE 13: DOCUMENT AND SHARE ALASKA NATIVE AND RURAL CULTURAL AND HISTORICAL INFORMATION**

**Indicator 25: Alaska Native Language Archive collections are used by scholars, students, and the public.**

Alaska is home to at least 20 distinct Native languages. Preservation of Alaska’s indigenous languages, many of which are considered endangered due to low numbers of surviving fluent speakers, is a statewide goal and one addressed at UAF through efforts of the Alaska Native Language Archive (ANLA). According to ANLA’s mission statement, “the archive serves researchers, teachers and

students, as well as members of the broader community. The collection includes both published and unpublished materials in or on all of the Alaska Native languages and related languages. The collection has enduring cultural, historic, and intellectual value, particularly for Alaska Native language speakers and their descendants.” Several data points were considered to help interpret the meeting of this objective, such as in-person contacts, the number of website unique visitors, and materials downloads. Overall there is an increasing trend in all areas where data was collected.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
In-person contacts	153	105	246	*	*	442	343
Website unique visitors	4,679	10,625	12,189	17,323	23,221	21,424	19,291
Website materials downloads	4,192	11,367	10,413	13,320	15,792	15,287	15,112
Likert scale score	3	2	4	*	*	5	5

\* Missing data for FY15–16 is due to staff turnover in the archive during that period.

**OVERVIEW OF CORE THEME CONNECT AND ASSESSMENT OF ALASKA NATIVE AND RURAL PROGRAMS**

UAF is committed to the education of Alaska Native and rural students and the creation and dissemination of indigenous knowledge. Steady improvement has been made over the review period for this objective, which focuses on ensuring that Alaska Native knowledge and ways of knowing are integrated into academic programs.

The Connect core theme is measured by three objectives, all of which show that the mission is being met at acceptable levels,

though there is room for improvement. The most noticeable change over the review period stems from objective 12, which now shows that the university is performing well in the area of Alaska Native knowledge and the integration of indigenous ways of knowing into research and academic programs. Also, the new baccalaureate requirement to take an Alaska Native-themed course should have a major impact on this core theme as undergraduates start to engage and learn more about this area.

## IMPROVEMENT

The integration of contemporary knowledge and traditional ways of knowing is increasingly important as a theme of UAF mission fulfillment. Research, both basic and applied, in science, technology, and rural development is a requisite for human and community development. Bridging the wisdom gained from thousands of years of observation and experience with empirical science and new technology provides a sustainable, reliable future for Alaska.

Connecting traditional and contemporary knowledge in both rural and urban settings has been part of the planning process for decades, and even earlier at campuses outside of Fairbanks. Indicator data show evidence that UAF students have not been taking rural and Alaska Native-themed courses in the numbers that the institution aspires to achieve. In April 2018, the UAF Faculty Senate voted to adopt an Alaska Native-themed requirement for all baccalaureate, associate of arts, and associate of science degrees, following a recommendation from the Alaska Native Studies Council. The requirement is designed to provide UAF students with knowledge of Alaska's first peoples and to better equip them for employment in Alaska's diverse workforce. Criteria to be listed as an Alaska Native-themed course were developed by a special subcommittee of the Faculty Senate Curricular Affairs Committee. Criteria include a focus (at least 50 percent of the course) on Alaska Native peoples, cultures, values, language, art, and ways of life. For fall 2019, 126 courses have been approved to meet this requirement. As the Connect theme continues to evolve with the Alaska Native-themed graduation requirement, UAF anticipates improvements in understanding of and exposure to Alaska Native ways of knowing in the coming years.

Emphasizing the role that Connect assessment can play will strengthen efforts to be more inclusive and respectful of diverse backgrounds. In the future, UAF should continue to collect evidence that the university is consciously and systematically involved in bridging cultural perspectives. Further, many courses are incorporating more culturally relevant examples in exercises and projects.

UAF CRCD actively seeks partnerships with communities, businesses, state and local governmental agencies, nonprofit organizations, public school districts, Native corporations, and tribal governments to accomplish research, support, and outreach projects of mutual interest. UA Statewide planning efforts have encouraged collaboration among the major administrative units of the UA System in areas of high-demand job training, especially in nursing, allied health, and vocational needs for local communities.

Recognizing that it is the state leader in Alaska Native Studies research and teaching, and to prepare for continued growth, UAF has embarked on a campaign to build the Troth Yedha' Indigenous Studies Center and Park on the Fairbanks campus, with the goal of becoming a global leader in the field of indigenous studies.

In its goal of developing the Indigenous Studies Center, UAF is responding to demand in areas such as the revitalization of indigenous languages, restoration of cultural knowledge, community healing, and indigenous knowledge integration into research. These areas of knowledge are innately interdisciplinary and increase academic achievement among indigenous students and others when integrated into teacher training and classrooms.

The Troth Yeddha’ Indigenous Studies Center and Park facility will include:

- **a state-of-the art research, learning, and cultural activities facility** with conference and performance space, classrooms, art space, archive space, a kitchen, a sitting area for elders and offices; and
- **a surrounding park** to support outdoor gatherings, celebrations, and events, with green space, native plantings, patios, sculptures, and viewing areas honoring Alaska Natives.

UAF’s leadership in Alaska Native programs is further evidenced by the success of the indigenous

studies PhD, first approved in 2009. A truly interdisciplinary program, the indigenous studies PhD draws on faculty expertise from schools and colleges across the university and offers concentrations in indigenous research, indigenous knowledge systems, indigenous languages, indigenous education, indigenous leadership, and indigenous sustainability. The program has grown from graduating one student in 2010 to a high of seven graduates in 2017. The program produces and disseminates Native knowledge and prepares graduates to address long-standing issues of concern to the state, the nation, and the world, and since 2011, 16 Alaska Native students have graduated with doctorates, nine of them in the indigenous studies program.



# CORE THEME ENGAGE: ALASKANS THROUGH OUTREACH FOR CONTINUING EDUCATION AND COMMUNITY AND ECONOMIC DEVELOPMENT

## 4.A: ASSESSMENT

### OBJECTIVE 14: PARTNER WITH ALASKA COMMUNITIES ON ISSUES OF MUTUAL INTEREST

**Indicator 26: Partnerships demonstrate impacts that are mutually beneficial to the university and the community and result in faculty scholarship.**

The number of community partnerships has increased from around 134 to over 300 partnerships during the review period. This data is broken down in two additional categories. The first examines those partnerships that demonstrate mutually beneficial impacts using a rating system; the

second examines partnerships that result in faculty scholarship. The first category only reports the relationships above a benchmark of 20 partnerships. Because there are many partnerships of different types, which makes them somewhat difficult to count accurately, the indicator tops out at 20 though there are many more. On the rubric used to analyze mission fulfillment, this indicator has remained steadily at highly achieving the objective or being successful at partnering on mutual interest issues with the community.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Total community partnerships reported	134	159	171	228	220	251	312
# that demonstrate mutually beneficial impacts	20+	20+	20+	20+	20+	20+	20+
# that result in faculty scholarship	18	19	19	18	20	17	25
Likert scale score	5	5	5	5	5	5	5

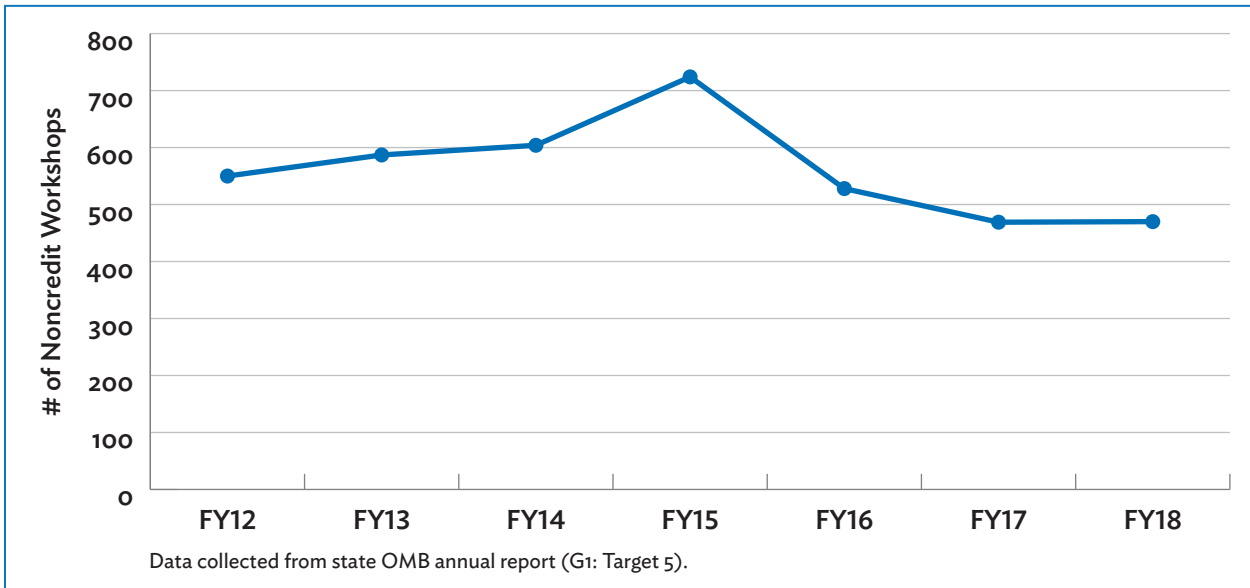
**OBJECTIVE 15: INVOLVE ALASKANS IN LIFELONG LEARNING**

**Indicator 27: Alaskans complete noncredit courses and workshops.**

The number of noncredit workshops has fluctuated over the review period with a high of 724 courses offered in FY15. After this high offering year, the number of noncredit workshop

offerings decreased to 469 courses available in FY17 and 470 in FY18. On average over the review period, this indicator remained at acceptable levels until FY16. Noncredit workshop offerings are being impacted by decreasing numbers of faculty and reduced budgets for travel.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
# of noncredit workshops	550	587	604	724	528	469	470
Likert scale score	3	3	4	5	3	2	2



**FIGURE 4-23: NUMBER OF NONCREDIT COURSES AND WORKSHOPS**

As an additional data point in this area, the table below is information from the Osher Lifelong Learning Institute’s (OLLI) 2017 annual report, indicating that over the last 17 years and throughout the review period there has been a steady increase in the number of memberships in Osher, courses offered, and course enrollment. In 2017, members participated in an average of 6.4

courses each. This would indicate that the UAF community has a strong commitment to lifelong learning. Osher has not been much affected by UAF funding decreases because it is supported by an endowment and membership fees and because the instructors are volunteers, who are sometimes faculty but in many cases are UAF retirees or other community members.



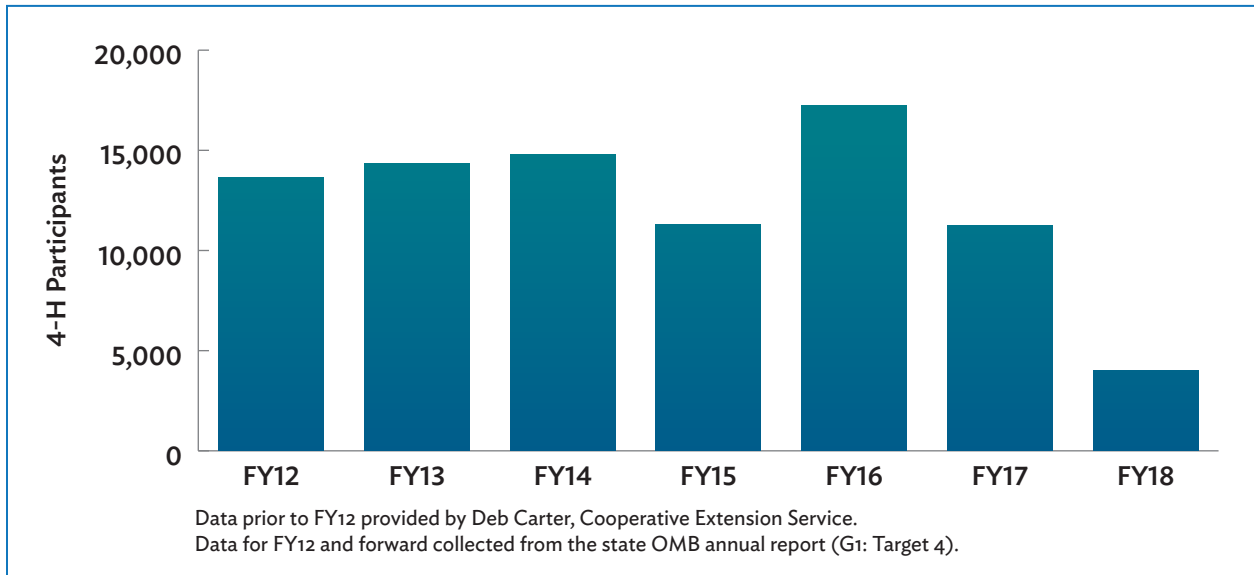
Year	Paid Memberships	# of Courses	Course Enrollment
2001	192	29	619
2002	231	35	833
2003	285	57	1516
2004	314	73	1660
2005	390	76	1892
2006	434	95	2504
2007	505	95	2450
2008	576	100	2550
2009	637	104	2730
2010	697	127	3158
2011	691	136	3039
2012	690	150	3665
2013	717	169	4463
2014	723	174	4319
2015	739	209	4728
2016	781	234	5017
2017	793	250	5086

**Indicator 28: Youth participate in the 4-H program and develop life skills.**

Participation in 4-H programs has been fairly stable over the review period with a slight increase in FY16, until a significant drop in FY18.

The total number of youth participating over this period was 82,543, and yet the rubric for this indicator only shows moderate success. The 4.B Improvement section below discusses some of the reasons for the decline in this area and recommendations for improvement.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
4H participants	13,632	14,344	14,784	11,300	17,220	11,263	4,011
Likert scale score	3	3	3	3	4	3	1



**FIGURE 4-24: PARTICIPATION IN 4-H PROGRAMS**

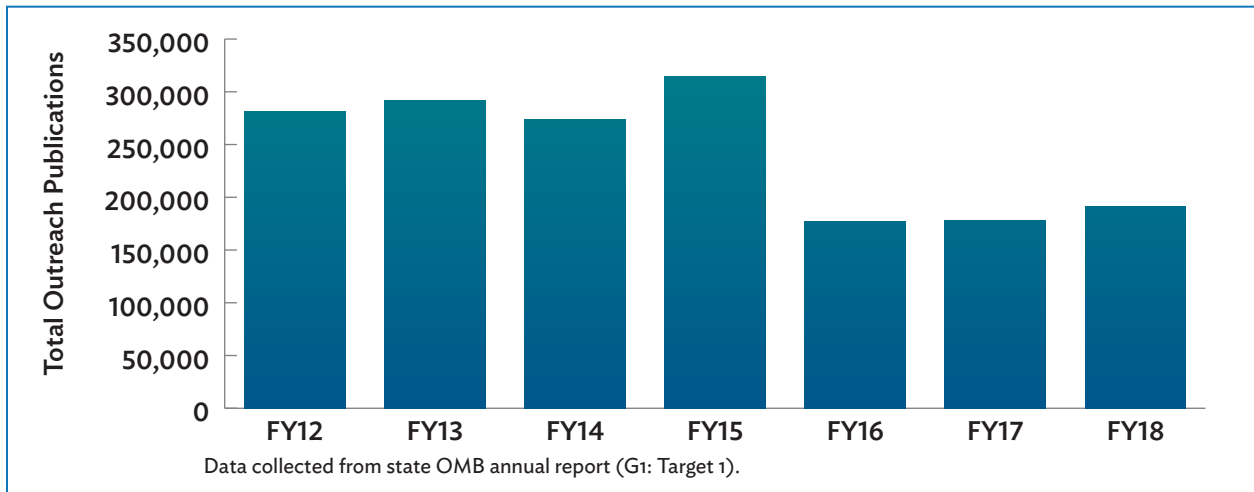
**OBJECTIVE 16: COMMUNICATE RESEARCH-BASED KNOWLEDGE**

**Indicator 29: *Research-based publications intended for the general public are distributed to Alaskans.***

Outreach publications are shown in the table

below. Reporting of CES publication distribution changed beginning in FY16, and much of the decrease is related to this change in data collection. Additional discussion is provided in the Improvement section below.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
<b>Total outreach publications</b>	280,922	291,984	273,474	314,331	177,315	178,410	190,887
<b>Likert scale score</b>	4	4	3	4	1	1	1



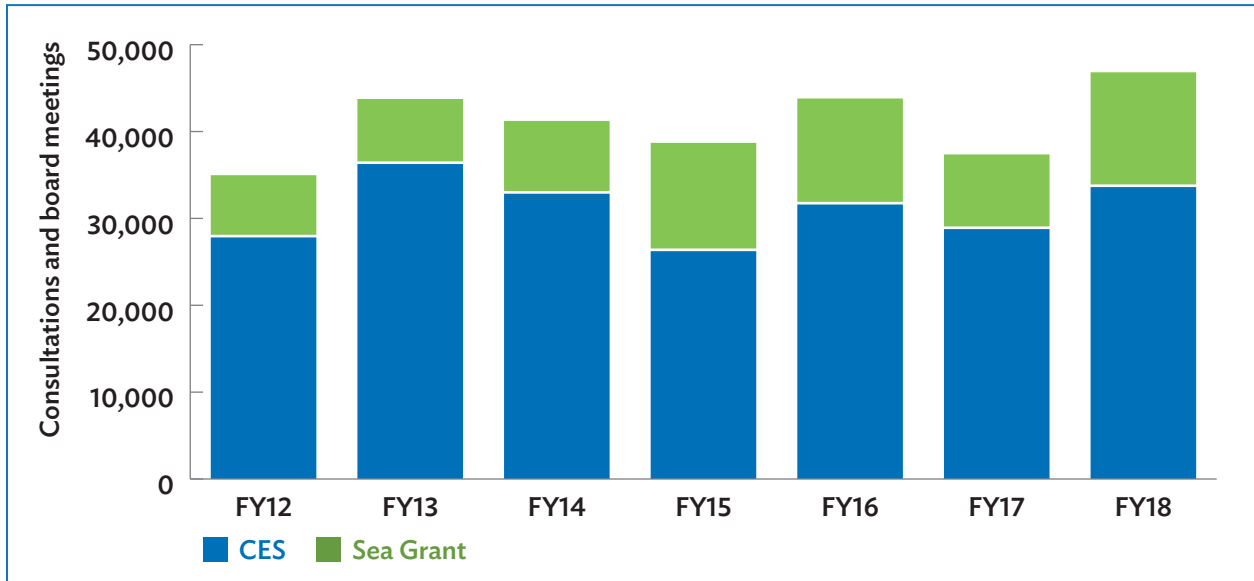
**FIGURE 4-25: NUMBER OF OUTREACH PUBLICATIONS DISTRIBUTED**

**Indicator 30: Alaskans participate in advisory board meetings and consultations with service faculty and staff.**

Participation in advisory board meetings and consultations with service faculty and staff are being assessed by the numbers provided by Cooperative Extension Service (CES) and

the Alaska Sea Grant. On average CES has conducted 31,015 consultations and/or board meetings per year, landing an average of 4 on the rubric for mission fulfillment on this indicator. The Alaska Sea Grant has had an average of 9,159 consultations and/or board meetings per year during this review period. UAF consistently meets or exceeds expectations in this area.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
<b>CES</b>	27,808	36,259	32,841	26,229	31,598	28,768	33,605
<b>Sea Grant</b>	7,164	7,489	8,382	12,467	12,204	8,595	13,214
<b>Total</b>	34,972	43,748	41,223	38,696	43,802	37,363	46,819
<b>Likert scale score</b>	3	4	4	4	4	4	5



**FIGURE 4-26: ADVISORY BOARD MEETINGS AND CONSULTATIONS**

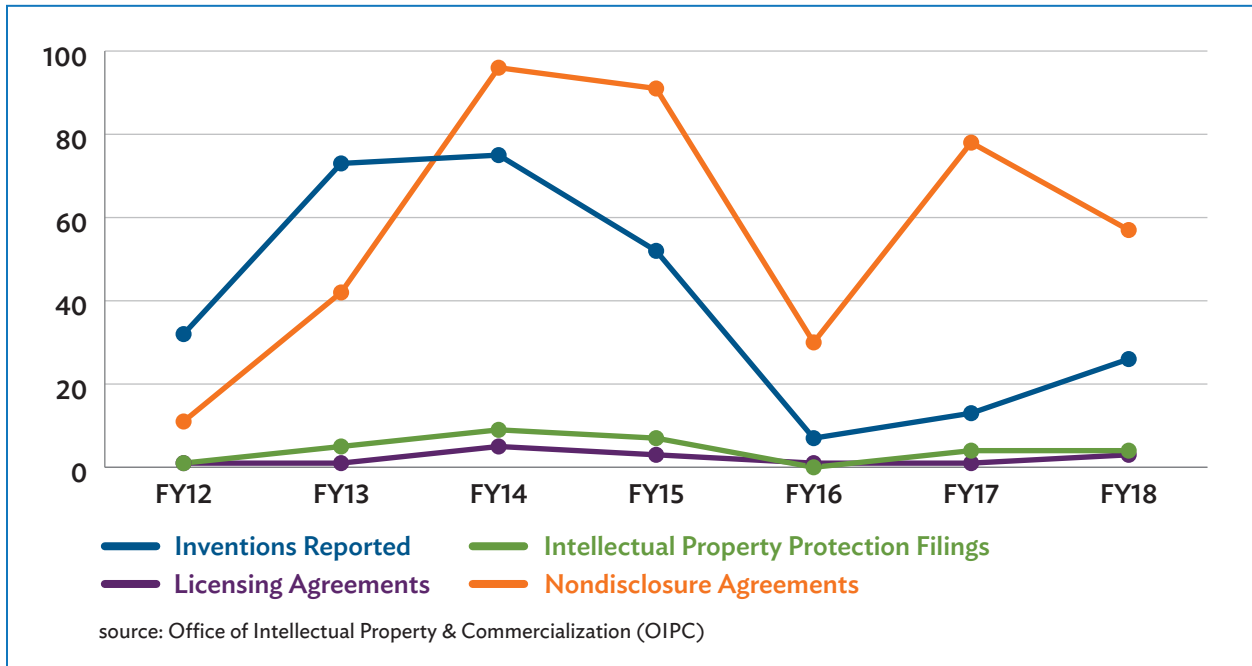
**OBJECTIVE 17: COLLABORATE WITH INDIVIDUALS, BUSINESSES, AND AGENCIES TO DIVERSIFY AND GROW LOCAL AND STATE ECONOMIES**

**Indicator 31: *Businesses engage with UAF in agreements that lead to economic development.***

Several elements are tracked for this indicator showing a slight trend of improvement over the review period for nondisclosure agreements, but with little change over time for intellectual property protections, licensing agreements,

and the number of inventions reported. The benchmarks were adjusted upward in 2015 for this indicator, which partially accounts for the drop in the Likert score. Still, this is an area that needs to be improved. UAF has been dedicating more resources and attention to this area over the last several years, as discussed in the 4.B Improvement section below.

	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Inventions reported	32	73	75	52	7	13	26
Nondisclosure agreements	11	42	96	91	30	78	57
Intellectual property protection filings	1	5	9	7	0	4	4
Licensing agreements	1	1	5	3	1	1	3
Likert scale score	1	4	5	5	2	1	2



**FIGURE 4-27: NUMBER OF UAF AGREEMENTS WITH BUSINESSES**

**OVERVIEW OF CORE THEME ENGAGE AND ASSESSMENT OF OUTREACH AND ENGAGEMENT**

Outreach and engagement are a central component of UAF’s mission as a Land, Sea, and Space Grant institution. Overall the results for this theme are mixed, with some information indicating successes while other information indicates a need for improvement.

Alaskans are involved in lifelong learning both through presentations and workshops and through the lifelong learning component of Summer Sessions, and UAF is meeting the overall goals for this objective. Room for improvement is evident, and the current data collected may not be reflective of the university’s true achievement

in this area. Distribution of publications was not reported on a consistent basis, so no trend can be identified. (At the beginning of the period CES “website hits” were included, but those were no longer recorded after FY15, and only actual downloads of publications were counted).

Participation in 4-H has dropped sharply as UAF investment in this area has decreased, going from a staff of five to two. The objective to communicate research-based knowledge has also been impacted over the past several years as budget cuts have affected the university’s outreach in these areas.



## IMPROVEMENT

Although engagement occurs across the university, the departments with outreach as a primary mission are the Cooperative Extension Service and the Marine Advisory Program, and the indicators were initially designed drawing solely on data from these units. During the past review period, the Cooperative Extension Service and School of Natural Resources and Agricultural Science, which included the Agricultural and Forestry Experiment Station, merged, but are currently in the process of unmerging. The academic degrees will move into the College of Natural Science and Mathematics, and Cooperative Extension and the Agricultural and Forestry Experiment Station will become a stand-alone but combined unit. The goal with this new combined unit is to promote collaborations between research and outreach, leading to improved engagement. The objective of moving the academic programs to CNSM is to promote collaboration with the science departments and to increase course enrollments and the number of majors and minors in natural resources and environment.

As noted in the assessment section, the number of noncredit and non-CEU workshops offered and the number of consultations by CES and MAP has fluctuated over the past several years. This is due to budget reductions and reduced staffing numbers. However, community engagement through lifelong learning and cultural and artistic events has been strong. The Osher Lifelong Learning Institute's enrollments continue to grow. UAF Summer Sessions offers approximately 50 summer camps every summer for local school-age children and fills them all. Summer tourism traffic to the university's many offerings is also thriving. The many visitors to the Georgeson Botanical Gardens, whether for enjoying the flowers or summer concerts, can

see research in action with the ongoing vegetable variety trials being conducted.

As an example of progress toward one of UAF's strategic goals, UAF has established the [Office of Intellectual Property and Commercialization \(OIPC\)](#). The mission of OIPC is to encourage broad practical application of UAF research for public benefit to support UAF's research, education, and outreach mission into the future through the following activities:

- Supporting the education and research mission of UAF by fostering creativity and innovation
- Encouraging and assisting individuals associated with UAF in the protection, licensing, and commercialization of their discoveries
- Initiating and sustaining cooperation and collaboration between UAF and businesses and industry, especially those based in Alaska
- Ensuring the equitable distribution of royalties and other monetary benefits derived from commercial application of intellectual property
- Advancing economic development objectives for Alaska and the nation

A part of OIPC is [Center ICE](#) (the Center for Innovation, Commercialization, and Entrepreneurship), which provides a pathway for university researchers to turn their ideas into business success. Offering top-notch services, space, and programming, the mission of Center ICE is to help faculty and students commercialize their intellectual property, create spin-off



companies, and get their products into the right hands, where they can change the world, whilst engaging with the broader Alaska community to help develop a spirit of entrepreneurialism and innovation.

When the indicator data revealed that UAF was falling short of its mission fulfillment goals in some areas of the Engage core theme, a task force was formed in 2018 to make recommendations to the chancellor about paths to improvement and ways to prioritize and measure outreach activities going forward.

The task force found a number of reasons for this decline in activity. Some are related to the ways that outreach is reported and others are related to decline in budget and staffing. The nature and scope of UAF's outreach activities have changed significantly since the core themes and indicators

were established in 2011, and a revision to the way the institution measures outreach and engagement is needed. The task force met throughout spring 2019 and developed a set of recommendations to modify this core theme.

The current indicators do not adequately capture UAF's outreach. Some of the reasons for this include:

- Changes to the way OMB measures are reported
- The OMB targets on which several of the indicators are based have been adjusted yearly to account for budget and staffing, but the indicator benchmarks were not adjusted to follow.
- A reduction in staffing in Cooperative Extension Service (for example 4-H agents have been reduced from 5 to 2.5, which helps to explain the drop in that indicator)
- A shift in focus away from solely Cooperative Extension Service outreach to broader campus-wide engagement

Outreach activities that are not currently reported through the indicator include:

- Summer Sessions camps and activities
- Osher Lifelong Learning courses
- Museum of the North
- College and institute outreach
- Programs such as Alaska Summer Research Academy, Rural Alaska Honors Institute, and Upward Bound

The task force recommended to the provost and chancellor that the indicators of achievement be revised if the Engage core theme continues into UAF's next accreditation cycle. The activities listed above are a more current and accurate reflection of our current outreach activities. Some examples of possible metrics include:

- Workshops that others provide besides CES, MAP, and AFES, such as Osher Lifelong Learning Institute, other areas of Summer Sessions, and teacher workshops provided by others.
- Number of contact hours rather than number of workshops, since workshops can be anywhere from one hour to two weeks and the impacts would be quite different.
- Youth-oriented programs and events at the UA Museum of the North, Summer Sessions camps, ASRA, and other individual entities offering camps, workshops, and other programs.
- Research publications from areas outside of CES as well as newspaper articles on UAF research and fliers with digested research outcomes that are distributed at local fairs and meetings.
- Presentations of research to Alaska public audiences such as Science for Alaska Lectures, which are an example of a long-term program with high attendance that highlights our research knowledge.
- Advisory boards outside of CES. For example in engineering, almost every department has an active advisory board that meets regularly (quarterly, biannually, or annually) with faculty and students to provide recommendations on program direction and related issues. In addition, CEM as a whole has an advisory board.

## APPENDIX 9:

NWCCU LETTER TO UA



September 26, 2019

Via Electronic Communication: [ua-bor@alaska.edu](mailto:ua-bor@alaska.edu), [jndavies@alaska.edu](mailto:jndavies@alaska.edu),  
[chancellor@uaa.alaska.edu](mailto:chancellor@uaa.alaska.edu), [uaf.chancellor@alaska.edu](mailto:uaf.chancellor@alaska.edu), [racaufield@alaska.edu](mailto:racaufield@alaska.edu)

University of Alaska Board of Regents  
John Davies, Chair  
PO Box 81781  
Fairbanks, AK 99708

President Johnsen  
Suite 202 Butrovich Building  
Fairbanks, Alaska 99775

Chancellor Sandeen  
3211 Providence Drive  
Anchorage, Alaska 99508

Chancellor White  
P.O. Box 757500  
Fairbanks, AK 99775

Chancellor Caulfield  
11066 Auke Lake Way  
Juneau, AK 99801

Dear Chair Davies, Members of the University of Alaska Board of Regents, and University of Alaska Chancellors:

I write to share the Northwest Commission on Colleges and Universities' (NWCCU) support for the students of Alaska and to express my continued concern as to the ongoing efforts to respond to the funding challenges faced by the state's institutions of higher learning.

In previous correspondence, we have shared the critical importance of properly supporting the work of the University of Alaska Fairbanks, University of Alaska Anchorage, and University of Alaska Southeast in honoring its commitment to students, and for each of the independently accredited institutions and the System and Board to find ways to address the funding challenges in a way that is inclusive, transparent, and participatory for constituents.

While NWCCU remains concerned about the long-term consequences of reduced funding as it relates to student learning and educational attainment, today I write based on NWCCU Senior Vice President Mac Powell's on-the-ground observations developed during the last several days of interactions with the myriad stakeholders in Fairbanks and concerns related to the governance of the state's independently accredited institutions.

As Dr. Powell shared during his visit to Fairbanks on September 22<sup>nd</sup> and 23<sup>rd</sup> in public forums and individual meetings, NWCCU Standards require that *"In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered"* (NWCCU Standard for Accreditation 2.A.2)."



University of Alaska System  
September 26, 2019  
Page 2 of 2

In addition, NWCCU Standards require that “*The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest*” (NWCCU Standard for Accreditation 2.A.1).”

In reviewing recent media coverage and based upon the feedback from stakeholders, we are concerned that the University of Alaska Fairbanks, University of Alaska Anchorage, and University of Alaska Southeast have failed to meet the above critical Standards for Accreditation, in accordance with the United States Department of Education’s 34 CFR Part 602.

We respectfully urge you to take immediate steps to provide clarity around the authority, roles, and responsibilities of the University of Alaska System and its respective institutions and their leadership.

We also respectfully urge you to continue to create a space for *inclusive dialogue* as the Board of Regents deliberates on the future structure of the University of Alaska System.

NWCCU continues to assert the importance of the Board of Regents as an independent governing body, and respects that Board’s ultimate authority related to the structure and future structure of the University of Alaska System. However, we also must assert the importance of an inclusive decision-making process that respects the tenets of shared governance in the process.

We ask that you take immediate action, and that the institutions report either collectively or individually to the Commission on the results of your efforts in an Ad Hoc report, no later than October 31, 2019.

Please note that NWCCU will continue to support your efforts to deal with the financial situation faced by the institutions of higher learning in Alaska.

Sincerely,



Sonny Ramaswamy  
President

## APPENDIX 10:

DRAFT RESPONSE TO NWCCU

## Ad Hoc Response Introduction

I am writing on behalf of the Board of Regents of the University of Alaska to provide the ad hoc response requested by President Ramaswamy's letter of September 26, 2019. In providing the response I want to note our appreciation for President Ramaswamy's clarifying and helpful comments as well as those of Senior VP Mac Powell at the meeting of the UA Board of Regents on October 7.

This response also covers and forwards responses from the chancellors of our three separately accredited institutions: University of Alaska Anchorage; University of Alaska Fairbanks; and University of Alaska Southeast.

Citing concerns regarding Commission standards 2.A.2 and 2.A.1, President Ramaswamy's letter urged the board, President Johnsen, and Chancellors Caulfield, Sandeen, and White:

*to take immediate steps to provide clarity around the authority, roles, and responsibilities of the University of Alaska System and its respective institutions and their leadership; and*

*to continue to create a space for inclusive dialogue as the Board of Regents deliberates on the future structure of the University of Alaska System.*

## Actions Taken and Planned

The board, the president and the chancellors have all heard the concerns expressed by the NWCCU, our students, faculty, staff and the communities they serve. At the October 7 meeting the board took three actions that address both of NWCCU's concerns in part:

1. Affirmatively ceasing consideration of changing to a single accreditation until at least 2021, and then only on affirmative direction, independent cost-benefit analysis, and examination of (and compliance with) accreditation requirements;
2. Ceasing system-driven academic program review processes until such time as the board consults with the chancellors and the president on a way forward;
3. Committing to hold a facilitated discussion with the board, chancellors, and president to clarify authority, roles, and responsibilities.

The first two actions halted processes that were the subject of concerns regarding inclusivity as well as clarity of authority, roles and responsibilities.

The third action provides for an unprecedented full day facilitated workshop including the board, the president, the chancellors, and governance leaders, scheduled for November 7. That workshop will focus on establishing a dialogue which will result in greater clarity and provide a useful check on equitable administration of authority, roles and responsibilities between the system and its institutions.

### ***Clarity Around Authority, Roles, And Responsibilities***

The University of Alaska has long had NWCCU approved policies in place providing guidance regarding the respective authority, roles and responsibilities of the board, its system president/board CEO, and the chancellors of our three accredited institutions. As the NWCCU is aware, the unprecedented financial challenges that threatened the entire system this spring and early summer created significant pressure to move quickly and without the usual level of input to consider structural changes. That stressed working relationships at all levels. As we move forward to face a less devastating but significant cut in state support, the board recognizes this as an opportune time to provide greater clarity.

Even prior to the upcoming November 7 workshop, the Board Chair, the president, and chancellors have engaged in dialogue that moves this process forward. Chair Davies has assured the chancellors that the Board is fully committed to clear and appropriate division of authority and responsibility between the System and its institutions, noting that a properly functioning relationship between the System and the institutions is essential, particularly in a time of scarce resources.

The chair has also clarified a number of fundamental principles for the president and chancellors in advance of the November 7 meeting. Those clarifications include the following:

- Board action on October 7 and Regents' Policy 10.02.070 affirm that the structure of the UA System includes three separately accredited universities. Any change in or further affirmation of that status would require Board action.
- Formal allocation of authority and responsibility between the System and the board is a matter for the full board; the president is the board's executive officer, and must act in accordance with authority derived from, and subject to, board direction;
- Chancellors serve as trusted CEOs of the three universities, and as officers of the UA System, with responsibilities to both;
- Chancellors must have sufficient input into board decisions affecting the institution they serve, and sufficient control at the operational level, to carry out their duties and responsibilities to the institution and the system;
- Chancellors serve as the spokesperson and advocate for the institution they head, consistent with board policy and priorities;
- Chancellors' actions in all of these arenas are subject to board oversight through the president. Thus the actions of the president and the chancellors must be consistent with the board's direction and role in formulating policy and governing the University;
- Systemwide councils and administrative consolidations must not impair the chancellors' roles as CEO, but also must receive chancellor commitment to coordinate, streamline student experience, and reduce expenses wherever feasible;
- The board and president will fully consider adjustments to relationships and processes that allow chancellors to better meet their responsibilities while accomplishing board goals.

The chancellors in their individual responses have indicated their agreement with these principles. Thus the Board, through the president and chancellors, is able to ensure that each institution is able to meet accreditation standards and state needs in a coordinated and efficient manner.

### ***Space For Inclusive Dialogue on the Structure of the University of Alaska System***

As noted above, on October 7 the Board acted to put a hold on consideration of changing to a single accreditation, as well as system-driven academic program review processes. These steps were taken to ensure compliance with accreditation requirements, and in particular, to ensure more inclusive and deliberative processes.

It is important to distinguish between the level of inclusive dialogue possible during a fiscal crisis and financial exigency, and during significant but manageable fiscal challenges. Shared governance is a recognized and important part of Board deliberations. Board policies not only provide for “alliances” composed of institutional governance representatives at the system level, but in recent years has provided those representatives with literal seats at the board table. Shared governance has been and is respected at the System level. Moving forward the Board is committed to processes that include input from students, shared governance and the public, as well as robust participation by University leadership.

### **Conclusion**

We believe that the actions taken by the board on October 7, and the actions taken and planned since then, are responsive to the Commission’s request for immediate action to create breathing room for inclusive dialogue, and to clarify authority, roles, and responsibilities. Ensuring that our governance structure is clear and functioning properly is an ongoing task to which the board and our institutional leadership is fully committed. Similarly, the Board has taken steps to ensure inclusive dialogue regarding restructuring, and is fully committed to obtaining and hearing that input.

We appreciate NWCCU’s assistance as we move our institutions forward during these challenging times.



# **University of Alaska Anchorage**

## **Ad Hoc Report on Standard 2.A.2 and 2.A.1**



# UNIVERSITY *of* ALASKA ANCHORAGE

Submitted to the Northwest Commission on Colleges and Universities (NWCCU)  
October 31, 2019

## Introduction

In its September 26, 2019 letter to the University of Alaska Board of Regents, the UA System president and the UAA, UAF, and UAS chancellors, NWCCU requested “clarity around the authority, roles, and responsibilities of the University of Alaska System and its respective institutions and their leadership.” In particular, NWCCU expressed concern relative to Standards 2.A.2 and 2.A.1.

“In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered” (NWCCU Standard for Accreditation 2.A.2).”

“The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest” (NWCCU Standard for Accreditation 2.A.1).”

NWCCU requests the clarification based on “on-the-ground observations” by Senior Vice President Mac Powell during a visit to Fairbanks on September 22 and 23 and “concerns related to the governance of the state’s independently accredited institutions.”

As per the letter, these concerns, and Senior Vice President Powell’s visit, are situated within NWCCU’s longer-term concerns about “ongoing efforts to respond to the funding challenges faced by the state’s institutions of higher learning.”

The NWCCU letter requires an Ad Hoc report from the institutions, either individually or collectively, by October 31, 2019. The chancellors worked together on a set of general principles to provide a common framework for each institution’s report.

Within the above context, UAA respectfully submits this Ad Hoc report.

## Background

UA Board of Regents’ Policy and University Regulation regarding the division of authority and responsibility between the UA System and the accredited institutions are long-standing, with some sections dating back to the mid-1990s and with periodic updates to individual sections as recent as 2015. Over the years practices relative to roles and responsibilities were established, providing continuity through precedent that allowed some lack of clarity to persist within the policies themselves.

Recent extreme budget circumstances and the need to maintain institutional accreditation through a continuing period of challenging decisions revealed a need for greater clarity specified in Board of Regents’ Policy and University Regulation as they relate to the authority, roles, and responsibilities of the University of Alaska System and its respective institutions and their leadership. As CEOs of three separately accredited institutions, the chancellors are responsible for ensuring that the institutions are able to meet current NWCCU Standards so that institutions have the structures, resources, personnel, policies and procedures to sustain the quality of their educational programming and meet the institutions’ respective missions. Moving forward, the new NWCCU standards require the chancellors to ensure that decisions, including resource

decisions, are guided by performance on student learning outcomes and student success metrics, with an overarching focus on issues of equity.

In response to the issues identified in the Commission’s letter, at the Board’s emergency meeting on October 7, the Board of Regents passed three motions, including a plan to hold a “*strategy session to look at the university’s governance structure and to hire a consultant with expertise in accreditation and a mutual facilitator.*” On November 7 the Board will hold a full day strategy workshop, with discussion about roles and responsibilities led by an external facilitator.

While traumatic and disruptive, recent events bring us to this moment of opportunity to revisit policy and regulation to clarify roles and responsibilities in such a way as to allow the Board of Regents to act as the Board of the UA System and president as well as the Board of each accredited institution, and the chancellors, as CEOs of separately accredited institutions, to ensure their institution continues to meet NWCCU standards and eligibility requirements moving into the future. It is also an opportunity to clarify the UA System President’s role as the executive officer of the Board in its governance role overseeing the University of Alaska System.

**Standard 2.A.2**

**In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.**

The following elements, agreed to by the Board Chair, Board Vice Chair, President, and Chancellors, will be discussed, deliberated and acted upon with and by the full board in an attempt to satisfy NWCCU concerns about maintaining sufficient institutional and operational independence, beginning with the meeting scheduled for November 7, 2019.

- Board action on October 7 and Regents’ Policy 10.02.070 affirm that the structure of the University of Alaska System includes three separately accredited universities. Any change in or further affirmation of that status would require Board action. At present the Board Chair foresees no change in that status;
- Formal allocation of authority and responsibility between the System and the Board through policy is a matter for the full Board; the president is the Board’s executive officer, and must act in accordance with authority derived from, and subject to, Board direction;
- Chancellors serve as trusted CEOs of the three universities, and as officers of the UA System, with responsibilities to both;
- Chancellors must have sufficient input into Board decisions affecting the institution they serve, and sufficient control at the operational level, to carry out their duties and responsibilities to the institution and the system;
- Chancellors serve as spokespeople and advocates for the institution they lead, consistent with Board policy and priorities;
- Chancellors’ actions in all of these arenas are subject to Board oversight through the president. Thus the actions of the president and the chancellors must be consistent with the Board’s direction and role in formulating policy and governing the University;

- Systemwide councils and administrative consolidations must not impair the chancellors' roles as CEOs, but also must receive chancellor commitment to coordinate, streamline student experience, and reduce expenses wherever feasible;
- The Board and president will fully consider adjustments to relationships and processes that allow chancellors to better meet their responsibilities while accomplishing Board goals.

Specific actions from these deliberations may include: revision of policies and regulations to clarify roles and responsibilities, suspension or redesign of statewide councils, and redesign of administrative consolidations to provide sufficient chancellor involvement through a formal shared-services structure.

### **Standard 2.A.1**

**The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.**

While there are system level alliances of faculty, staff, and students outlined in Board of Regents' Policy 03.01.010, these are constituted by members of the university-level governance groups. The university-level groups carry out their functions subject to the authority of the Board through the chancellor, who also approves their constitutions. Shared governance resides principally at the institutional level.

UAA faculty, staff, students, and administrators participate in the governance of the institution through long-standing structures. These include the Faculty Senate, and its boards and standing committees; the Staff Council; and the Union of Students of the University of Alaska Anchorage (USUAA). Each of these formal governance bodies conducts business according to its constitution and bylaws, which outline the authority, roles, and responsibilities on matters in which they have a direct and reasonable interest. Meetings are open, and agendas and minutes are posted on the UAA Governance website, as are other guiding documents. Executive administrators are invited to attend the meetings, submit written reports, and address the bodies as part of the regular agenda, providing opportunities for ongoing communication and discussion. Representatives of these bodies also serve on other institution-wide committees. For example, the Faculty Senate and Staff Council presidents are members of the Full Council of Deans and Directors.

Chancellor Sandeen prioritizes transparent communication and dialogue, allowing for additional opportunities for the consideration of faculty, staff, student, alumni and administrators' views on matters in which they have a direct and reasonable interest. Some examples of this include:

- Monthly meetings and ad hoc meetings with leadership of faculty, staff, and student governance groups for an open dialogue on matters of mutual interest
- Regular meetings with full governance bodies for faculty, staff, students and alumni
- Regular "Ask Me Anything" sessions (at least once per month), open to all faculty, staff, students and alumni
- Regular meetings with UAA Alumni Association Board
- Regular meetings with various UAA College or Program advisory boards

- Regular updates via email, video, social media and other channels on issues of importance to the campus community
- A dedicated email account for capturing feedback from all internal and external campus constituents (uaa\_feedback@alaska.edu)
- Weekly review of feedback by the Chancellor and cabinet members
- The use of data, shared publicly, for major decisions (like program reductions)
- Decisions and decision timelines are shared publicly; transparent view for stakeholders into how input was used in decisions
- Encouragement of staff and faculty to watch BOR meetings, even during work hours, for greater understanding of Regent actions
- Consistent messaging of student learning and student success as drivers for resource allocation and decision making.

Difficult decisions still need to be made, and Chancellor Sandeen is committed to transparent and inclusive processes to arrive at those decisions.

### **Conclusion**

The University of Alaska Anchorage's chancellor fully accepts the responsibility to ensure UAA continues to meet NWCCU standards and eligibility requirements. She joins the other chancellors in seeking further clarification within Board policies and University Regulation regarding the "authority, roles, and responsibilities of the University of Alaska System and its respective institutions and their leadership," such that allow for this responsibility. Further, UAA is in full agreement with Chair Davies' request that the chancellors commit "to coordinate, streamline student experience, and reduce expenses wherever feasible." Furthermore, UAA has been commended for its inclusive processes and will be happy to be of assistance as needed in future processes.

UAA appreciates the opportunity to respond to NWCCU's September 26 letter, and it appreciates the serious attention of the Board and President Johnsen to these matters.

The university looks forward to refocusing its attention to student learning and student success with a commitment to equity and inclusion.



**University of Alaska Fairbanks**

**Ad Hoc Report on Standard 2.A.2 and 2.A.1**



Submitted to the Northwest Commission on Colleges and Universities (NWCCU) through the  
University of Alaska System President and the University of Alaska Board of Regents  
October 31, 2019

## Introduction

In its September 26, 2019 letter to the University of Alaska Board of Regents, the UA System president and the University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast chancellors, NWCCU requested “clarity around the authority, roles, and responsibilities of the University of Alaska System and its respective institutions and their leadership.” In particular, NWCCU expressed concern relative to Standards 2.A.2 and 2.A.1.

“In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered” (NWCCU Standard for Accreditation 2.A.2).”

“The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest” (NWCCU Standard for Accreditation 2.A.1).”

NWCCU requests the clarification based on “on-the-ground observations” and “recent media coverage and feedback from stakeholders,” by Senior Vice President Mac Powell during a visit to Fairbanks on September 22 and 23 and “concerns related to the governance of the state’s independently accredited institutions.” As per the letter, these concerns are situated within NWCCU’s longer-term concerns about “ongoing efforts to respond to the funding challenges faced by the state’s institutions of higher learning.”

The NWCCU letter requires an Ad Hoc report from the institutions, either individually or collectively, by October 31, 2019. The chancellors worked together on a set of general principles to provide a common framework and a common format for each institution’s report.

Within the above context, UAF respectfully submits this Ad Hoc report.

## Background

UA Board of Regents Policy ([10.02.010](#)) and University Regulation regarding the division of authority and responsibility between the UA System and the accredited institutions are long-standing, with some sections dating back to the mid-1990s and with periodic updates to individual sections as recent as 2015.

Recent extreme budget circumstances and the need to maintain institutional accreditation through a continuing period of challenging decisions revealed a need for greater clarity specified in Board of Regents Policy and University Regulation as they relate to the authority, roles, and responsibilities of the University of Alaska System and its respective institutions and their leadership. Through the Board of Regents and with president of the UA system, the chancellors are responsible for ensuring that the institutions are able to meet current NWCCU Standards, designed so that institutions have the structures, resources, personnel, policies and procedures to

sustain the quality of their educational programming and fulfill the institutions' respective missions. Moving forward, the new NWCCU standards require the chancellors to ensure that decisions, including resource decisions, are guided by performance on student learning outcomes and student success metrics, with an overarching focus on issues of equity.

In response to the issues identified in the Commission's letter, the Board of Regents passed the following three motions:

*"The Board of Regents approves ceasing consideration of a single accreditation until such a time as the University of Alaska Fairbanks secures its Northwest Commission on Colleges and Universities accreditation in 2021. Subsequently, if the board chooses to actively consider single accreditation it will direct the president by formal action to conduct an independent cost benefit analysis and clearly examine accreditation issues."*

*"The Board of Regents approves suspending the statewide academic program review process until such a time as the board can get consultation from the chancellors and the president on a way forward."*

*"The Board of Regents approves meeting the last week of October to review the coordinated response to the accrediting agency, to look at a timeline and plan for a strategy session to look at the university's governance structure and to hire a consultant with expertise in accreditation and a mutual facilitator."*

On November 7 the Board will hold a full day strategy workshop, with discussion about roles and responsibilities led by an external facilitator.

## **Standard 2.A.2**

**In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.**

The following elements, outlined in an October 21 letter from Board Chair John Davies to the three chancellors and agreed to by the Board chair, Board vice chair, president, and chancellors, will be discussed, deliberated and acted upon with and by the full board in order to address NWCCU concerns about maintaining sufficient institutional and operational independence, beginning with the meeting scheduled for November 7, 2019.

- Board action on October 7 and Regents' Policy 10.02.070 affirm that the structure of the University of Alaska System includes three separately accredited universities. Any change in or further affirmation of that status would require Board action;
- Formal allocation of authority and responsibility between the System and the Board through policy is a matter for the full Board; the president is the Board's executive officer, and must act in accordance with authority derived from, and subject to, Board direction;
- Chancellors serve as trusted CEOs of the three universities, and as officers of the UA System, with responsibilities to both;

- Chancellors must have sufficient input into Board decisions affecting the institution they serve, and sufficient control at the operational level, to carry out their duties and responsibilities to the institution and the system;
- Chancellors serve as the spokesperson and advocate for the institution they head, consistent with Board policy and priorities;
- Chancellors' actions in all of these arenas are subject to Board oversight through the president. Thus the actions of the president and the chancellors must be consistent with the Board's direction and role in formulating policy and governing the University;
- Systemwide councils and administrative consolidations must not impair the chancellors' roles as CEO, but also must receive chancellor commitment to coordinate, streamline student experience, and reduce expenses wherever feasible;
- The Board and president will fully consider adjustments to relationships and processes that allow chancellors to better meet their responsibilities while accomplishing Board goals.

#### **Standard 2.A.1**

**The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.**

While there are system level alliances of faculty, staff, and students outlined in Board of Regents [Policy 03.01.010](#), these are constituted by members of the university-level governance groups. The university-level groups carry out their functions subject to the authority of the Board through the chancellor, who also approves their constitutions. Shared governance resides principally at the institutional level.

UAF faculty, staff, students, and administrators participate in the governance of the institution through long-standing structures. These include the Faculty Senate, and its boards and standing committees; the Staff Council; and the Associated Students of the University of Alaska Fairbanks (ASUAF). Each of these formal governance bodies conducts business according to its constitution and bylaws, which outline the authority, roles, and responsibilities on matters in which they have a direct and reasonable interest. Meetings are open, and agendas and minutes are posted on UAF websites, as are other guiding documents. Executive administrators are invited to attend the meetings, submit written reports, and address the bodies as part of the regular agenda, providing opportunities for ongoing communication and discussion. Representatives of these bodies also serve on other institution-wide committees, including Provost's Council and Chancellor's Cabinet.

Chancellor White and his executive team have established many pathways for communication, dialogue, and feedback. For example, the chancellor and provost meet regularly with leadership of faculty, staff, and student governance groups for an open dialogue as well as full governance bodies for faculty, staff, and students. Information is broadly shared through websites, email, video, social media and list-serves as well as the Cornerstone campus newsletter that is distributed to students, staff, and faculty. Chancellor White regularly hosts open forum events to share information and invite ideas from faculty, staff, students, alumni, and community members.

Campus leaders meet frequently with alumni association leadership, advisory boards, and community groups.

As UAF goes through the academic and administrative changes connected to budget reductions, the chancellor has been open and transparent about the challenges, decisions, and timelines in place and he is committed to including all levels of governance in the process.

### **Conclusion**

The University of Alaska Fairbanks' chancellor will continue to work with the Board and the president to clarify Board policies and University Regulation regarding the *“authority, roles, and responsibilities of the University of Alaska System and its respective institutions and their leadership”* where needed. Further, UAF is in full agreement with Chair Davies' request that it is the chancellors' responsibility *“to coordinate, streamline student experience, and reduce expenses wherever feasible.”*

UAF appreciates the opportunity to respond to NWCCU's September 26 letter, and remains committed to meeting all of the Commission's standards and eligibility requirements.



**University of Alaska Southeast**  
**Ad Hoc Report on Standards 2.A.2 and 2.A.1**



**UNIVERSITY**  
*of* **ALASKA**  
**SOUTHEAST**

Submitted to the Northwest Commission on Colleges and Universities  
(NWCCU)

October 31, 2019

## INTRODUCTION

On September 26, 2019, NWCCU President Ramaswamy wrote to the University of Alaska Board of Regents, UA President James Johnsen, and chancellors at the University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast expressing “continued concern as to the ongoing efforts to respond to the funding challenges face by [Alaska’s] institutions of higher learning.” Dr. Ramaswamy’s letter noted previous correspondence encouraging “each of the independently accredited institutions and the System and Board to find ways to address the funding challenges in a way that is inclusive, transparent, and participatory for constituents.”

Specifically, the letter voiced concern that our university as well as UAA and UAF may have failed to meet NWCCU standards 2.A.2 and 2.A.1. The first standard (2.A.2) requires that:

*“In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly delineated and equitably administered.”*

The second standard (2.A.1) states:

*The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.”*

The backdrop to these concerns, of course, is the challenge presented to the UA System and the three accredited universities of unprecedented budget reductions. These cuts, and proposed restructuring to address them, have stressed existing governance systems and decision-making structures and processes. President Ramaswamy’s letter urges UA leadership to “take immediate steps to provide clarity around the authority, roles, and responsibilities of the University of Alaska System and its respective institutions and their leadership.” His letter also urges continued attention to creating a space for inclusive dialogue as the Board of Regents deliberates on the future structure of the UA system.

In response to President Ramaswamy’s letter, UA leaders—including the chair of the UA Board of Regents, President Johnsen, and the three chancellors—have met to discuss general principles that will proactively guide the System’s response to NWCCU concerns. Those principles and anticipated actions—which are shared by all in UA leadership—are outlined below. More specifically, this ad hoc report reflects the perspective and response of the University of Alaska Southeast to the concerns raised about the two standards.

**UAS RESPONSE TO CONCERN ABOUT STANDARD 2.A.2:**

At the System level, the Board of Regents responded to the NWCCU concerns at its October 7 emergency meeting by adopting three motions: 1) approval to cease consideration of a single accreditation for the University of Alaska, 2) approval to suspend the statewide academic program review process, and 3) agreement to hold a special meeting to look at the university’s governance structure in light of NWCCU concerns, using a facilitated format with consultants who have expertise in accreditation.

The effect of these actions was to reaffirm Regents’ policy P10.02.070 stating that the structure of the UA System includes three separately accredited universities, each led by a chancellor who has responsibilities both as the CEO of their respective university and service as an officer of the UA system. The Board’s action set in motion planning for an extraordinary full day facilitated meeting of the Board, the System president, chancellors, and governance leaders that is scheduled for November 7, 2019. UA leadership recognizes that such a meeting is needed to consider the allocation of authority and responsibilities between the universities and the UA System, since that allocation is in essence the allocation of authority and responsibility between the Board and the chancellors. The expressed goal of this meeting, and perhaps further meetings, is to address the expectations of Standard 2.A.2; that is, to revisit and clarify the division of authority and responsibility between the System and its separately-accredited universities.

Moreover, the NWCCU’s expression of concern led to agreement between the Board Chair, Vice Chair, President, and chancellors about the following:

- Agreement that Board action on October 7 and Regents policy P10.02.070 affirm that the structure of the University of Alaska System includes three separately accredited universities. Any change in or further affirmation of that status would require Board action. The Board chair indicates that he sees no change in that status at present;
- Formal allocation of authority and responsibility between the System and the Board through policy is a matter for the full Board; the president is the Board’s executive officer, and must act in accordance with authority derived from, and subject to, Board direction;
- Chancellors serve as trusted CEOs of the three universities, and as officers of the UA System, with responsibilities to both;
- Chancellors must have sufficient input into Board decisions affecting the institution they serve, and sufficient control at the operational level to carry out their duties and responsibilities to the institution and the System, consistent with NWCCU standards;
- Chancellors serve as the spokesperson and advocate for the institution they head, consistent with Board policy and priorities;

- Chancellors’ actions in all of these areas are subject to Board oversight through the president. Thus, the actions of the president and chancellors must be consistent with the Board’s direction and role in formulating policy and governing the University;
- Systemwide councils and administrative consolidations must not impair the chancellors’ roles as CEO, but also must receive chancellor commitment to coordinate, streamline student experiences, and reduce expenses where feasible; and
- The Board and president will fully consider adjustments to relationships and processes that allow chancellors to better meet their responsibilities while accomplishing Board goals.

Actions discussed that may arise from further review include revision of Board policies and university regulations to clarify roles and responsibilities, revision of roles, responsibilities, and practices of statewide councils, and/or suspension or redesign of administrative consolidations to ensure sufficient operational independence at the university level, to include consideration of broader shared services models. Any significant actions of this sort will take some time to complete, but UA leaders have collectively expressed a shared commitment to substantive review of these roles and responsibilities.

**UAS RESPONSE TO CONCERN ABOUT STANDARD 2.A.1:**

Shared governance in the UA System resides both at the institutional level and at the System level. The foundation for incorporating meaningful faculty, staff, and student engagement at the System level is having meaningful systems of shared governance at the three accredited universities.

The University of Alaska Southeast has long supported shared governance structures and processes, including its UAS-wide Faculty Senate and Staff Council, plus student governments at our three campuses. Each of these operates under an approved constitution and bylaws which outline their authority, roles, and responsibilities. Information about these governance groups is available on the university’s website. Representatives from these groups commonly serve on university-wide committees, including Chancellor’s Cabinet, the Strategic Planning and Budget Advisory Committee, and the Master Plan Implementation Committee, to name only a few. Ways in which the views of faculty, staff, and students are incorporated meaningfully into decision-making at UAS include the following:

- Roles and responsibilities of administration and shared governance groups, including Faculty Senate, Staff Council, and United Students of the University of Alaska Southeast, are codified in policy and are well understood
- UAS shared governance groups meet regularly and operate under approved constitutions and bylaws
- Chancellor meets regularly with leadership of faculty, staff and student governance

- Chancellor meets monthly with the Strategic Planning and Budget Advisory Committee made up of representatives from deans and directors, governance groups, and leaders of Juneau, Sitka, and Ketchikan campuses
- Chancellor meets monthly with the Chancellor’s Cabinet, which includes leaders from all academic and administrative areas, plus representatives from governance groups  
Chancellor holds regular town halls for students, staff, and faculty as well as town halls for community members
- Chancellor meets regularly with the campus advisory councils composed of business, government, and education community leaders in Juneau, Ketchikan, and Sitka
- Chancellor meets regularly with the UAS Alumni and Friends Association Board
- Chancellor provides regular updates via “Chancellor’s Comments” and other emails, social media, campus newspaper, and other channels on issues of importance to the campus community
- Chancellor commonly communicates with local communities via radio and newspapers
- Chancellor and Executive Cabinet meet weekly to discuss issues, plan, and review feedback that may have been received
- UAS holds an “Annual Priorities” meeting with shared governance representatives each year in August to review goals and metrics for the upcoming academic year
- Chancellor meets with all faculty and staff during Convocation (August) and Spring Start-up (January) to discuss the state of the University
- Chancellor has an open door policy and makes himself available for meetings with all members of the university community
- Timelines and outcomes of key university decisions are shared publicly
- Data are shared publicly and available on the UAS website

UAS completed its renewal of NWCCU accreditation just six months ago, with a site visit in Juneau in April 2019 and a meeting with the full Commission in June 2019. UAS was pleased to receive commendation from the NWCCU that highlighted efforts at “inclusivity” and support for shared governance. The nine-member review team that visited the UAS Juneau Campus wrote in its report that:

*...governance structures for UAS are clear and well understood across the relevant constituents, and the division of authority is organized effectively. Faculty, staff, and students have avenues to share their perspectives through Faculty Senate, Staff Council, and the United Students of the University of Alaska Southeast. Conversations with leaders from each of these groups confirmed that shared governance is valued on campus.*

The Commission’s letter of July 12, 2019 reaffirming UAS accreditation offered commendation for “robust participation in the accreditation process. Faculty, staff, and student forums were all standing-room only events in which many constituents shared their dedication to and appreciation for the university.” Furthermore, the Commission commended UAS for “its 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 at UAS believe these recent findings by NWCCU reviewers, affirmed as commendations by the Commission as whole, demonstrate our enduring commitment at the University level to decision-making structures and processes that provide for consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest (NWCCU Standard for Accreditation 2.A.1).

## **CONCLUSION**

The University of Alaska Southeast is fully committed to meeting NWCCU standards and eligibility requirements. Our recent successful reaccreditation reflects the hard work and commitment of our faculty, staff, administrators, and students to that shared goal. We are committed to working with colleagues at the other two separately accredited universities, with UA System leaders, and with the UA Board of Regents to take both immediate and long-term actions that provide clarity around the authority, roles, and responsibilities of the University of Alaska System and its respective institutions and leaders. In our view, the actions of the Board of Regents at its emergency meeting on October 7 and its commitment to an exceptional board review of roles and responsibilities systemwide at its planned November 7 meeting demonstrate the seriousness with which we take the issues raised by Dr. Ramaswamy's letter and our ongoing efforts to maintain NWCCU accreditation in good standing.

## APPENDIX 11:

MEMO RE: LEGAL FRAMEWORK AND IMPLICATIONS


Michael Hostina  
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November 5, 2019

TO: Chair Davies, Members of the Board  
President Jim Johnsen, Chancellors Caulfield, Sandeen, and White  
Alliance Chairs Teresa Wrobel, Maria Williams, and Matthew Mund

FROM: Michael Hostina, General Counsel 

RE: Legal Framework and Implications  
Authority, Roles, & Responsibilities

This memo responds to a request from the board chair and vice-chair for a brief review of the legal framework<sup>1</sup> in which the university operates, for use at the November 7 workshop. As such it does not provide legal advice.<sup>2</sup> The legal framework provides the foundation and sideboards for delegation of and clarity in authority, roles, and responsibilities.

### Summary

In brief, under the legal framework discussed in the next section:

- UA is one legal entity; institutions, while separately accredited, have no independent legal existence;
- The system and its institutions are treated as a single party for many purposes, and the institutions and system are legally, financially, and operationally integrated - significant limiting factors for institutional autonomy and important considerations for policy;
- Each institution has a governing board, i.e., the Board of Regents, which delegates authority to chancellors, who serve as CEOs;
  - Delegations to chancellors must be clear and sufficient to permit accountability for the institution's operation, ensure consistency with board policy, direction and priorities, and constrain unilateral action in matters affecting the entire legal entity or intruding on board governance;
- Consistent with the constitution and statute, current policy accomplishes board administrative oversight of the institutions and the system primarily through the president;
  - The board determines the scope of the president's duties through policy and full board direction; delegation may be broad because the president acts as the board's surrogate, and like the board, has responsibilities across the system. The president must act consistent with board policy, direction and priorities;
- Any approach to oversight must ensure the Board reserves to itself authority to "govern" the university, and that delegations of board authority are consistent with level of responsibility in the organization and the integrated nature of the institutions and the system.

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<sup>1</sup> This framework includes constitutional and statutory provisions, as well as accreditation standards.

<sup>2</sup> If legal advice is desired it should be provided in executive session or by separate memo.

Legal Framework and Implications  
 November 5, 2019  
 Page 2 of 4

**Legal Framework**

The primary sources for the legal framework in which UA operates are in order of precedence: the Alaska Constitution; Alaska Statutes; Accreditation standards; and Regents' Policy. Policy must be consistent with accreditation standards, and may not conflict with the constitution or law. Laws may not violate the constitution. The following briefly reviews some critical constitutional, statutory, and accreditation provisions and their implications.<sup>3</sup>

- **The constitution establishes the University of Alaska as “*the state university and . . . a body corporate.*”**
  - The University of Alaska is one legal entity, regardless of the number of accredited institutions.
    - The institutions, while separately accredited, have no separate legal existence;
    - As one legal entity, the system and its institutions will be treated as a single party for many purposes, including tax, finance, labor relations, HR and benefits, compliance, budget, legal, government relations, etc. This is a limiting factor for institutional autonomy;
      - As a result, the institutions and system are legally, financially and operationally integrated. No unit independently performs all the functions required to operate;
      - Shared services include: audit, accounting, finance, budget, payroll and benefits, legal, HR, labor relations, Title IX and academic oversight, government and University relations, risk management, land management, institutional research, and certain information technology services including broadband.
  
- **The constitution provides that the University of Alaska is “*governed by a board of regents,*” which among other things, has “*title to all real or personal property,*” and “*formulate[s] policy;*”**
  - By constitution and law, each institution is governed by the same board;
  - Implementing statutes provide for board duties including determining compensation, conferring degrees, managing real and other property, adopting reasonable rules, determining the course of instruction, setting tuition and fees, and approving budgets;
  - In accordance with accreditation standards, the board, through the president, appoints a chancellor to serve as CEO of each accredited institution;
    - Chancellors must be delegated authority sufficient to permit accountability for the operation of the institution served;
    - The division of authority and responsibilities between the system and the institution must be clearly delineated;
    - Chancellors must act consistent with board policy, priorities, and direction; delegations of board authority should constrain the ability to act unilaterally in matters affecting the entire legal entity, and be consistent

<sup>3</sup> Relevant excerpts of referenced provisions are included as an appendix. The appendix also includes selected excerpts of Regents' Policy and University Regulation that directly implicate the division of authority and responsibility between the board and its CEO, and the institutions. Bylaws adopted by the Board and regulations adopted by the president are two additional sources of authority that should not be overlooked.

Legal Framework and Implications  
 November 5, 2019  
 Page 3 of 4

with level of responsibility in the organization and the integrated nature of the institutions and the system.

- **The constitution provides that the Board of Regents appoints a president, who “shall be the executive officer of the board;”**
  - Implementing statutes provide for the president’s duties, including:
    - Giving “*general direction to the work of the University of Alaska . . . subject to the approval of the Board of Regents;*”
    - Appointing and supervising positions established by the board;
    - Suspension or expulsion of students;<sup>4</sup>
      - Though delegable, the president’s statutory duties extend across the entire legal entity, including the accredited institutions;
  - The terms of the constitution and statute anticipate that the board will act administratively through the president, who reports directly to the board;
    - The board determines the scope of the president’s duties through policy, as well as through direction of the board, acting as a body;<sup>5</sup>
      - The president is the board’s surrogate. Delegation of board authority to the president may be broad for that reason and because the president, like the board, has responsibilities across the system;
      - The president’s actions must be consistent with board policy and direction, as well as accreditation requirements;
    - Under current policy, the board accomplishes administrative oversight of the institutions and the system primarily through its executive officer;
      - For this approach to be effective, the board must delegate sufficient authority to the president to ensure effective oversight;
      - This or any alternative approach to oversight must ensure that the Board reserves to itself authority to “govern” the university, and that delegations of board authority are consistent with level of responsibility in the organization and the integrated nature of the institutions and the system.

### Current Policy

As the policy excerpts in the attached appendix and referenced in this document indicate, Regents' Policy in its current form reflects the existing constitutional and statutory framework, and complies with accreditation standards.

In Regents' Policy Chapter 02.01, the Board has largely delegated the board’s administrative oversight of the system and component institutions to its executive officer, the president. These provisions explicitly permit further delegation by the president, and explicitly subject the president’s actions to limitations established by the board.<sup>6</sup>

Chapter 02.02 addresses other officers of the University whose positions are not established by law. Chancellors, by policy, are appointed by and report to the president, after consultation with the Board. The board has explicitly designated the position of chancellor as the CEO of the

<sup>4</sup> This authority is explicitly delegable to a chancellor or other university officials.

<sup>5</sup> Absent a grant of authority by the full board, direction by an individual regent has no effect.

<sup>6</sup> See, e.g., Regents' Policy 02.01.010 - .020 and 02.02.010, in appendix.



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institution served, and that the chancellor “*will perform such duties as may be assigned by the president.*”<sup>7</sup>

In addition, some 42 provisions of policy and regulation allocating specific duties and responsibilities are listed in footnote 8.<sup>8</sup> Extensive delegations to chancellors include, for example, authority and responsibility for most aspects of faculty employment as well as student affairs. In addition, chancellors appoint the institutions’ chief academic officers, who are responsible for supervision and implementation of the institution’s academic programs, program needs, condition, proposals for additions and deletions, as well as integration of programs across institutional boundaries in conjunction with faculty and other academic officers of the university.<sup>9</sup>

Other policies and regulations allocate certain responsibilities and duties among the system, the Board, and institutions, with the board reserving to itself aspects of decisions involving: collective bargaining; structure of academic administration; salary structure; budget requests; facilities and real property debt; tuition; and acquisition, construction, maintenance and naming of facilities as well as approval of campus master plans.<sup>10</sup> The board has also reserved to itself authority over establishment, major revisions to and elimination of certain academic units; and additions, deletions and major revisions of certain degree and certificate programs.<sup>11</sup>

Attachment (appendix)

<sup>7</sup> See Regents' Policy 02.01.030 and 02.02.015, in appendix..

<sup>8</sup> In addition to those policies addressed in the main text and appendix, see, e.g. Chapter 01.04, allocates institution Title IX compliance to the chancellors, and system oversight and coordination to the president; Policy 02.01.040 Official Spokesperson for the University allocates duties and requires coordination between president and chancellors; Policy 02.02.080 providing for budget coordination; Regulation 02.09.010 campus police departments responsible to the chancellor; Policy 03.01.010 allocates responsibility for faculty, staff and student governance at the system and institution levels; Policy 04.02.014 allocates EEO reporting responsibilities; Regulation 04.02.060 Visa petitions; Chapter 04.04 faculty appointments, evaluation, tenure, promotion and termination delegated to the chancellor; Regulation 04.05 salary placement and adjustments for staff, faculty and officers; Policy 04.06.140 non-medical leaves of absence; Regulation 04.06 benefits, leaves and special assignments; Regulation 04.07.110 Layoff; Regulation 04.07.115 furloughs; Regulation 04.08 employee dispute and grievance resolution; Policy & Regulation 05.01 budget development and maintenance; Regulation 05.02.060 travel; Regulation 05.08.022 records; Policy 05.09.030 Risk Management; Policy & Regulation 05.10 Tuition and student fees; Policy 05.15.040 Campus housing; Policy 06.02 Public records; Policy 09.01 allocates responsibility for student services to the chancellor; Policy & Regulation 09.02 allocates responsibility for student discipline, including suspensions and expulsions, to the chancellor; Policy 09.03.026 Student dispute resolution; Policy & Regulation 09.04 education records; Policy 09.05 allocates responsibility for student employment to chancellors; Policy 09.06 allocates responsibility for student disability services to chancellors; Policy & Regulation 09.07 allocates responsibility for student organizations and government between the president and the chancellor; Policy & Regulation 09.08 Residence Life and Student Housing allocates responsibility to the chancellor; Policy 09.09.040 Chancellor responsible for nondiscrimination in athletics; Policy & Regulation 09.11 allocates responsibility for student health to the chancellor; Policy 10.03.010 Degree and Certificate Candidate and Recipient approval; Policy 10.04.064 Credit transfer; Policy & Regulation 10.07.020 approval of classified/proprietary research delegation; Regulation 10.07.050 intellectual property delegation; Regulation 10.07.060 research misconduct delegation.

<sup>9</sup> See Policy 02.02.017.B & C, Policy and Regulation 10.02.020.B & C, and Policy 10.04.010, in appendix.

<sup>10</sup> Policy 02.01.050; Policy 02.02.010; Policy 04.05.040; Policy 05.01.010; Policy 05.04.020; Policy 05.10.030; Policy Chapter 05.12.

<sup>11</sup> See Policy 10.02.040 and Policy 10.04.020. in appendix.

**FRAMEWORK APPENDIX**

**SUMMARY**

- The University is governed by the Board of Regents. The Board is charged with governing and formulating policy for the University (Constitution, Art. 7, Sect. 3; AS 14.40.120; Bylaw 03)
- The president is the chief executive of the University System (Constitution, Art. 7, Sect. 3; AS 14.40.210; Regents’ Policy 02.01.010) and has specific authority to appoint and terminate officers of the University at the pleasure of the president.
- The chancellor is the “chief academic and administrative officer” of the MAU (Regents’ Policy 01.03.990.C & 02.02.015)

**Excerpts From the Alaska Constitution:**

**AK Const. Art. 7, § 2 State University**

The University of Alaska is hereby established as the state university and constituted a body corporate. It shall have title to all real and personal property now or hereafter set aside for or conveyed to it. Its property shall be administered and disposed of according to law.

**Alaska Const. Art. 7, § 3 Board of Regents**

The University of Alaska shall be governed by a board of regents. The regents shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session. The board shall, in accordance with law, formulate policy and appoint the president of the university. He shall be the executive officer of the board.

**Excerpts From Alaska Statute - Article 02 Of Chapter 14.40**

**AS 14.40.170 Duties and powers of Board of Regents.**

(a) The Board of Regents shall

- (1) appoint the president of the university by a majority vote of the whole board, and the president may attend meetings of the board;
- (2) fix the compensation of the president of the university, all heads of departments, professors, teachers, instructors, and other officers;
- (3) confer such appropriate degrees as it may determine and prescribe;

...

(b) The Board of Regents may

- (1) adopt reasonable rules, orders, and plans with reasonable penalties for the good government of the university and for the regulation of the Board of Regents;
- (2) determine and regulate the course of instruction in the university with the advice of the president;
- (3) set student tuition and fees;
- (4) receive university receipts and, subject to legislative appropriation, expend university receipts in accordance with AS 37.07 (Executive Budget Act).

**AS 14.40.210 Powers of president of the university; research and development.**

(a) The president of the University of Alaska may

(1) give general direction to the work of the University of Alaska in all its departments subject to the approval of the Board of Regents;

(2) appoint the deans, heads of departments, professors, assistants, instructors, tutors, and other officers of the University of Alaska to the positions established by the Board of Regents;

...

**AS 14.40.220 Duty of president to define duties and supervise appointees.**

The president shall define the duties and supervise the performance of those persons who are appointed by the president to positions established by the Board of Regents.

*GC Note: Positions established by the Board of Regents include the following. These positions have system-wide responsibilities:*

- P02.02.015. Chancellors.
- P02.02.017. Chief Academic Officers.
- P02.02.020. Chief Finance Officer.
- P02.02.030. General Counsel.
- P02.02.040. Chief Human Resources Officer.
- P02.02.050. Chief University Relations Officer.
- P02.02.070. Chief Information Technology Officer.
- P02.02.080. Chief Planning and Budget Officer.
- P02.02.090. Chief Administrative Officer.

**AS 14.40.230. Powers of regents to remove officers.** The Board of Regents may remove from office any officer of the University of Alaska by a majority vote of the whole board when in its judgment the good of the university requires it.

**AS 14.40.240. Power of president to suspend and expel students.** The power to suspend and expel a student for misconduct or other cause and to reinstate the student is vested solely in the president of the University of Alaska. The president may delegate the exercise of the power to the chancellor or another official on each campus of the university or to the administrative head or director of a community college or other campus or extended unit of the university.

**Excerpts from NWCCU Standards for Accreditation**

**2.A Governance**

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and

procedures concerning the institution are clearly defined and equitably administered.

...

### **Governing Board**

...

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

...

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

### **Excerpts from Bylaws**

#### **Bylaw 03. Duties of the Board of Regents.**

The board will be responsible for the governance of the university as provided by the Constitution of the State of Alaska and the laws enacted pursuant thereto. The board may annually review the performance of the board. A failure to perform an annual review is an internal matter and does not affect the validity of any action.

#### **Bylaw 18. Priority in the Event of Conflict.**

If provisions conflict, the following order of priority will apply:

1. Bylaws
2. Regents' Policy
3. University Regulation
4. Major Administrative Unit (MAU) Rules and Procedures.

### **Excerpts from Policy<sup>1</sup>**

#### **P02.01.010. Appointment and Authority of the President.**

...

B. The president will serve as the executive officer of the board and perform those functions specifically delegated to the president by statute and by the bylaws, policies and directives of the board. The president will be responsible for the efficient operation and management of the university, including its educational programs, employees, facilities, finances, property, public and governmental relations, students and research activities; and will fully inform the board in a timely fashion of any matter which may materially affect the ability of the university to meet its mission and obligations. In fulfilling this

---

<sup>1</sup> For brevity, implementing regulations adopted by the president are not generally included here. Regulations follow policy provisions in online versions which are available at <https://www.alaska.edu/bor/policy-regulations/>

responsibility, the president of the university is authorized to take such actions as may be necessary to implement the directives of the board including, but not limited to, the execution of documents; appointment, supervision and termination of employees; initiation of lawsuits in the name of the board and university; and the compromise or settlement of litigation involving the university, subject to such limitations as may be established by the board. (09-27-96)

**P02.01.020. Duties of University President; Organization Plan; Officers and Other Personnel.**

A. The president will serve as the executive officer of the board, as the chief executive officer of the university, and perform such other responsibilities as the board may establish.

B. The president will establish offices and positions in the university, and will establish an official organization plan for the university.

C. The president will appoint all personnel as may be necessary to efficiently carry out the purposes and programs of the university. Consistent with these bylaws, the president will define the duties and supervise the performance of each person so appointed. The president may delegate responsibility for the appointment, definition of duties, and supervision of personnel.

D. The president will designate those positions deemed to be Officers of the University and Senior Administrator positions and may appoint, reassign, nonrenew, and terminate personnel in these positions at the pleasure of the president. Without regard to nominal contract length, notice of intention to nonrenew or terminate an Officer of the University or Senior Administrator appointment without cause may be given by the president or the president's designee upon three months notice or pay in lieu of notice.

E. The president may take action that is consistent with regents' policy, even if inconsistent with university regulation. Any action by the president that may be in violation of regents' policy may be ratified by a majority vote of the board at any meeting. (03-13-15)

**P02.01.030. Consultation with Board.**

The president will consult with the board prior to the initial appointment of persons to the positions of university vice president, chancellor and academic vice chancellor, or to positions organizationally equivalent to those positions. Regents may request documentation received by the university concerning the candidacy of the finalists for the position. A failure to comply with this policy is an internal matter and does not affect the validity of hiring actions. (02-07-07)

**P02.01.040. Official Spokesperson for the University**

- A. A. The president of the university is designated as the representative of the university in all official university discussions and communications with officials of the executive, legislative, and judicial branches of state and federal governments in their official capacities. All official communications sent to such officials must be sent through the president, except in the following cases:
1. Routine development and administration of grants or contracts.
  2. Supplying of routine facts and information which are supplied to the general public.
  3. Communications by a chancellor, or under the direction of a chancellor, the substance of which is promptly reported to the Office of the President.



4. Communications made at the request of the president or authorized by the president.
  5. Testimony at the request of the Alaska Legislature.
- B. This policy should not be construed as limiting direct communication of university personnel with government officials concerning matters of private interest.
- (06-20-97)

**P02.02.010. Academic Administration.**

The president will be responsible for the efficient and effective operation and management of the university's educational programs. The president will recommend the structure of the academic administration to be established by the board. The president will approve the appointment of the academic officers and faculty of the university unless such responsibility is delegated elsewhere in regents' policy or university regulation.

(06-06-07)

**P02.02.015. Chancellors.**

There are created the positions of Chancellor of the University of Alaska Anchorage, Chancellor of the University of Alaska Fairbanks, and Chancellor of the University of Alaska Southeast, who will be appointed by and report to the president. Chancellors will be the chief executive officers of the unit for which the chancellor is appointed and will perform such duties as may be assigned by the president.

(06-06-14)

**P02.02.017. Chief Academic Officers.**

- A. There is created the position of chief academic officer, who will be appointed by and report to the president. The position will oversee the university system's educational, research, and public service programs, and be assisted by the chief academic officers and research leads of the three universities. The chief academic officer shall assist the president in:
1. articulating the overall academic mission internally and externally;
  2. assigning the scope and responsibility for implementation of the mission;
  3. the administration and supervision of overall planning for instructional, research and creative activity, and public service programs;
  4. academic development and program review;
  5. advising the board on the status of current academic, research, public service, and student service programs, the need for the addition or deletion of programs, and related facilities, funding, and equipment;
  6. facilitating student access to courses, programs, academic support and student services;
  7. the review, revision, and administration of faculty human resource policies and procedures;
  8. consulting with systemwide governance and university general counsel on matters of academic policy and university regulation;
  9. diversifying and expanding external funding, the development of intellectual property, and the engagement of undergraduate and graduate students in research; and
  10. consulting with the chief finance officer, the chief information technology officer, and the vice president for university relations on issues related to academics, student services, public service, and research.
- B. As chief executive officer of a university, the chancellor will appoint a chief academic officer for the university, following consultation with the president and the board in accordance

with the board bylaws on university personnel. This officer will be responsible for supervision and implementation of the academic programs of the university.

C. The university chief academic officers will also be responsible for advising the chancellors and the chief academic officer on the needs and condition of the academic programs of the universities as well as the need for the addition or deletion of programs in university service area. (09-19-14)

**P02.02.030. General Counsel.**

There is created the position of general counsel who will be appointed by and report to the president and will serve as the chief legal officer of the board and the university. The general counsel shall:

- A. supervise and administer the legal affairs of the board and university, which will include the provision of legal services to the board and university, direction of administrative agency and judicial matters involving the board and the university, and the retention of all legal counsel on behalf of the board and the university; and
- B. perform such other duties as may be prescribed by the board or president.

**P10.02.040. Academic Unit Establishment, Major Revision, and Elimination.**

- A. Academic units are created within the university for the purposes of instruction, research, advanced study, outreach, or economic development. All such units, at any level of the university structure, must provide for the effective management and productivity of their activities. Degree and Certificate programs approved by the board or president in accordance with P10.04.020 may be offered only within accredited units.
- B. Campuses, schools, colleges, and designated research institutes and academic units with systemwide responsibilities may not be created or eliminated without board approval. Academic units at lower levels, if they employ or are intended to employ tenured or tenure track faculty, or if they deliver or are intended to deliver certificate or degree programs, may be created or eliminated by the president at the request of a chancellor with notification to the board, or at the discretion of the president, by the board. The president will determine when a revision to an academic unit is sufficiently major to require approval by the board. Elimination or major revision of a unit at any level, if the unit employs tenured or tenure track faculty or delivers degree or certificate programs, will require a program review as specified in P10.06.010 and University Regulation.
- C. Faculty from more than one MAU may be affiliated with a unit, following agreement between the appropriate chancellors and the president as appropriate, as to the type of affiliation, accreditation requirements, and other contractual obligations.
- D. Approval of the board is required to create units as specified in this section and to eliminate or significantly modify the following university units:  
*[Lists by MAU follow.]* (06-30-19)

**P10.02.020. Scope and Responsibility of the Academic Administration.**

- A. As the executive officer of the board and the chief executive officer of the university, the president will be responsible for the efficient and effective operation and management of its educational programs. The president will recommend the

structure of the academic administration to be established by the board. The president will approve the appointment of the academic officers and faculty of the university unless such responsibility is delegated elsewhere in Regents' Policy or in University Regulation.

- B. As chief executive officer of an MAU, the chancellor will appoint a chief academic officer for the MAU, following consultation with the president and the board in accordance with the bylaws of the board on university personnel. This officer will be responsible for supervision and implementation of the academic programs of the MAUs.
- C. The MAU chief academic officers will also be responsible for advising the chancellors and the chief academic officer on the needs and condition of the academic programs of the MAUs as well as the need for the addition or deletion of programs in an MAU service area. (12-08-05)

**R10.02.020. Scope and Responsibility of the Academic Administration.**

The president of the University of Alaska may appoint an Academic Council (AC), composed of the chief academic officers of the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast, to assist in performing the functions of the University of Alaska chief academic officer set forth in P02.02.017 and P10.02.02. The president may appoint staff from the statewide administration to serve as staff to the AC, and assign statewide administration officers to meet with the AC as needed. The AC provides recommendations on matters of Regents' Policy or University Regulation to the president; such recommendations will receive the review and advice of the chancellors. Members of the AC will apprise the president and their respective chancellors of other decisions of the AC, and may implement the results of such decisions directly within their respective MAUs. (12-16-17)

**P10.02.070. Accreditation.**

- A. The University of Alaska Anchorage, the University of Alaska Fairbanks, the University of Alaska Southeast, and community colleges, if established, will each, based on its own merits and the quality of its programs, seek and maintain accreditation from the Northwest Commission on Colleges and Universities.
- B. Individual program accreditation by professional accrediting bodies should be sought when meeting such accreditation standards is consistent with the goals of the university. (06-06-14)

**P10.04.010. Academic Program Integration.**

- A. The University of Alaska will endeavor to provide access for the citizens of the state to a broad array of instructional programs and to facilitate student progress toward achievement of academic goals. To provide access without unnecessary duplication of programs, each MAU will have the responsibility of serving both local and statewide constituencies. Each MAU will contribute to the integrated instructional program of the university through practices such as:
  - 1. sharing intellectual and material resources;
  - 2. collaboration among units in teaching, research/creative activity, and public

- service;
  - 3. establishing common curricula or reciprocity agreements for meeting general education core requirements and core requirements for similar academic degrees and certificates;
  - 4. coordinated planning to assure orderly and efficient changes in educational programs in response to shifts in the needs of the state and its people; and
  - 5. employing alternative delivery methods where academically appropriate and cost effective to improve educational opportunities.
- B. The faculty and academic officers of the university will be collectively responsible for establishing and maintaining procedures to affect these practices, in accordance with applicable Regents' Policy and University Regulation. (02-16-96)

**P10.04.020. Degree and Certificate Program Approval.**

All program additions, deletions, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board. The board delegates approval authority of occupational endorsements, workforce credentials and graduate certificates to the president. (06-06-19)

**P10.06.010. Academic Program Review.**

- A. In accordance with P10.04.020, it is the responsibility of the board to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions. This includes a degree or certificate program approved by the board.
- B. Each MAU will conduct assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. Assessments of instructional programs will include analysis of educational effectiveness as an essential part of the ongoing continuous improvement and accreditation processes. Assessments will be conducted at a minimum of every seven years. Occupational endorsements and workforce credentials approved by the president will be subject to review at the MAU level.
- C. Exceptional reviews may be conducted as needed, to respond to issues including but not limited to specific academic or budgetary concerns. An expedited review process tailored to the particular circumstances shall be used for exceptional reviews. (04-04-14)

**Regulation 10.06.010. Academic Program Review.****A. Purpose**

This regulation suggests the elements each campus of the statewide system should employ in its review of academic programs.

**B. Elements for Evaluation**

The programs of each of the university's major units follow from its respective mission (Policy 01.01); changes in programs should be consistent with and guided by these mission statements.

The necessary elements that a unit should assess during the program review process include the following:

1. Centrality of the program to the mission, needs and purposes of the university and the unit;
2. Quality of the program, as determined by the establishment and regular assessment of program outcomes. Outcomes should be comprehensive, and indications of achievement should involve multiple measures and satisfy the properties of good evidence.
3. Demand for program services, as indicated by measures such as: credit hour production appropriate to the program's mission, services performed by the program in support of other programs, graduates produced, the prospective market for graduates, expressed need by clientele in the service area, documented needs of the state and/or nation for specific knowledge, data, or analysis, other documented need;
4. Program productivity and efficiency as indicated by courses, student credit hours, sponsored proposals and service achievements produced in comparison to the number of faculty and staff and the costs of program support;
5. Timeliness of an action to augment, reduce or discontinue the program;
6. Cost of the program relative to the cost of comparable programs or to revenue produced;
7. Unnecessary program duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska statewide system.

C. Process

1. Each chancellor shall be responsible for setting an academic program review process in place at his/her campus or unit. Results of the process shall be utilized for budgeting and planning purposes of the unit and shall be reported to the Board of Regents upon their request.
2. Exceptional reviews shall be conducted in accordance with an expedited process developed by the chancellor and approved by the president on an ad hoc basis to meet the needs of the campus.

(06-22-05)



## APPENDIX 12:

### POLICY SURVEY COVER MEMO


Michael Hostina  
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January 9, 2020

TO: Chair Buretta, Members of the Board of Regents  
President Johnsen  
Chancellors Caulfield, Sandeen, and White  
Coalition Chair Kirby; Alliance Chairs Williams and Mund

FROM: Michael Hostina, General Counsel 

RE: Allocation of Authority and Responsibility in Regents' Policy

As discussed at the December 9, 2019, Board Governance Committee meeting, please find attached four documents. They provide support for the Committee's review of policy adopted by the Board of Regents, as well as University Regulations promulgated by the president, for allocation of authority and responsibility among the Board, the president, and chancellors:

- Authority Explicitly Reserved by the Board<sup>1</sup>
  - Part I – Reserved Authority
  - Part II – Staff Supporting/Reporting to the Board
- President's Delegated Authority and Responsibility
  - Part I – Authority/Responsibility Delegated to the President
  - Part II – System-Wide Functions
- Chancellors' Delegated Authority and Responsibility
- Allocated Authority and Responsibility Among the Board, President and Chancellors

Topic areas in each document include a brief summary of the reservation, delegation, or allocation of authority and responsibility, as well as excerpts from policy and regulation that address where authority and responsibility reside for those areas.

It is relatively rare for policy or regulation to vest sole authority and responsibility for a matter in either the Board, the president, or the chancellors. Delegated authority may be shared, or may be constrained to operate within a framework established by policy and/or regulation. That said, in certain arenas, operational authority to implement broad policies is relatively unconstrained. The goal of the summary and excerpts is to identify each office's authority and responsibility while providing that context.

I hope these are useful working documents that serve as a starting point for the Governance Committee's audit of Board policy with respect to needed clarifications of authority and responsibility, pursuant to the Board's November 7, 2019, motion.

<sup>1</sup> Whether authority and responsibility is delegated or explicitly reserved, the Board ultimately retains all authority to govern the University that is not explicitly delegated to the president by law.

## APPENDIX 13:

### POLICY & REGULATION REVIEW – ALLOCATED AUTHORITY & RESPONSIBILITY

**Allocated Authority & Responsibility Among The Board, President & Chancellors**

**Allocated Authority& Responsibility Among The Board, President & Chancellors ..... 1**

***Regulation Adoption - The president is authorized to implement board policy via regulation, with input from chancellors and affected governance groups..... 7***

    Policy 01.03.020. Regulations..... 7

***Consultation required for appointment of chancellors and other senior executives:..... 7***

    Policy 02.01.030. Consultation with Board. .... 7

***Official Spokesperson – the president is the primary spokesperson for communications to “officials of the executive, legislative, and judicial branches of state and federal governments;” exceptions include coordinated chancellor communications to these officials. Communications to campus community are not addressed in policy or regulation: ..... 7***

    Policy 02.01.040. Official Spokesperson for the University..... 7

    Regulation 02.01.040. Official Spokesperson for the University ..... 8

***Academic Structure& Programs – President “Responsible” for “Efficient and Effective” Operation and Management across system; chancellors/provosts responsible for supervision and implementation at each university; Board retains Authority over Structure:..... 8***

    Policy 02.02.010. Academic Administration. .... 8

    Policy 02.02.017. Chief Academic Officers..... 8

    Policy 10.02.020. Scope and Responsibility of the Academic Administration. .... 9

    Regulation 10.02.020. Scope and Responsibility of the Academic Administration. .... 9

    Policy 10.04.010. Academic Program Integration. .... 10

***Budget development - allocated between president and chancellors. .... 10***

    Policy 02.02.080. Strategy, Planning and Budget Officer. .... 10

***Crisis planning, response & communication - allocated between president and chancellors.. 11***

    Policy 02.05.020. Crisis Communications; Designated Spokespersons. .... 11

    Policy 02.05.030. Notification Procedures..... 11

    Policy 02.05.040. President's or Chancellor's Inquiry..... 11

***Open Meetings- Compliance shared between president and chancellors: ..... 11***

    Regulation 02.06.040. Responsibility for Implementation. .... 11

***Information Resources - Responsibility for Development of Rules for Access and Use allocated between president and chancellors, within framework of policies adopted by Board (See Regents’ Policy 02.07.010-.094) ..... 11***

    Policy 02.07.010. General Statement: Information Resources. .... 11



***Weapons - Chancellors are delegated primary authority to approve activities involving and carrying of firearms at the MAU; board policy governs but provides limited exceptions by president and chancellors:..... 12***

    Policy 02.09.020. Possession of Weapons. .... 12

    Regulation 02.09.020. Possession of Weapons. .... 12

***Governance - authority and responsibility for governance is allocated between the president and the chancellors; chancellors are delegated authority and responsibility for university-based governance organizations: ..... 12***

    Policy 03.01.010. Faculty, Staff, and Student Governance..... 12

***Equal Employment - Program Planning, Implementation and monitoring shared between president and chancellors:..... 12***

    Policy 04.02.014. Implementation. .... 12

***Salary Placement and Movement – Board Policy and University Regulation allocate authority between president and chancellors, within Board-approved structures. .... 13***

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*Policy 01.03.020. Regulations.*

- A. The president shall promulgate regulations and amendments thereto, necessary or proper to implement or administer policies expressed in the Policy Manual. Regulations may also be promulgated as "emergency regulations" without reference to a policy expressed in the Policy Manual, and without prior review, if the president determines that there is an urgent need for the regulation. Emergency regulations shall be brought to the board at the earliest opportunity at which the matter may be regularly considered. Emergency regulations not rejected by board action shall remain in effect. Emergency regulations rejected by board action shall expire at the end of the first working day after the adjournment of the board at which they are to be considered by the board.
- B. Except as provided otherwise in Regents' Policy, the president shall seek review and comment by chancellors and by affected governance groups prior to the adoption or amendment of a regulation. However, the president may adopt editorial changes or changes required by law or administrative agency action prior to review. Review of such revisions shall be promptly initiated after adoption. For the purpose of this subsection, "regulation" does not include emergency regulations.
- C. The president may delegate authority by regulation.
- D. Regulations shall be presumed to be valid. (02-18-11)

***Consultation required for appointment of chancellors and other senior executives:***

*Policy 02.01.030. Consultation with Board.*

The president will consult with the board prior to the initial appointment of persons to the positions of university vice president, chancellor and academic vice chancellor, or to positions organizationally equivalent to those positions. Regents may request documentation received by the university concerning the candidacy of the finalists for the position. A failure to comply with this policy is an internal matter and does not affect the validity of hiring actions. (02-07-07)

**Official Spokesperson – the president is the primary spokesperson for communications to “officials of the executive, legislative, and judicial branches of state and federal governments;” exceptions include coordinated chancellor communications to these officials. Communications to campus community are not addressed in policy or regulation:**

*Policy 02.01.040. Official Spokesperson for the University*

- A. The president of the university is designated as the representative of the university in all official university discussions and communications with officials of the executive, legislative, and judicial branches of state and federal governments in their official capacities. All official communications sent to such officials must be sent through the president, except in the following cases:



1. Routine development and administration of grants or contracts.
  2. Supplying of routine facts and information which are supplied to the general public.
  3. Communications by a chancellor, or under the direction of a chancellor, the substance of which is promptly reported to the Office of the President.
  4. Communications made at the request of the president or authorized by the president.
  5. Testimony at the request of the Alaska Legislature.
- B. This policy should not be construed as limiting direct communication of university personnel with government officials concerning matters of private interest.
- C. Additional restrictions and exceptions may be provided by regulation. (06-20-97)

*Regulation 02.01.040. Official Spokesperson for the University*

The president of the university is designated as the representative of the university in all official university discussions and communications with officials of the executive, judicial and legislative branches of the state and federal governments in their official capacities. Exceptions for direct contact by officials of the university, other than the president, are identified in Regents' Policy 02.01.040. The president may issue further regulations from time to time consistent with that policy. (06-20-97)

**Academic Structure& Programs – President “Responsible” for “Efficient and Effective” Operation and Management across system; chancellors/provosts responsible for supervision and implementation at each university; Board retains Authority over Structure:**

*Policy 02.02.010. Academic Administration.*

The president will be responsible for the efficient and effective operation and management of the university’s educational programs. The president will recommend the structure of the academic administration to be established by the board. The president will approve the appointment of the academic officers and faculty of the university unless such responsibility is delegated elsewhere in regents’ policy or university regulation. (06-06-07)

*Policy 02.02.017. Chief Academic Officers.*

- A. There is created the position of chief academic officer, who will be appointed by and report to the president. The position will oversee the university system’s educational, research, and public service programs, and be assisted by the chief academic officers and research leads of the three universities. The chief academic officer shall assist the president in:
1. articulating the overall academic mission internally and externally;
  2. assigning the scope and responsibility for implementation of the mission;
  3. the administration and supervision of overall planning for instructional, research and creative activity, and public service programs;
  4. academic development and program review;

5. advising the board on the status of current academic, research, public service, and student service programs, the need for the addition or deletion of programs, and related facilities, funding, and equipment;
  6. facilitating student access to courses, programs, academic support and student services;
  7. the review, revision, and administration of faculty human resource policies and procedures;
  8. consulting with systemwide governance and university general counsel on matters of academic policy and university regulation;
  9. diversifying and expanding external funding, the development of intellectual property, and the engagement of undergraduate and graduate students in research; and
  10. consulting with the chief finance officer, the chief information technology officer, and the vice president for university relations on issues related to academics, student services, public service, and research.
- B. As chief executive officer of a university, the chancellor will appoint a chief academic officer for the university, following consultation with the president and the board in accordance with the board bylaws on university personnel. This officer will be responsible for supervision and implementation of the academic programs of the university.
- C. The university chief academic officers will also be responsible for advising the chancellors and the chief academic officer on the needs and condition of the academic programs of the universities as well as the need for the addition or deletion of programs in university service area. (09-19-14)

*Policy 10.02.020. Scope and Responsibility of the Academic Administration.*

- A. As the executive officer of the board and the chief executive officer of the university, the president will be responsible for the efficient and effective operation and management of its educational programs. The president will recommend the structure of the academic administration to be established by the board. The president will approve the appointment of the academic officers and faculty of the university unless such responsibility is delegated elsewhere in Regents' Policy or in University Regulation.
- B. As chief executive officer of an MAU, the chancellor will appoint a chief academic officer for the MAU, following consultation with the president and the board in accordance with the bylaws of the board on university personnel. This officer will be responsible for supervision and implementation of the academic programs of the MAUs.
- C. The MAU chief academic officers will also be responsible for advising the chancellors and the chief academic officer on the needs and condition of the academic programs of the MAUs as well as the need for the addition or deletion of programs in an MAU service area. (12-08-05)

*Regulation 10.02.020. Scope and Responsibility of the Academic Administration.*

The president of the University of Alaska may appoint an Academic Council (AC), composed of the chief academic officers of the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast, to assist in performing the functions of the University of Alaska chief academic officer set forth in

P02.02.017 and P10.02.02. The president may appoint staff from the statewide administration to serve as staff to the AC, and assign statewide administration officers to meet with the AC as needed. The AC provides recommendations on matters of Regents’ Policy or University Regulation to the president; such recommendations will receive the review and advice of the chancellors. Members of the AC will apprise the president and their respective chancellors of other decisions of the AC, and may implement the results of such decisions directly within their respective MAUs. (12-16-17)

*Policy 10.04.010. Academic Program Integration.*

- A. The University of Alaska will endeavor to provide access for the citizens of the state to a broad array of instructional programs and to facilitate student progress toward achievement of academic goals. To provide access without unnecessary duplication of programs, each MAU will have the responsibility of serving both local and statewide constituencies. Each MAU will contribute to the integrated instructional program of the university through practices such as:
  - 1. sharing intellectual and material resources;
  - 2. collaboration among units in teaching, research/creative activity, and public service;
  - 3. establishing common curricula or reciprocity agreements for meeting general education core requirements and core requirements for similar academic degrees and certificates;
  - 4. coordinated planning to assure orderly and efficient changes in educational programs in response to shifts in the needs of the state and its people; and
  - 5. employing alternative delivery methods where academically appropriate and cost effective to improve educational opportunities.
- B. The faculty and academic officers of the university will be collectively responsible for establishing and maintaining procedures to affect these practices, in accordance with applicable Regents’ Policy and University Regulation. (02-16-96)

**Budget development - allocated between president and chancellors.**

*Policy 02.02.080. Strategy, Planning and Budget Officer.*

There is created the position of strategy, planning and budget officer, who will be appointed by and report to the president. The strategy, planning and budget officer shall:

- A. act as top level advisor to the president, university officers, and the board on matters relating to the university’s budget, strategic university organizational planning, and state accountability processes;
- B. develop in concert with the president and the chancellors the UA system operating and capital budgets required by the state, using sound institutional practices;

... (06-05-15)

**Crisis planning, response and communication - allocated between president and chancellors.**

*Policy 02.05.020. Crisis Communications; Designated Spokespersons.*

- A. . . .
- B. The crisis plans will designate university personnel to be designated spokespersons during the crisis. No other employee is authorized to disseminate information on behalf of the university about the crisis to the news media unless designated to be a spokesperson by the president or a chancellor. (04-21-00)

*Policy 02.05.030. Notification Procedures.*

It is the responsibility of each MAU to develop notification procedures, and lists of people to be notified in the event of a crisis. Chancellors will be responsible for notifying the president. In the event the chancellor is not available in a timely manner, the president may be notified directly by a designee of the chancellor. (04-21-00)

*Policy 02.05.040. President's or Chancellor's Inquiry.*

The president, in consultation with the appropriate chancellor, will decide if the incident is to be the subject of a president's or a chancellor's inquiry. (04-21-00)

**Open Meetings- Compliance shared between president and chancellors:**

*Regulation 02.06.040. Responsibility for Implementation.*

Each of the chancellors shall be responsible for ensuring compliance with this chapter by covered governmental bodies within their respective institutions. The president shall be responsible for ensuring compliance by covered governmental bodies within the Statewide Administration, as well as covered governmental bodies that extend across institutional lines. The president and the chancellors may delegate their responsibilities for ensuring reasonable public notice under this chapter to such persons or positions as they may designate in writing. (11-13-14)

**Information Resources - Responsibility for Development of Rules for Access and Use allocated between president and chancellors, within framework of policies adopted by Board (See Regents' Policy 02.07.010-.094)**

*Policy 02.07.010. General Statement: Information Resources.*

Within the limits of facilities, resources, and personnel, the university shall establish, through university regulation, and MAU rules and procedures, a framework for access to, and the responsible use of, university information resources. (02-18-00)

**Weapons - Chancellors are delegated primary authority to approve activities involving and carrying of firearms at the MAU; board policy governs but provides limited exceptions by president and chancellors:**

*Policy 02.09.020. Possession of Weapons.*

- A. Except as otherwise provided by this policy or university regulation, possession or carrying of firearms in buildings or parts of buildings owned or controlled by the university, on developed university land adjacent to university buildings, or at university sporting, entertainment or educational events, is a violation of regents' policy and may result in administrative sanctions. Entering or remaining on university premises or at university events in violation of this provision is expressly prohibited.
- B. This section shall not apply to a concealed handgun carried by a duly commissioned law enforcement officer in relation to the officer's law enforcement function or by a person expressly authorized by the president or appropriate chancellor in extraordinary circumstances. . . . (06-06-14)

*Regulation 02.09.020. Possession of Weapons.*

- ...
- B. Activities involving firearms, explosives and/or reloading activities may be carried on at the university only under supervised educational, recreational, professional or research programs where such activities are expressly authorized in advance by the appropriate chancellor or chancellor's designee.
- C. Loaded or unloaded firearms may not be carried or stored on university property or in university buildings without the prior written permission of the appropriate chancellor or chancellor's designee, except for the following: . . . (02.23.10)

**Governance - authority and responsibility for governance is allocated between the president and the chancellors; chancellors are delegated authority and responsibility for university-based governance organizations:**

*Policy 03.01.010. Faculty, Staff, and Student Governance.*

- ...
- C. Constitutions for each systemwide organization are subject to the approval of the president. Constitutions for campus employee organizations are subject to the approval of the cognizant chancellor. Student government constitutions are subject to Regents' Policy 09.07. The roles and responsibilities for each systemwide organization shall be entered into university regulation. (02-17-05)

**Equal Employment - Program Planning, Implementation and monitoring shared between president and chancellors:**

*Policy 04.02.014. Implementation.*

The president and the chancellors are responsible for planning, implementing, and monitoring an effective program of equal employment opportunity. The president and



each chancellor will provide an annual report to the board with regard to the effectiveness of their respective equal employment opportunity program. (06-20-97)

**Salary Placement and Movement – Board Policy and University Regulation allocate authority between president and chancellors, within Board-approved structures.**

*Policy 04.05.040. Salary Structures.*

Salary structures for designated employee categories will be established and set forth in university regulation. The board must approve salary structures and any cost of living or other adjustments to the structures, except as provided in Regents’ Policy 04.05.041 - 04.05.044. Methods for placement and movement will be established in university regulation. (12-09-04)

**Employee Relations – the president, chancellors and their designee-supervisors are delegated authority to administer employee relations in accordance with policy and regulation within their respective MAUs (see chapter 04.07 generally); In some instances policy also delegates to the president authority to adopt implementing regulations. Examples include the following:**

*Policy 04.07.020. Probationary Status.*

Newly hired and promoted regular exempt and nonexempt staff, with the exception of officers of the university and senior administrators and faculty, will serve a six month probationary period. The provisions for probationary status will be set forth in University Regulation. (06-10-04)

*Policy 04.07.040. Corrective Action.*

A. Supervisors will apply necessary and appropriate corrective action whenever an employee fails to meet the required standards of conduct or performance. Corrective action may be necessary because of employment related problems, including but not limited to: inattention to duty, unsatisfactory performance, insubordination, absenteeism, violation of law, Regents’ Policy, or University Regulation, dishonesty, theft or misappropriation of public funds or property, inability to work effectively with others, fighting on the job, acts endangering others, inappropriate behavior toward or harassment of others, bullying or other misconduct. (09-19-14)

*Policy 04.07.110. Layoff, Recall, and Release.*

Provisions regarding layoff, recall, and release of university employees will be set forth in University Regulation. (06-09-00)

*Regulation 04.07.110. Layoff, Recall, and Release*

- ...
- B. Reasons for Layoff  
Layoff may be used when there exists within the employing administrative unit either:
- ...
4. another reason, not reflecting discredit upon the affected employee(s), which has been approved in the particular circumstances by the chancellor or president of the university, as appropriate; or
- ...
- C. Selection for Layoffs
- ...
2. After consideration of input from leadership of the affected administrative unit, the determination of the order for layoff will be made jointly by the authorized administrator and the regional human resources director, subject to final review by the chancellor or president of the university, as appropriate.
- ... (07-06-15)

*Policy 04.07.115. Employee Furlough.*

- ...
- B. Furloughs shall be implemented in accordance with regulations and plans approved by the president pursuant to this policy, provided however that employees shall receive written notice of furlough as provided by regulation.
- ... (12-11-14)

*Regulation 04.07.115. Employee Furlough.*

- ...
- E. A furlough plan for unit(s) affected by a budgetary shortfall will be implemented upon recommendation of the chancellor and the vice president for finance and administration, and approval of the president. During a state budget impasse, the president may implement a furlough plan in consultation with the chancellors. . . .
- . . . (04-14-17)

**Dispute and Grievance Resolution –by regulation chancellors and their designee-supervisors are delegated authority to administer dispute resolution within their respective MAUs in accordance with policy and regulation (see chapter 04.08 generally); policy delegates to the president the authority to establish grievance procedures in regulation:**

*Policy 04.08.010. General Statement.*

It is the objective of the university to treat its employees in a fair and consistent manner. The university recognizes that a dispute and grievance resolution process is an important mechanism in identifying and resolving problems. In the event of an employee grievance, it is the objective of the university to accomplish the prompt, fair, and equitable resolution of the grievance at the earliest possible time. Procedures for dispute and grievance resolution will be established by university regulation. (05-04-99)

*Regulation 04.08.070. Dispute and Grievance Resolution Process*

- ...
- G. Step 6: Decision of the Chancellor or President  
The chancellor or president will review the recommendations of the hearing officer and adopt them in whole or in part and/or render a separate written decision within 15 days of the receipt of the recommendations. Should findings or recommendations of the hearing officer not be accepted, the decision will indicate the reasons for rejection or reversal. . . . (05-04-99)

*Regulation 04.08.080. Review of a Proposed Termination for Cause*

- A. Procedure
- ...
5. Decision
- The chancellor or statewide chief human resources officer, as appropriate, will consider the recommendation of the hearing officer and issue a decision in the matter.

- ...
- C. Appeal of Termination Decision
- A party not satisfied with the decision of the chancellor or statewide chief human resources officer, as appropriate, may appeal the decision in writing to the president. Such appeal must be submitted within 10 days of the issuance of the decision.
- The president will consider the record before the hearing officer, the decision on appeal, and the appeal and take such action, as the president deems appropriate. The decision of the president is final. (11-19-99)

**Budget Policy – Responsibility for operating within budget is allocated between the system CFO and chancellors:**

*Policy 05.01.010. Budget Policy.*

- ...
- C. The designated chief financial officer of each MAU and the designated fiscal officer of each sub-unit within the university system shall be understood to be responsible and accountable for conducting the annual operation of the officer's administrative unit strictly within the fiscal bounds of its budget as approved and amended in accordance with procedure established by the chief finance officer. For purposes of this subsection, each chancellor shall designate a chief financial officer for the MAU and establish procedures for identifying in writing the designated fiscal officer for each and every sub- unit. ... (09-30-94; 09-24-75)

**Records Retention – responsibility delegated to president for system; president by regulation re-delegates to chancellors responsibility for institutional compliance with policy and regulation:**

*Policy 05.08.022. Records and Information Retention and Disposition*

- A. The president or his/her designees will retain and dispose of all correspondence, documents, records, and information which is stored on various media in accordance with university regulation.
- ... (04-16-10)

*Regulation 05.08.022 Records and Information Retention and Disposition*

- ...  
C. Scope of Authority:  
The president of the University of Alaska designates the chancellors as record agents for their respective MAUs. All of the aforementioned offices are permitted to further delegate, as they deem appropriate and necessary, authority for the retention and disposition of records to persons they designate. MAU record agents will comply with Board of Regents’ Policy and University Records Programs and coordinate their efforts with the chief records officer. The chief records officer will review and approve all university records retention and disposition schedules.
- ... (04-21-10)

**Risk Services – President is responsible for system-wide risk services, including appointing a chief risk officer; Chancellors are responsible for funding and maintaining adequate resources at their institutions, and consulting with president on statewide risk services and functions:**

*Policy 05.09.010. Introduction and Purpose.*

- ...  
B. Risk services shall include general, occupational, and environmental health and safety, environmental protection, general risk management, loss prevention, emergency management, procurement and administration of insurance, and claims administration. The mission of statewide risk services will be to facilitate the accomplishment of instruction, research, and public service with minimal disruptions and adverse events, and at a reasonable “cost of risk.”
- (06-04-15)

*Policy 05.09.020. Authority and Authorized Delegation.*

- A. The president shall issue university regulation to implement this policy. The president or the president’s designee shall approve payment of all claims and litigation in accordance with university regulation.
- B. The president shall cause to be maintained an effective risk services program, and shall ensure that a statewide chief risk officer, who is trained and experienced in the various aspects of risk management, is appointed to serve as director for the risk services office and oversee the university’s risk services program. The chief risk officer shall report functionally to the president. The president may delegate

specific responsibilities under this chapter and assign administrative supervision by regulation or delegation. . . . (06-04-15)

*Policy 05.09.030. Financing.*

A. Each chancellor will be responsible for funding and maintaining adequate resources at their respective universities to ensure risk services are in place to sustain legal and regulatory compliance as well as prudent risk management and business practice. Minimum standards shall be established by the president in consultation with statewide risk services. Consistent with this chapter, the functions and services provided by statewide risk services will be established by the president in consultation with the chancellors. . . . (06-04-15)

**Special Tuition and Surcharges – the president is authorized to establish special tuition and surcharges, other than those reserved to the board, as well as student fees; the president implements board policy on fees and waivers, may waive tuition and fees; and has delegated authority to chancellors as indicated in University Regulation 05.10.040 & .070:**

*Policy 05.10.040. Special Tuition and Tuition Surcharges.*

A. The president may establish special tuition, nonresident and other tuition surcharges, and fees for the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) Medical Education Program, the Western Undergraduate Exchange Program (WUE), the National Student Exchange and similar regional, national, and international exchange programs, summer self-support programs and independent learning, corporate and distance education programs.

B. The president may also establish special tuition or tuition surcharges in lieu of, or in addition to, regular tuition in order to provide special for-credit courses and programs or to meet special needs. The president shall give advance notice of such charges to the board. The president may delegate this authority and responsibility to chancellors by University Regulation. . . . (02-18-10)

*Policy 05.10.070. Student Fees.*

A. Student fees, including student government fees, shall be established and approved by the president. The president may authorize the chancellors or their designees to establish course, use, service, and administrative fees. . . . (09-19-14)

*Policy 05.10.080. Tuition and Fee Waivers.*

A. The president or designee may waive tuition or student fees when such action is determined by the president to be in the best interest of the university. . . . (12-12-14)



*Regulation 05.10.040. Special Tuition and Tuition Surcharges.*

- A. Universities considering a programmatic tuition surcharge for undergraduate or graduate programs must develop a compelling proposal for review and approval. The chancellor of the requesting campus will recommend to the president for approval a proposal that meets the following criteria: . . . (12-16-17)

*Regulation 05.10.070. Student Fees.*

- A. Student government fees shall be developed and administered in accordance with guidelines established by the student government in conjunction with the respective chancellor and approved in accordance with P09.07.050. Requests to establish or to change a fee shall include a description of the purpose of the fee, the amount of the fee and basis for assessment, the estimated annual revenue, the effective date of implementation, the recommendations of the student leadership, the recommendation of the respective chancellor, and a summary of the input or involvement of the affected students.
- B. Course, use, service, and administrative fees may be established if the respective chancellor or designee determines that such fees are reasonable and appropriate. . .
- C. . . .
- D. Self-support course fees for noncredit instruction shall be approved by the respective chancellor or designee. Such fees shall be established considering the costs to provide the service, the needs of the community, and the benefit to the university.
- E. Summer school self-support fees will be assessed as a fee in addition to tuition. The respective chancellor or designee may establish the amount of such fees. . . .
- F. For sponsored courses, seminars, or other instruction offered for credit at any level with the direct instructional costs being paid for by an external sponsor, the respective chancellor or designee may approve charging an administrative fee to cover related facilities and administrative costs, . . .
- G. For credit-free courses, seminars, training programs, or other instruction offered to the general public with all direct instructional costs being paid for by the students in the course, the respective chancellor or designee may approve charging a base fee or supplemental fee to cover related facilities and administrative costs, . . .
- H. The university president may establish systemwide administrative, use, service, or course fees at his or her discretion. . . . (06-01-17)

**Capital Planning and Facilities Management – planning, construction and management functions are allocated between the universities and system offices, with Board oversight delegated to system officers, and certain approvals reserved to the Board.**

*Policy 05.12.010. Purpose.*

- A. . . .
- B. A comprehensive program of facilities planning, capital budgeting and project development, and facilities operations and maintenance is essential for the university to effectively serve students, faculty, and staff. Facilities planning, design, construction, management, and operation functions shall be

- systematically performed in accordance with regents’ policy, university regulation, and guidelines as may be authorized by the chief finance officer.
- C. The university strategic and academic guidance as well as the academic and programmatic needs of each campus will drive the respective facilities functions and the board has adopted the program resource planning process to guide that effort; each of the respective universities will take ownership of and implement those facility functions and capital planning; and the system office will be responsible for development of policies, procedures, and processes for coordination of systemwide studies, due-diligence reviews and oversight on capital projects including a review of projects prior to advancing a project through the various stages of project development and approval.
  - D. Before being presented to the board or other authority for approval, capital planning and large capital improvement projects shall be presented to the system office chief facilities officer for review and processing. **[The chief facilities officer position is vacant; the functions are currently performed by the strategy, planning and budget officer.]**
  - E. . . .
  - F. To help implement and maintain a comprehensive capital planning, budgeting and project development program, each university shall include a capital-planning surcharge within its capital project administrative overhead rate in accordance with procedures to be established by the system office chief finance officer. The system office may also assess a fee or fees to the respective projects to fund central planning and oversight activities relative to capital assets. The system office chief finance officer may coordinate the timing of assessment and payment of such fees; may authorize funding of such fee or fees with unrestricted funds or inclusion within a capital-planning surcharge rate; and may periodically review the fees charged to capital projects and approve the applicable planning surcharge rates. (12-12-14)

*Policy 05.12.020. Definitions.*

- . . . .
- O. “project agreement” means a formal agreement between the affected program department(s), the respective university’s chief facilities administrator, chief academic officer, chief financial officer, and chancellor, and the system office chief facilities officer documenting a common understanding of the programmatic need, project scope, and other matters related to the project; and includes amendments for any consequential changes to scope, schedule or budget throughout the project development and delivery process; an abbreviated project agreement may be used as set forth by the system office chief facilities officer. . . . (11-09-17)

*Policy 05.12.030. Delegation of Authority.*

Designated approval authority under this policy may be delegated. The system office chief finance officer and the system office chief facilities officer, in the officers’ sole judgment, will prudently delegate the authority vested with him or her by this policy to other finance officers and facilities administrators as may be necessary for effective and efficient administration and operations and maintenance of campus facilities. In the absence of a system office chief finance officer or system office chief facilities officer,

the president may delegate the authority vested in those officers under this policy. (06-05-15)

*Policy 05.12.050. Campus Master Plans.*

A. Intent

The administration will develop and present to the board for adoption, a campus master plan for each campus. The purpose of a campus master plan is to provide an integrated framework for investment decisions that will ensure adequate facilities to support implementation of the respective system and university campus academic, strategic and capital plans.

... (12-12-14)

*Policy 05.12.060. Capital Planning and Budget Request.*

A. Annually, within the capital budget process, each university will prepare and update a long-range capital plan proposal. The university capital plan proposals will be consolidated into a systemwide long-range capital plan in accordance with procedures established by the system office chief finance officer and presented to the board for review and comments prior to board approval. Full identification of annual cost impacts shall be identified prior to a project being included in the long-range plan.

... (12-12-14)

*Policy 05.12.061. Capital Expenditure Plan Approval.*

A. Projects which consist primarily of repair and renewal maintenance work, including projects which reduce the backlog of deferred maintenance and renewal, will be approved by the board as an annual program of projects at the June meeting when the new fiscal year appropriation is accepted. Changes to the board approved program must be approved by the system office chief facilities officer, with notice to the board.

B. If a subsequent transfer of funding between projects or to a new project is requested for an approved pooled distribution or annual program of projects, the system office chief finance officer shall determine the level of approval required based on the size and nature of the transfer. (12-12-14)

*Policy 05.12.062. Capital Budgets, Capital Appropriations, and Spending Authority.*

A. No spending or other commitment of state capital appropriations, grants, or the proceeds of revenue bonds or other debt financed funding for capital improvement projects will occur unless authorized in accordance with this chapter, and procedures established by the system office chief finance officer. Such authorizations will be specific to the project identified.

B. Funds advanced for preliminary planning and design activities from operating, auxiliary, or restricted accounts may be reimbursed from capital appropriations effective for the fiscal year of the expenditure, from debt-financed sources in accordance with Internal Revenue Service requirements and notices of intent to reimburse, and from grant-funded sources in accordance with the terms of the respective grant. All reimbursements are subject to approval of the system office chief finance officer.

- C. No construction contract will be awarded for a capital project without the availability of sufficient funding on hand as outlined in the approved budget for the project, unless approved by the system office chief finance officer. (12-12-14)

*Policy 05.12.071. Capital Project Development: Preliminary Administrative Approval.*

- A. . . .
- B. The level of approval required for preliminary administrative approval shall be based upon estimated total project costs:
  - 1. Projects for new construction, expansion or significant remodel for reuse with an estimated total project cost of more than \$2.0 million will require approval by the president;
  - 2. Projects for new construction, expansion or significant remodel for reuse with an estimated total project cost of \$2.0 million or less will require approval by the system office chief finance officer.
- C. Notwithstanding the provisions of B. of this section, prior to requesting preliminary administrative approval a university may commit up to \$250,000 in unrestricted funds for initial planning, conceptualization, scoping, and design, including contracted architectural, engineering and consulting services. (12-12-14)

*Policy 05.12.072. Capital Project Development: Formal Project Approval.*

- A. . . .
- C. The level of approval required for formal project approval shall be based upon estimated total project costs:
  - 1. Projects with an estimated total project cost in excess of \$5.0 million will require approval by the board based on recommendations from the BoR committee responsible for facilities;
  - 2. Projects with an estimated total project cost in excess of \$2.0 million but not more than \$5.0 million will require approval by the board committee responsible for facilities. The committee may delegate approval authority to the committee chair as it determines is convenient and appropriate;
  - 3. Projects with an estimated total project cost of \$2.0 million or less will require approval by the system office chief finance officer. (12-12-14)

*Policy 05.12.073. Capital Project Development: Schematic Design Approval.*

- A. . . .
- E. Schematic design approval levels shall be as follows:
  - 1. Projects with an estimated total project cost in excess of \$5.0 million will require approval by the board based on recommendations from the board committee responsible for facilities;
  - 2. Projects with an estimated total project cost of more than \$2.0 million but not more than \$5.0 million will require approval by the board committee responsible for facilities. The committee may delegate approval authority to the committee chair as it determines is convenient and appropriate;
  - 3. Projects with an estimated total project cost of \$2.0 million or less will require approval by the system office chief finance officer. (12-12-14)

*Policy 05.12.074. Capital Project Development: Approval Levels for Project Changes in Funding Sources, Total Project Cost, or Scope Subsequent to Schematic Design Approvals.*

Approval of project change(s) is required for projects which exceed the authority level delegated to the universities or cause a project to exceed that level. Approval levels required for material changes in the source of funds, increases in budget, or material changes in project scope identified subsequent to schematic design approval shall be determined by the system office chief facilities officer based on the extent of the change and other relevant circumstances. This determination will generally be based on the nature of the funding source, the amount, and the budgetary or equivalent scope impact relative to the approved budget at the schematic design approval stage, and assigned as follows:

- A. Changes with an estimated or actual project budget impact in excess of the lesser of 1) 25% of the total project cost or 2) \$2.5 million will require approval by the board committee responsible for facilities;
- B. Changes to projects with a total project cost greater than \$0.5 million that do not require approval by the board committee responsible for facilities will require approval by the system office chief finance officer. (12-12-14)

*Policy 05.12.075. Capital Project Development: Construction in Progress Reporting.*

- A. On a regular basis the chief facilities administrator for each university shall prepare, in accordance with procedures established by the system office chief facilities officer, a status report for all projects with an estimated total project cost in excess of \$250,000 for community campuses and \$1.0 million for main campuses, or those projects that the system office chief facilities officer deems due to their location or complexity to be of particular interest to the board including both ongoing projects and those projects that were completed, abandoned or discontinued during the period. . . . (12-12-14)

*Policy 05.12.077. Capital Project Development: Approval Levels for Projects That Have Not Been Subject to the Defined Planning and Approval Process.*

- A. For projects that have not been subject to the normal planning, budget, and approval processes described in this chapter, the level of approval required for formal project approval shall be as follows:
  - 1. Projects with an estimated total project cost of in excess of \$5.0 million will require approval by the board based on recommendations from the board committee responsible for facilities.
  - 2. Projects with an estimated total project cost in excess of \$2.0 million but not more than \$5.0 million will require approval by the board committee responsible for facilities. The committee may delegate approval authority to the committee chair as it determines is convenient and appropriate.
  - 3. Projects with an estimated total project cost of \$2.0 million or less will require approval by the chief finance officer.
- B. If multiple projects are bundled in order to solicit lower prices or for efficiency or other purposes and the aggregate cost exceeds the normal approval level, the system office chief finance officer shall determine the level of approval required based on the funding sources and the size and nature of the projects.



- C. The system office chief finance officer approval will be required if a single appropriation is split into funding for multiple projects. (12-12-14)

*Policy 05.12.080. Operations and Maintenance.*

- A. . . .
- B. An annual maintenance plan shall be developed by the chief facilities administrators of the respective universities and provided to the system office chief facilities officer.
- C. On an annual basis, the system office chief finance officer will cause to be compiled a report identifying for each university and the system office the:
  - 1. . . .
- D. The annual R&R funding will be determined based on type of use and occupancy of a facility. For facilities that are leased to, or substantially utilized by, university auxiliaries or non-university entities, annual R&R requirements will be fully funded in the operating or capital budget unless otherwise approved by the system office chief finance officer. (12-12-14)

*Policy 05.12.090. Naming of Campus Facilities: Formal Naming of Campus Facilities and Infrastructure.*

- A. Official naming of all “significant” buildings, building subcomponents such as wings, additions, auditoriums, and libraries, streets, parks, recreational areas, plazas and similar facilities or sites will be approved by the board. These facilities, improvements and areas will generally be named to honor or memorialize specific individuals, groups, events, places, or objects of historic, geographic, cultural, or local significance, including the following: . . .
- B. Each chancellor shall establish standing or ad hoc advisory committees to make recommendations on the naming of facilities, improvements and other areas of the campus, and to help identify naming opportunities for gifting and development purposes. Recommendations for a naming to honor or memorialize an individual shall be confidential to the maximum extent permitted by law. . . .
- D. The president is authorized to determine which namings will be considered “significant” for purposes of approval by the board. In making that determination, the president shall consider the type, location, usage, condition, and value of the facility or area to be named; the individual, event or other to be memorialized; and the compatibility of the name with the facility or other improvement.
- E. The board reserves the right to rename any facility when, in its sole discretion, it determines that the renaming is in the best interest of the university. (06-10-04)

*Policy 05.12.110. Art in University Facilities and Spaces.*

- . . . .
- C. The selection of artwork purchased with capital appropriations shall be by a committee appointed by the university chancellor where the capital project is located. Each selection committee will be governed by university regulations and have autonomy in the selection. The acceptance of donations of major works of art will be governed by university regulation.
- D. Each university chancellor will make provisions for inventory, management and maintenance of their public art collection. (12-12-14)

**Gift Solicitation/Acceptance & Naming –The president is authorized to accept gifts, may delegate authority to solicit/accept gifts other than real estate, reviews chancellor proposals, and certain development activities are delegated to chancellors; Board approval is required for major fundraising and “significant” infrastructure naming:**

*Policy 05.14.030. Authority to Solicit and Accept Gifts.*

- A. Only those individuals specifically authorized by regents’ policy or university regulation may solicit or accept gifts on behalf of the university, regardless of whether such gifts are to be held by the university or the University of Alaska Foundation.
- B. Only the president is authorized to accept gifts of real estate. Gifts of real estate may only be accepted in accordance with university regulation, which will set out a process by which such gifts are reviewed and evaluated for potential liabilities and budgetary commitments before they are accepted.
- C. . . .
- D. Major fund-raising efforts with identified goals of \$5,000,000 or more must be approved by the board. University regulation will prescribe the approvals, if any, required for lesser fund-raising efforts.
- E. Subject to P05.14.010 and C. of this section, the president is authorized to solicit and accept gifts on behalf of the University of Alaska System or any sub-unit thereof.
- F. With the exception of authority to accept gifts of real estate, the president may delegate the authority to solicit and accept gifts in accordance with university regulation. (08-19-94)

*Policy 05.14.080. Gifting Opportunities for Facilities and Infrastructure Naming.*

- A. The president is authorized to establish naming opportunities that meet the minimum gift guidelines in this policy. The recommended naming opportunities and gift requirements or funding levels will be proposed by the respective chancellor and approved by the president. The president shall notify the board of the naming opportunities and minimum gift requirement established for significant facilities, improvements or areas which will require board approval or ratification in accordance with P05.12.090 - 05.12.092 for the actual naming. . . . (06-10-04)

*Policy 05.14.090. Regulations and Procedures.*

The statewide office of development will coordinate the various offices of development in the university in developing university regulation and procedures regarding fundraising and these policies. The university regulation and procedures will be consistent with regents’ policy and applicable policies of the University of Alaska Foundation. (08-19-94)

*Regulation 05.14.030. Authority to Solicit and Accept Gifts*

The solicitation and acceptance of charitable gifts for the benefit of the University of Alaska will be done in manner that yields the greatest possible outcome for the University and the donor. Regents’ Policy requires that all solicitations be coordinated through the Statewide Office of Development, in accordance with the process established through the Prospect Management and Tracking System.

- A. All University personnel who wish to seek charitable gifts from individuals or organizations greater than \$10,000 will coordinate cultivation and solicitation through the appropriate campus development office which will coordinate with the Statewide Office of Development. No solicitation for gifts larger than \$10,000 shall be made by any University personnel prior to conferring with the appropriate campus development office.
  - B. In addition to the above requirement, any campus cultivation and solicitation for gifts greater than \$25,000 will be coordinated through the system-wide Prospect Management and Tracking System.
  - C. In addition to the above requirements, any cultivation and solicitation for gifts greater than \$100,000 must be approved by the respective MAU Chancellor, prior to solicitation.
  - D. In addition to the above requirements, cultivation and solicitations for gifts greater than \$500,000 must be approved by the University President, prior to solicitation.
- (07-19-06)

*Regulation 05.14.040. Gift Levels Required to Establish University Chairs<sup>1</sup>*

It has been the University of Alaska’s practice to name facilities, roads, endowments, awards and other programs in honor of people who have contributed to the betterment of the university. Because such gifts will be substantial in amount and may reflect on the university in perpetuity, naming opportunities, and the terms and conditions associated with such naming, shall be subject to final approval by the President and the Board of Regents when appropriate.

Principal responsibility for soliciting and arranging for naming opportunities resides with the President and/or Chancellor and chief development officer of each major administrative unit. They are encouraged to adhere to the funding minimums defined in this guideline in their preliminary negotiations, but are also granted the discretion, in consultation with each other and subject to final presidential and/or Board approval, to consider other funding arrangements that would best serve the wishes of the donor and the interests of the university. The following criteria will be included in the consideration: . . . (10-07-04)

*Regulation 05.14.080. Gifting Opportunities for Facilities and Infrastructure Naming*

The process for forwarding requests for gifting opportunities for facilities and infrastructure naming is as follows:

A. Proposal

A proposal will be submitted to the appropriate chancellor. If the proposal is from the system administration, it will be submitted to the chief development officer. A proposal must contain: . . .

B. Process

Upon approval of the appropriate chancellor, a proposal will be forwarded to the chief development officer for review. The chief development officer may consult with the systemwide development council if it is deemed appropriate to do so. After approval by the chief development officer, the proposal will be forwarded to the president for approval. Notice of approval or disapproval by the president will be forwarded to the system development office and the appropriate chancellor. (10-07-04)

<sup>1</sup> The title of this regulation is not entirely consistent with the content.

*Regulation 05.14.110. Major Fundraising Efforts*

Major fund-raising efforts with identified goals of \$2,000,000 or greater must be approved by the president prior to the commencement of the campaign counting period.

A written campaign plan must be submitted to the statewide office of development for preliminary approval. Once preliminarily approved, the Chief Development Officer will forward the campaign plan to the President for approval, in accordance with Regents Policy. If the campaign goal is greater than \$5,000,000, the President will forward to the Board of Regents for approval. . . . (07-19-06)

**Auxiliary Service Enterprises, Recharge Centers, and Self Funded Activities – approvals are allocated between system and MAU, and operations are pursuant to policy and regulation:**

*Policy 05.15.020. Authorization.*

- A. With the exception of housing facilities, which require board approval in accordance with regents’ policy on facilities, approval to operate any university auxiliary service enterprise must be obtained from the chief finance officer.
- B. Approval to operate any recharge center or self-funded activity must be obtained from the MAU’s chief financial officer. The president shall promulgate university regulation to govern the operation of auxiliary service enterprises, recharge centers, and self funded activities. (02-17-95)

*Policy 05.15.040. Housing System of the University; Auxiliary System of the University.*

- A. . . .
- B. In order to accomplish internal goals, the board directs the chief finance officer to establish the Auxiliary System of the University. If any facility is used, in whole or in part, for apartment, residence, dormitory, housing, dining, boarding, hospital, infirmary, parking, bookstores, or student activities, and that use has been approved as an Auxiliary Service Enterprise by the chief finance officer , that whole or part shall thereby be automatically made a part of the Auxiliary System of the University.
- C. Each chancellor shall create, maintain and annually update a strategic plan for housing that: . . .  
 All strategic plans for housing shall be presented to the board for approval. (02-17-95)

*Policy 05.15.050. Student Services Programs within Housing Facilities.*

- A. . . .
- B. Each chancellor shall establish rules and procedures governing the operation of student services programs within housing facilities. (02-17-95)

*Regulation 05.15.070. University Bookstores.*

- A. . . .
- D. Each chancellor or campus director in charge of a bookstore operation is to define

the objectives of the campus bookstore and develop guidelines for its operations consistent with those objectives. . . . (06-07-07)

**Public Record Responses –the university department in possession of the requested records responds to the request, with appeals to the respective chancellor or president:**

*Policy 06.02.040. Requests for Public Records.*

- A. A request for a public record must be in writing and delivered to the department of the university responsible for maintaining the record. . . . (06-07-07)

*Policy 06.02.090. Appeal of Denial of Request.*

- A. A requester whose written request has been denied, in whole or in part, may seek reconsideration of the denial by submitting a written appeal to the chancellor of the involved MAU, or to the president if a statewide administrative unit is involved.
- B. . . . (04-15-04)

**Student Government – president responsible for structure /approval of student government organizations; chancellors collaborate with student governments and exercise oversight:**

*Policy 09.07.050. Student Government.*

- A. The president will promulgate University Regulation establishing the structure of systemwide and MAU student government. MAU student governments and the chancellor or designee will collaborate in the initiation, development, and proper functioning of student government as an integral part of the total educational experience.
- B. . . .
- C. Student government constitutions and any amendments are not effective until approved by the president or designee following review for legal issues and conformity with Regents’ Policy, University Regulation, and MAU rules and procedures. Initial bylaws are likewise not effective until reviewed and approved by the president. Subsequent amendments to bylaws must not substantively change the nature of the organization from that expressed in the constitution, and must conform with applicable laws, Regents’ Policy, University Regulation, MAU rules and procedures and the organization’s constitution. Amendments to bylaws may be considered effective according to provisions of the bylaws; however, the right to object to bylaws revision on the basis of legal concerns or lack of conformance is reserved to the president or designee.
- D. . . . Graduate students at an MAU may establish a student government to specifically represent the interests of graduate students. . . .
- G. The university may collect a mandatory student government fee to support student government, but may not require a student to be a member of any student government or participate in student government activities. The amount and allocation of the student government fee must be specified in the proposed annual budget. The annual budget of each student government organization must be reviewed and approved by its respective university chancellor. . . . (06-01-17)



**Protection of Minors – responsibility for implementation of system-wide regulations is allocated between the president and chancellors through their designees:**

*Policy 09.12.010. Purpose.*

The University of Alaska system (UA), as part of its mission, promotes and engages in many programs, events and activities that involve minors throughout its separately accredited institutions and campus locations. Protection and safety of minors is of the highest priority for the University of Alaska. To protect minors engaged in its programs, the University of Alaska shall enact minimum standards which apply at a systemwide level. The purpose of this systemwide policy is to provide protection of minors engaged in programs, events, and activities provided or endorsed by UA or any of its separately accredited institutions or campus locations.

(02-19-15)

*Regulation 09.12.040. Registration of UA Sponsored Programs.*

The chief risk officer, in consultation with the statewide administration, the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast, shall develop a system to register UA sponsored programs and activities as well as non-UA sponsored programs occurring on all UA campuses. Registration information shall be provided to the UA chief risk officer annually.

(08-08-17)

*Regulation 09.12.080. Reporting and Response.*

If at any time any individual has reason to believe that a minor is in imminent physical danger, they shall contact law enforcement immediately. UA expects all employees, authorized adults, and supervised adults who become aware of abuse and or neglect of a minor to interrupt the behavior immediately, document it and report the incident, or circumstances causing suspicion of abuse to a supervisor, dean, director, department head, or campus risk manager. Reporting of any suspected or observed violations of Regents’ Policies and University Regulations or any specific programs, rules, or procedures is mandatory. Parents/guardians will also be included in any peer to peer violations of policy or regulation. . . .

(08-08-17)

**Academic Units – the president is delegated authority regarding creation or alteration of lower level academic units, and has delegated authority to the chancellors with respect to certain units; the Board reserves to itself creation or alteration of significant academic units:**

*Policy 10.02.040. Academic Unit Establishment, Major Revision, and Elimination.*

- A. . . .
- B. Campuses, schools, colleges, and designated research institutes and academic units with systemwide responsibilities may not be created or eliminated without board approval. Academic units at lower levels, if they employ or are intended to employ tenured or tenure track faculty, or if they deliver or are intended to deliver certificate or degree programs, may be created or eliminated by the president at the request of a chancellor with notification to the board, or at the discretion of the president, by

the board. The president will determine when a revision to an academic unit is sufficiently major to require approval by the board. Elimination or major revision of a unit at any level, if the unit employs tenured or tenure track faculty or delivers degree or certificate programs, will require a program review as specified in P10.06.010 and University Regulation

- C. . . .
- D. Approval of the board is required to create units as specified in this section and to eliminate or significantly modify the following university units: . . . (06-30-19)

*Regulation 10.02.040. Academic Unit Establishment, Major Revision, and Elimination.*  
 The president must approve the establishment, elimination or major revision of certain academic units unless such authority has been delegated. Academic units requiring president’s approval are those units in which faculty hold tenured or tenure track positions or which deliver one or more degree or certificate programs.  
 The academic structure of the University of Alaska is designed as described by the list below. The Statewide Office of Academic Affairs will periodically review the list with MAU provost offices and update R10.02.040 as appropriate. Approval of academic units and the elimination and major revision of units listed below require approval of the president. Units designated “BOR” (listed in P10.02.040) also require Board of Regents’ approval. Authority to eliminate or substantially modify existing units is delegated to the chancellors for units designated with a “C” notwithstanding the foregoing Board of Regents approval required for program elimination, reduction, or addition. . . . (05-07-19)

**Approval of Degree and Certificate Programs – The board has reserved to itself additions and changes, delegating certain endorsements and certificates to the president, who has in turn re-delegated to chancellors:**

*Policy 10.04.020. Degree and Certificate Program Approval.*  
 All program additions, discontinuations, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board. The board delegates approval authority of occupational endorsements, workforce credentials, and graduate certificates to the president. (06-06-19)

*Regulation 10.04.020. Degree and Certificate Program Approval.*  
 All degree and certificate programs must be approved by the Board of Regents prior to their being offered with the exception of Occupational Endorsements, Workforce Credentials, and Graduate Certificates. The president delegates approval authority for Occupational Endorsements, Workforce Credentials and Graduate Certificates to the chancellor. . . . (08-10-19)

**Admission, Enrollment, & Graduation Requirements – allocated between the president and chancellors, within a framework established in policy:**

*Policy 10.05.010. Enrollment and Admission Requirements.*

The University of Alaska is an open enrollment university system which offers students the opportunity to enroll in credit and non-credit courses for which they are adequately prepared. To advance the likelihood of student success, the university’s chief academic officer with input from faculty governance may establish minimum expectations for enrollment in courses, including pre-requisites or other requirements.

Additional requirements may be established for admission into academic and workforce development programs offering degrees, certificates, or workforce development credentials. Minimum baccalaureate admission standards will be established in regulation. Requirements for admission into these programs will be recommended by the program faculty, approved by the chief academic officer, and published in the university’s catalog. (12-12-14)

*Policy 10.05.030. Residency Requirements.*

- A. In order to satisfy the residency requirements for the degree or certificate program from which a student wishes to graduate, undergraduate students will be required to earn credits from universities or community colleges in the University of Alaska system as specified in university regulation. UAA, UAF, and UAS will set residency requirements for graduate degrees.
- B. UAA, UAF, and UAS residency credit requirements to meet program accreditation standards may be established following recommendation by the program faculty and the chancellor and approval by the president. . . . (09-27-13)

**Academic Program Review – The Board has reserved responsibility to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions;” routine assessments are delegated to MAUs; exceptional reviews are conducted as needed and approved by the president in accordance with regulation:**

*Policy 10.06.010. Academic Program Review.*

- A. In accordance with P10.04.020, it is the responsibility of the board to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions. This includes a degree or certificate program approved by the board.
- B. Each MAU will conduct assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. Assessments of instructional programs will include analysis of educational effectiveness as an essential part of the ongoing continuous improvement and accreditation processes. Assessments will be conducted at a minimum of every seven years. Occupational endorsements and workforce credentials approved by the president will be subject to review at the MAU level.
- C. Exceptional reviews may be conducted as needed, to respond to issues including but not limited to specific academic or budgetary concerns. An expedited review

process tailored to the particular circumstances shall be used for exceptional reviews.

(04-04-14)

*Regulation 10.06.010. Academic Program Review.*

...

C. Process

1. Each chancellor shall be responsible for setting an academic program review process in place at his/her campus or unit. Results of the process shall be utilized for budgeting and planning purposes of the unit and shall be reported to the Board of Regents upon their request.
2. Exceptional reviews shall be conducted in accordance with an expedited process developed by the chancellor and approved by the president on an ad hoc basis to meet the needs of the campus. (06-22-05)

## APPENDIX 14:

### POLICY & REGULATION REVIEW – CHANCELLORS’ DELEGATED AUTHORITY & RESPONSIBILITY



**CHANCELLORS’ DELEGATED AUTHORITY & RESPONSIBILITY ..... 1**

**Authority/Responsibility Delegated to Chancellors ..... 11**

*Discrimination - Chancellors are delegated implementation of board policy regarding discrimination per regulation..... 12*

    Regulation 01.02.025. Discrimination.....12

*Regulation Development - the president is authorized to implement board policy via regulation after input from chancellors and affected governance groups: ..... 13*

    Policy 01.03.020. Regulations. ....13

*Title IX compliance - Delegated to the chancellors, with oversight by the president. .... 13*

    Chapter 01.04 – Sexual and Gender-Based Discrimination .....13

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...

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1. “Advisors” are defined as individuals appointed from each MAU to advise individuals regarding discrimination, provide information on whom to contact to file a formal complaint, and outline alternatives for complaint resolution. The president and the chancellors or their designees will appoint and make available a list of university personnel to serve as discrimination prevention advisors for individuals with questions or complaints involving discrimination. Advisors must have knowledge of applicable law and Regents’ Policy and University Regulation. . . .

E. Formal Resolution Process . . .

7. A complainant or respondent who disputes the written findings of the investigation report may request a formal review of the findings within 5 working days of the release of the findings.

Such formal review will be conducted by one or more trained individuals appointed by the chancellor or, in the case of statewide employees, the president. The purpose of this review is to provide an opportunity for the chancellor or president to obtain an objective review of the investigation findings when those findings are disputed by one of the involved parties.

The review will be scheduled as soon as practicable and the written recommendation resulting from the review will be forwarded to the chancellor, or in the case of a statewide employee, to the president for a decision.

8. If a party is dissatisfied with a chancellor’s decision, that party may request a discretionary review by the president within 5 working days of the decision. If the president elects to review a chancellor’s decision, the president’s decision will be the final decision of the university. If the president does not elect to accept a review within 15 working days, the decision of the chancellor then becomes the final decision of the university. In the case of Statewide Administration employees, the decision of the president is the final decision of the university.



**Regulation Development - the president is authorized to implement board policy via regulation after input from chancellors and affected governance groups:**

*Policy 01.03.020. Regulations.*

- A. The president shall promulgate regulations and amendments thereto, necessary or proper to implement or administer policies expressed in the Policy Manual. Regulations may also be promulgated as "emergency regulations" without reference to a policy expressed in the Policy Manual, and without prior review, if the president determines that there is an urgent need for the regulation.  
 Emergency regulations shall be brought to the board at the earliest opportunity at which the matter may be regularly considered. Emergency regulations not rejected by board action shall remain in effect. Emergency regulations rejected by board action shall expire at the end of the first working day after the adjournment of the board at which they are to be considered by the board.
- B. Except as provided otherwise in Regents’ Policy, the president shall seek review and comment by chancellors and by affected governance groups prior to the adoption or amendment of a regulation. However, the president may adopt editorial changes or changes required by law or administrative agency action prior to review. Review of such revisions shall be promptly initiated after adoption. For the purpose of this subsection, “regulation” does not include emergency regulations.
- C. The president may delegate authority by regulation.
- D. Regulations shall be presumed to be valid. (02-18-11)

**Title IX compliance - Delegated to the chancellors, with oversight by the president.**

*Chapter 01.04 – Sexual and Gender-Based Discrimination*

The Board of Regents of the University of Alaska System affirms its commitment to a safe and healthy educational and work environment in which educational programs and activities are free of discrimination on the basis of sex. The board further affirms its commitment to respond appropriately to sexual harassment and sexual violence, in accordance with applicable law as amended from time to time, including Title IX of the Education Amendments of 1972, the Violence Against Women Reauthorization Act, Title VII of the Civil Rights Act of 1964 (which prohibits discrimination on the basis of sex in employment), Alaska Statute 18.80, and due process of law.

- 1. Chancellors will have primary responsibility for a campus educational and workplace climate free from discrimination and intimidation based on sex, and for appropriate and timely response to sexual harassment and sexual violence at their respective universities, including extended sites;
- 2. Chancellors will provide updates to the board regarding compliance with this sex discrimination and sexual misconduct policy at least bi-annually in December and June and more often as required by circumstances; and

3. The president will ensure system oversight and coordination among the universities in implementing this policy.

**Official Spokesperson – the president is the primary spokesperson for communications to “officials of the executive, legislative, and judicial branches of state and federal governments;” exceptions include coordinated chancellor communications to these officials. Communications to campus community are not addressed in policy or regulation:**

*Policy 02.01.040. Official Spokesperson for the University*

- A. The president of the university is designated as the representative of the university in all official university discussions and communications with officials of the executive, legislative, and judicial branches of state and federal governments in their official capacities. All official communications sent to such officials must be sent through the president, except in the following cases:
  1. Routine development and administration of grants or contracts.
  2. Supplying of routine facts and information which are supplied to the general public.
  3. Communications by a chancellor, or under the direction of a chancellor, the substance of which is promptly reported to the Office of the President.
  4. Communications made at the request of the president or authorized by the president.
  5. Testimony at the request of the Alaska Legislature.
- B. This policy should not be construed as limiting direct communication of university personnel with government officials concerning matters of private interest.
- C. Additional restrictions and exceptions may be provided by regulation.

(06-20-97)

*Regulation 02.01.040. Official Spokesperson for the University*

The president of the university is designated as the representative of the university in all official university discussions and communications with officials of the executive, judicial and legislative branches of the state and federal governments in their official capacities. Exceptions for direct contact by officials of the university, other than the president, are identified in Regents’ Policy 02.01.040. The president may issue further regulations from time to time consistent with that policy.

(06-20-97)

**CEO of Institution - Chancellors are CEOs, supervised by president.**

*Policy 02.02.015. Chancellors.*

There are created the positions of Chancellor of the University of Alaska Anchorage, Chancellor of the University of Alaska Fairbanks, and Chancellor of the University of Alaska Southeast, who will be appointed by and report to the president. Chancellors will be the chief executive officers of the unit for which the chancellor is appointed and will perform such duties as may be assigned by the president.

**Academic Structure& Programs – President “Responsible” for “Efficient and Effective”  
 Operation and Management across system; chancellors/provosts responsible for  
 supervision and implementation at each university; Board retains Authority over  
 Structure:**

*Policy 02.02.010. Academic Administration.*

The president will be responsible for the efficient and effective operation and management of the university’s educational programs. The president will recommend the structure of the academic administration to be established by the board. The president will approve the appointment of the academic officers and faculty of the university unless such responsibility is delegated elsewhere in regents’ policy or university regulation. (06-06-07)

*Policy 02.02.017. Chief Academic Officers.*

- A. There is created the position of chief academic officer, who will be appointed by and report to the president. The position will oversee the university system’s educational, research, and public service programs, and be assisted by the chief academic officers and research leads of the three universities. The chief academic officer shall assist the president in: . . .
- B. As chief executive officer of a university, the chancellor will appoint a chief academic officer for the university, following consultation with the president and the board in accordance with the board bylaws on university personnel. This officer will be responsible for supervision and implementation of the academic programs of the university.
- C. The university chief academic officers will also be responsible for advising the chancellors and the chief academic officer on the needs and condition of the academic programs of the universities as well as the need for the addition or deletion of programs in university service area.

*Policy 10.02.020. Scope and Responsibility of the Academic Administration.*

- A. As the executive officer of the board and the chief executive officer of the university, the president will be responsible for the efficient and effective operation and management of its educational programs. The president will recommend the structure of the academic administration to be established by the board. The president will approve the appointment of the academic officers and faculty of the university unless such responsibility is delegated elsewhere in Regents’ Policy or in University Regulation.
- B. As chief executive officer of an MAU, the chancellor will appoint a chief academic officer for the MAU, following consultation with the president and the board in accordance with the bylaws of the board on university personnel. This officer will be responsible for supervision and implementation of the academic programs of the MAUs.
- C. The MAU chief academic officers will also be responsible for advising the chancellors and the chief academic officer on the needs and condition of the academic programs of the MAUs as well as the need for the addition or deletion of programs in an MAU service area. (12-08-05)

*Regulation 10.02.020. Scope and Responsibility of the Academic Administration.*

The president of the University of Alaska may appoint an Academic Council (AC), composed of the chief academic officers of the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast, to assist in performing the functions of the University of Alaska chief academic officer set forth in P02.02.017 and P10.02.02. The president may appoint staff from the statewide administration to serve as staff to the AC, and assign statewide administration officers to meet with the AC as needed. The AC provides recommendations on matters of Regents’ Policy or University Regulation to the president; such recommendations will receive the review and advice of the chancellors. Members of the AC will apprise the president and their respective chancellors of other decisions of the AC, and may implement the results of such decisions directly within their respective MAUs. (12-16-17)

*Policy 10.04.010. Academic Program Integration.*

- A. The University of Alaska will endeavor to provide access for the citizens of the state to a broad array of instructional programs and to facilitate student progress toward achievement of academic goals. To provide access without unnecessary duplication of programs, each MAU will have the responsibility of serving both local and statewide constituencies. Each MAU will contribute to the integrated instructional program of the university through practices such as:
  - 1. sharing intellectual and material resources;
  - 2. collaboration among units in teaching, research/creative activity, and public service;
  - 3. establishing common curricula or reciprocity agreements for meeting general education core requirements and core requirements for similar academic degrees and certificates;
  - 4. coordinated planning to assure orderly and efficient changes in educational programs in response to shifts in the needs of the state and its people; and
  - 5. employing alternative delivery methods where academically appropriate and cost effective to improve educational opportunities.
- B. The faculty and academic officers of the university will be collectively responsible for establishing and maintaining procedures to affect these practices, in accordance with applicable Regents’ Policy and University Regulation. (02-16-96)

**Budget Development – the strategy, planning and budget officer develops the budget in concert with chancellors and the president.**

*Policy 02.02.080. Strategy, Planning and Budget Officer.*

There is created the position of strategy, planning and budget officer, who will be appointed by and report to the president. The strategy, planning and budget officer shall:

- A. act as top level advisor to the president, university officers, and the board on matters relating to the university’s budget, strategic university organizational planning, and state accountability processes;

- B. develop in concert with the president and the chancellors the UA system operating and capital budgets required by the state, using sound institutional practices;
  - ...
- (06-05-15)

**University Councils - Chancellors appoint and liaise with University councils.**

*Policy 02.04.200. University of Alaska Anchorage Council.*

- A. In recognition of the importance of citizen involvement in the planning and implementation of higher education programs and services for the state of Alaska, the board hereby establishes a University Council for the University of Alaska Anchorage. The University Council, advisory in nature, shall offer guidance to the university and serve as a link for its public constituencies to the board.

...

*Policy 02.04.310. University of Alaska Fairbanks Board of Advisors.*

*Policy 02.04.400. University of Alaska Southeast Councils.*

**Public Safety - President has re-delegated to chancellors operational authority over Public safety Departments established by the Board at UAA and UAF:**

*Policy 02.09.010. Public Safety Department; University of Alaska Police.*

- A. There is hereby established the University of Alaska Department of Public Safety, which shall be known as the University of Alaska Police Department. Pursuant to AS 14.40.043, the department shall enforce state and local laws in connection with offenses committed on the property of the university. In this section, “department” means the University of Alaska Police Department.
- B. The department shall have units located on the University of Alaska Anchorage campus, the University of Alaska Fairbanks campus, and at such other university sites as the president may designate.
- C. . . .
- D. The department shall operate in accordance with university regulation.

(09-24-10)

*Regulation 02.09.010. Public Safety Department: University of Alaska Police.*

- A. Organizational Structure
  - 1. The University of Alaska Police Department shall have units at the University of Alaska Anchorage and the University of Alaska Fairbanks.
  - 2. . . .
  - 3. The director or chief of each department unit will report to the campus chancellor through the vice chancellor for administration or equivalent.
  - 4. . . .
  - 5. Responsibility and authority for the systemwide coordination of the University of Alaska Police Department is vested in the vice president and general counsel.



6. The president, in consultation with the chancellors, will determine whether commissioned officers carry firearms in the course of performing their duties as law enforcement officers on university property. . . .
- B. Operation Procedure Manuals
  1. Each local unit of the department will maintain and function in accordance with official operations procedures manuals.
  2. Variations between departmental units' operation procedure manuals may be necessary to allow for local organizational considerations, but in all other respects the operation procedure manuals will be the same for each unit.
  3. Existing operation procedure manuals may be amended and new operation procedure manuals may be adopted, subject to the approval of the campus chancellor and the vice president and general counsel of the university.
- C. Mutual Aid Agreements  
The department is authorized to enter into written mutual aid agreements with other duly authorized law enforcement entities in the State of Alaska, provided such agreements are in the best interests of the university, and subject to the approval of the campus chancellor and the vice president and general counsel of the university.

**Weapons - Chancellors are delegated primary authority to approve activities involving and carrying of firearms at the MAU; board policy governs but provides limited exceptions by president and chancellors:**

*Policy 02.09.020. Possession of Weapons.*

- A. Except as otherwise provided by this policy or university regulation, possession or carrying of firearms in buildings or parts of buildings owned or controlled by the university, on developed university land adjacent to university buildings, or at university sporting, entertainment or educational events, is a violation of regents’ policy and may result in administrative sanctions. Entering or remaining on university premises or at university events in violation of this provision is expressly prohibited.
- B. This section shall not apply to a concealed handgun carried by a duly commissioned law enforcement officer in relation to the officer's law enforcement function or by a person expressly authorized by the president or appropriate chancellor in extraordinary circumstances. . . . (06-06-14)

*Regulation 02.09.020. Possession of Weapons.*

- ...
- B. Activities involving firearms, explosives and/or reloading activities may be carried on at the university only under supervised educational, recreational, professional or research programs where such activities are expressly authorized in advance by the appropriate chancellor or chancellor's designee.
  - C. Loaded or unloaded firearms may not be carried or stored on university property or in university buildings without the prior written permission of the

appropriate chancellor or chancellor's designee, except for the following: . . .  
(02.23.10)

**University-based governance - authority and responsibility for governance is allocated between the president and the chancellors; chancellors are delegated authority and responsibility for university-based governance organizations:**

*Policy 03.01.010. Faculty, Staff, and Student Governance.*

- . . .
- C. Constitutions for each systemwide organization are subject to the approval of the president. Constitutions for campus employee organizations are subject to the approval of the cognizant chancellor. Student government constitutions are subject to Regents’ Policy 09.07. The roles and responsibilities for each systemwide organization shall be entered into university regulation.

**Americans with Disabilities Act (ADA) Accommodations - Chancellors are delegated authority and responsibility through regulation to address ADA at their respective MAUs:**

*Regulation 04.02.032. Definitions.*

In University Regulation 04.02.030 - 04.02.036, unless the context requires otherwise:

- A. “ . . .
- B. “ADA Coordinator” means the individual designated to administer the university's ADA compliance program at the MAU. The name and contact information of the ADA Coordinator will be posted on the website of the regional human resources office;

. . .

**Drug Free Workplace (DFW) and Commercial Motor Vehicle (CMV) compliance - Chancellors are delegated authority and responsibility through regulation to address DFW and CMV compliance at their respective MAUs:**

*Regulation 04.02.040. Drug-Free Workplace.*

Regents’ Policy 04.02.040 prohibits the unlawful manufacture, distribution, dispensing, possession, or use by an employee of a controlled substance in any workplace of the university. The following steps will be taken to provide a drug-free workplace.

- A. Each major administrative unit (MAU) will publish a statement notifying employees that the violation of such prohibition will subject them to appropriate disciplinary action.
- B. Each MAU will establish a drug-free awareness program to inform employees about:

. . .

*Regulation 04.02.050. Employee Alcohol and Controlled Substances Testing.*

...

L. Training

All supervisors of Covered Employees and other university officials designated by the applicable chancellor to make reasonable suspicion observations will receive at least 60 minutes of training on alcohol misuse and an additional 60 minutes of training on controlled substance use to assist them in determining whether reasonable suspicion exists to require an employee to undergo testing. The training will cover the physical, behavioral, speech and performance indicators of probable alcohol misuse and use of controlled substances. It will also cover available methods of intervening when an alcohol or a controlled substances problem is suspected, including confrontation, referral to the Employee Assistance Program and/or referral to a higher management authority.

(06-20-97)

**Immigration - Chancellors are delegated authority and responsibility through regulation to address Employer-Sponsored petitions for Foreign nationals at their respective MAUs:**

*Regulation 04.02.060. Employer Sponsored Petitions for Foreign Nationals.*

A. Nonimmigrant Visa Petitions

The University of Alaska (UA) may choose to sponsor nonimmigrant visa petitions for persons who are not United States citizens or permanent residents and are hired in a UA position in the following cases:

...

5. Exceptions to the above authorized by the president/chancellors or a designee after consultation with the MAU or SW office with expertise in employer sponsored nonimmigrant visa.

B. Permanent Resident Petitions

The University of Alaska may choose to sponsor permanent resident petitions based on employment upon the recommendation of the director or dean in the following cases:

...

3. Exceptions to the above authorized by the president/chancellors or a designee after consultation with the MAU or SW office with expertise in employer sponsored permanent resident petition.

...

(08-03-09)

**Hiring - Consistent with state statute and Board policy, chancellors and their delegees are delegated authority and responsibility through regulation to hire at their respective MAUs, subject to limitations pertaining to officers and senior administrators (see also specific delegations by the president):**

*Regulation 04.03.013. Recruitment Procedure: Approval and Training.*

A. Each MAU will establish a process for approval to recruit to include, at a minimum, budgetary approval and approval by the regional human resources office.

...

(01-12-07)

**Faculty appointment, evaluation, tenure, promotion, and termination - By policy  
 Chancellors and their delegees are delegated essentially all authority and responsibility for  
 faculty employment at their respective MAUs**

*Policy 04.04.043. Method of Appointment.*

All appointments shall be made by the chancellor or the chancellor’s designee in accordance with this chapter, university regulation and procedures approved for each university.

(04-15-04)

*Policy 04.04.045. Tenure.*

...

C. Tenure is not received automatically. It is awarded only following careful consideration of an applicant faculty member in accordance with the methods described in this chapter and the policies and procedures approved for each university. Following consideration of the recommendations of the faculty, the chancellor may grant tenure to faculty who are qualified.

(04-15-04)

*Policy 04.04.047. Termination of Faculty Appointment.*

A. . . .

B. Non-retention. Non-retention follows a decision not to continue the employment of a non-tenured faculty member in a tenure track position or of a faculty member holding special academic rank and a continuing appointment. The chancellor or the chancellor’s designee will notify the faculty member of this decision in writing not less than:

...

(09-19-14)

*Policy 04.04.050. Evaluation of Faculty.*

A. It is the policy of the university to evaluate faculty on a schedule to be set as appropriate for and by each university according to regents’ policy and procedure. Such evaluation shall be the responsibility of the chancellor or the chancellor’s designee.

(12-11-90)

*Policy 04.04.060. Sabbatical Leave.*

...

H. Consistent with provisions of D. of this section, the chancellor may approve such sabbatical leave as the chancellor deems appropriate. A record of such leaves shall be reported to the president annually. . . .

(06-08-90)

*Policy 04.04.070. Emeritus Status.*

Emeritus status is an honor conferred by the chancellor, president, or Board of Regents upon the outstanding retirees of the university and not an automatic recognition of services rendered. The prerequisites of emeritus status will be as provided by university regulation.

(04-10-15)

**Employee Relations –chancellors, the president, and their designee-supervisors are delegated authority to administer employee relations in accordance with policy and regulation within their respective MAUs (see chapter 04.07 generally); In some instances policy also delegates to the president authority to adopt implementing regulations. Examples include the following:**

*Policy 04.07.020. Probationary Status.*

Newly hired and promoted regular exempt and nonexempt staff, with the exception of officers of the university and senior administrators and faculty, will serve a six month probationary period. The provisions for probationary status will be set forth in University Regulation. (06-10-04)

*Policy 04.07.040. Corrective Action.*

- A. Supervisors will apply necessary and appropriate corrective action whenever an employee fails to meet the required standards of conduct or performance. Corrective action may be necessary because of employment related problems, including but not limited to: inattention to duty, unsatisfactory performance, insubordination, absenteeism, violation of law, Regents’ Policy, or University Regulation, dishonesty, theft or misappropriation of public funds or property, inability to work effectively with others, fighting on the job, acts endangering others, inappropriate behavior toward or harassment of others, bullying or other misconduct. (09-19-14)
- ...

*Policy 04.07.110. Layoff, Recall, and Release.*

Provisions regarding layoff, recall, and release of university employees will be set forth in University Regulation. (06-09-00)

*Regulation 04.07.110. Layoff, Recall, and Release*

...  
B. Reasons for Layoff

Layoff may be used when there exists within the employing administrative unit either:

- ...  
d. another reason, not reflecting discredit upon the affected employee(s), which has been approved in the particular circumstances by the chancellor or president of the university, as appropriate; or (07-06-15)
- ...

*Policy 04.07.115. Employee Furlough.*

...  
B. Furloughs shall be implemented in accordance with regulations and plans approved by the president pursuant to this policy, provided however that employees shall receive written notice of furlough as provided by regulation.

- C. ... (12-11-14)

*Regulation 04.07.115. Employee Furlough.*

- ...
- E. A furlough plan for unit(s) affected by a budgetary shortfall will be implemented upon recommendation of the chancellor and the vice president for finance and administration, and approval of the president. During a state budget impasse, the president may implement a furlough plan in consultation with the chancellors. . . .  
(04-14-17)

**Employee Dispute and Grievance Resolution –by regulation chancellors and their designee-supervisors are delegated authority to administer dispute resolution within their respective MAUs in accordance with policy and regulation (see chapter 04.08 generally); policy delegates to the president the authority to establish grievance procedures in regulation:**

*Policy 04.08.010. General Statement.*

It is the objective of the university to treat its employees in a fair and consistent manner. The university recognizes that a dispute and grievance resolution process is an important mechanism in identifying and resolving problems. In the event of an employee grievance, it is the objective of the university to accomplish the prompt, fair, and equitable resolution of the grievance at the earliest possible time. Procedures for dispute and grievance resolution will be established by university regulation.

*Regulation 04.08.070. Dispute and Grievance Resolution Process*

- ...
- G. Step 6: Decision of the Chancellor or President  
The chancellor or president will review the recommendations of the hearing officer and adopt them in whole or in part and/or render a separate written decision within 15 days of the receipt of the recommendations. Should findings or recommendations of the hearing officer not be accepted, the decision will indicate the reasons for rejection or reversal. . . .

*Regulation 04.08.080. Review of a Proposed Termination for Cause*

- A. Procedure  
...
5. Decision  
The chancellor or statewide chief human resources officer, as appropriate, will consider the recommendation of the hearing officer and issue a decision in the matter.  
...
- C. Appeal of Termination Decision

A party not satisfied with the decision of the chancellor or statewide chief human resources officer, as appropriate, may appeal the decision in writing to the president. Such appeal must be submitted within 10 days of the issuance of the decision.

The president will consider the record before the hearing officer, the decision on appeal, and the appeal and take such action, as the president deems appropriate. The decision of the president is final.  
(11-19-99)



**Budget Development and Maintenance – policy requires chancellors to appoint a chief financial officer to operate “within the fiscal bounds of its budget . . .” and in coordination with the system CFO:**

*Policy 05.01.010. Budget Policy.*

...

- C. The designated chief financial officer of each MAU and the designated fiscal officer of each sub-unit within the university system shall be understood to be responsible and accountable for conducting the annual operation of the officer’s administrative unit strictly within the fiscal bounds of its budget as approved and amended in accordance with procedure established by the chief finance officer. For purposes of this subsection, each chancellor shall designate a chief financial officer for the MAU and establish procedures for identifying in writing the designated fiscal officer for each and every sub- unit.

**Records Retention – responsibility delegated to president for system; president by regulation re-delegates to chancellors responsibility for institutional compliance with policy and regulation:**

*Policy 05.08.022. Records and Information Retention and Disposition*

- A. The president or his/her designees will retain and dispose of all correspondence, documents, records, and information which is stored on various media in accordance with university regulation. . . .

(04-16-10)

*Regulation 05.08.022 Records and Information Retention and Disposition*

...

- C. Scope of Authority:  
The president of the University of Alaska designates the chancellors as record agents for their respective MAUs. All of the aforementioned offices are permitted to further delegate, as they deem appropriate and necessary, authority for the retention and disposition of records to persons they designate. MAU record agents will comply with Board of Regents’ Policy and University Records Programs and coordinate their efforts with the chief records officer. The chief records officer will review and approve all university records retention and disposition schedules.

...

(04-21-10)

**Risk Services –Chancellors are responsible for funding and maintaining adequate resources at their institutions, and consulting with president on statewide risk services and functions; President is responsible for system-wide risk services, including appointing a chief risk officer:**

*Policy 05.09.010. Introduction and Purpose.*

...

- B. Risk services shall include general, occupational, and environmental health and safety, environmental protection, general risk management, loss prevention,

emergency management, procurement and administration of insurance, and claims administration. The mission of statewide risk services will be to facilitate the accomplishment of instruction, research, and public service with minimal disruptions and adverse events, and at a reasonable “cost of risk.”

(06-04-15)

*Policy 05.09.020. Authority and Authorized Delegation.*

- A. The president shall issue university regulation to implement this policy. The president or the president’s designee shall approve payment of all claims and litigation in accordance with university regulation.
- B. The president shall cause to be maintained an effective risk services program, and shall ensure that a statewide chief risk officer, who is trained and experienced in the various aspects of risk management, is appointed to serve as director for the risk services office and oversee the university’s risk services program. The chief risk officer shall report functionally to the president. The president may delegate specific responsibilities under this chapter and assign administrative supervision by regulation or delegation.

...

(06-04-15)

*Policy 05.09.030. Financing.*

- A. Each chancellor will be responsible for funding and maintaining adequate resources at their respective universities to ensure risk services are in place to sustain legal and regulatory compliance as well as prudent risk management and business practice. Minimum standards shall be established by the president in consultation with statewide risk services. Consistent with this chapter, the functions and services provided by statewide risk services will be established by the president in consultation with the chancellors. . . .

(06-04-15)

**Special Tuition, Surcharges, Student Fees – the president is authorized to establish special tuition and surcharges, other than those reserved to the board, as well as student fees; the president implements board policy on fees and waivers, may waive tuition and fees; and has delegated authority to chancellors as indicated in University Regulation 05.10.040 & .070:**

*Policy 05.10.040. Special Tuition and Tuition Surcharges.*

- A. The president may establish special tuition, nonresident and other tuition surcharges, and fees for the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) Medical Education Program, the Western Undergraduate Exchange Program (WUE), the National Student Exchange and similar regional, national, and international exchange programs, summer self-support programs and independent learning, corporate and distance education programs.

- B. The president may also establish special tuition or tuition surcharges in lieu of, or in addition to, regular tuition in order to provide special for-credit courses and programs or to meet special needs. The president shall give advance notice of such charges to the board. The president may delegate this authority and responsibility to chancellors by University Regulation. . . . (02-18-10)

*Policy 05.10.070. Student Fees.*

- A. Student fees, including student government fees, shall be established and approved by the president. The president may authorize the chancellors or their designees to establish course, use, service, and administrative fees. . . .(09-19-14)

*Policy 05.10.080. Tuition and Fee Waivers.*

- A. The president or designee may waive tuition or student fees when such action is determined by the president to be in the best interest of the university. . . . (12-12-14)

*Regulation 05.10.040. Special Tuition and Tuition Surcharges.*

- A. Universities considering a programmatic tuition surcharge for undergraduate or graduate programs must develop a compelling proposal for review and approval. The chancellor of the requesting campus will recommend to the president for approval a proposal that meets the following criteria: . . . (12-16-17)

*Regulation 05.10.070. Student Fees.*

- A. Student government fees shall be developed and administered in accordance with guidelines established by the student government in conjunction with the respective chancellor and approved in accordance with Policy 09.07.050. Requests to establish or to change a fee shall include a description of the purpose of the fee, the amount of the fee and basis for assessment, the estimated annual revenue, the effective date of implementation, the recommendations of the student leadership, the recommendation of the respective chancellor, and a summary of the input or involvement of the affected students.
- B. Course, use, service, and administrative fees may be established if the respective chancellor or designee determines that such fees are reasonable and appropriate.
- ...
- C. ...
- D. Self-support course fees for noncredit instruction shall be approved by the respective chancellor or designee. Such fees shall be established considering the costs to provide the service, the needs of the community, and the benefit to the university.
- E. Summer school self-support fees will be assessed as a fee in addition to tuition. The respective chancellor or designee may establish the amount of such fees. . . .
- F. For sponsored courses, seminars, or other instruction offered for credit at any level with the direct instructional costs being paid for by an external sponsor, the respective chancellor or designee may approve charging an administrative fee to cover related facilities and administrative costs, . . .
- G. For credit-free courses, seminars, training programs, or other instruction offered to the general public with all direct instructional costs being paid for by the

- students in the course, the respective chancellor or designee may approve charging a base fee or supplemental fee to cover related facilities and administrative costs, . . .
- H. The university president may establish systemwide administrative, use, service, or course fees at his or her discretion. . . . (06-01-17)

**Capital Planning and Facilities Management – planning, construction and management functions are allocated between the universities and system offices, with Board oversight delegated to system officers, and certain approvals reserved to the Board.**

*Policy 05.12.010. Purpose.*

- A. . . .
- B. A comprehensive program of facilities planning, capital budgeting and project development, and facilities operations and maintenance is essential for the university to effectively serve students, faculty, and staff. Facilities planning, design, construction, management, and operation functions shall be systematically performed in accordance with regents’ policy, university regulation, and guidelines as may be authorized by the chief finance officer.
- C. The university strategic and academic guidance as well as the academic and programmatic needs of each campus will drive the respective facilities functions and the board has adopted the program resource planning process to guide that effort; each of the respective universities will take ownership of and implement those facility functions and capital planning; and the system office will be responsible for development of policies, procedures, and processes for coordination of systemwide studies, due-diligence reviews and oversight on capital projects including a review of projects prior to advancing a project through the various stages of project development and approval.
- D. Before being presented to the board or other authority for approval, capital planning and large capital improvement projects shall be presented to the system office chief facilities officer for review and processing. **[The chief facilities officer position is vacant; the functions are currently performed by the strategy, planning and budget officer.]**
- E. . . .
- F. To help implement and maintain a comprehensive capital planning, budgeting and project development program, each university shall include a capital-planning surcharge within its capital project administrative overhead rate in accordance with procedures to be established by the system office chief finance officer. The system office may also assess a fee or fees to the respective projects to fund central planning and oversight activities relative to capital assets. The system office chief finance officer may coordinate the timing of assessment and payment of such fees; may authorize funding of such fee or fees with unrestricted funds or inclusion within a capital-planning surcharge rate; and may periodically review the fees charged to capital projects and approve the applicable planning surcharge rates. (12-12-14)

*Policy 05.12.020. Definitions.*

- ...
- O. “project agreement” means a formal agreement between the affected program department(s), the respective university’s chief facilities administrator, chief academic officer, chief financial officer, and chancellor, and the system office chief facilities officer documenting a common understanding of the programmatic need, project scope, and other matters related to the project; and includes amendments for any consequential changes to scope, schedule or budget throughout the project development and delivery process; an abbreviated project agreement may be used as set forth by the system office chief facilities officer. . . . (11-09-17)

*Policy 05.12.030. Delegation of Authority.*

Designated approval authority under this policy may be delegated. The system office chief finance officer and the system office chief facilities officer, in the officers’ sole judgment, will prudently delegate the authority vested with him or her by this policy to other finance officers and facilities administrators as may be necessary for effective and efficient administration and operations and maintenance of campus facilities. In the absence of a system office chief finance officer or system office chief facilities officer, the president may delegate the authority vested in those officers under this policy. (06-05-15)

*Policy 05.12.050. Campus Master Plans.*

- A. Intent  
The administration will develop and present to the board for adoption, a campus master plan for each campus. The purpose of a campus master plan is to provide an integrated framework for investment decisions that will ensure adequate facilities to support implementation of the respective system and university campus academic, strategic and capital plans. (12-12-14)
- ...

*Policy 05.12.060. Capital Planning and Budget Request.*

- A. Annually, within the capital budget process, each university will prepare and update a long-range capital plan proposal. The university capital plan proposals will be consolidated into a systemwide long-range capital plan in accordance with procedures established by the system office chief finance officer and presented to the board for review and comments prior to board approval. Full identification of annual cost impacts shall be identified prior to a project being included in the long-range plan. (12-12-14)
- ...

*Policy 05.12.061. Capital Expenditure Plan Approval.*

- A. Projects which consist primarily of repair and renewal maintenance work, including projects which reduce the backlog of deferred maintenance and renewal, will be approved by the board as an annual program of projects at the June meeting when the new fiscal year appropriation is accepted. Changes to the board approved

program must be approved by the system office chief facilities officer, with notice to the board.

- B. If a subsequent transfer of funding between projects or to a new project is requested for an approved pooled distribution or annual program of projects, the system office chief finance officer shall determine the level of approval required based on the size and nature of the transfer. (12-12-14)

*Policy 05.12.062. Capital Budgets, Capital Appropriations, and Spending Authority.*

- A. No spending or other commitment of state capital appropriations, grants, or the proceeds of revenue bonds or other debt financed funding for capital improvement projects will occur unless authorized in accordance with this chapter, and procedures established by the system office chief finance officer. Such authorizations will be specific to the project identified.
- B. Funds advanced for preliminary planning and design activities from operating, auxiliary, or restricted accounts may be reimbursed from capital appropriations effective for the fiscal year of the expenditure, from debt-financed sources in accordance with Internal Revenue Service requirements and notices of intent to reimburse, and from grant-funded sources in accordance with the terms of the respective grant. All reimbursements are subject to approval of the system office chief finance officer.
- C. No construction contract will be awarded for a capital project without the availability of sufficient funding on hand as outlined in the approved budget for the project, unless approved by the system office chief finance officer. (12-12-14)

*Policy 05.12.071. Capital Project Development: Preliminary Administrative Approval.*

- A. . . .
- B. The level of approval required for preliminary administrative approval shall be based upon estimated total project costs:
  - 1. Projects for new construction, expansion or significant remodel for reuse with an estimated total project cost of more than \$2.0 million will require approval by the president;
  - 2. Projects for new construction, expansion or significant remodel for reuse with an estimated total project cost of \$2.0 million or less will require approval by the system office chief finance officer.
- C. Notwithstanding the provisions of B. of this section, prior to requesting preliminary administrative approval a university may commit up to \$250,000 in unrestricted funds for initial planning, conceptualization, scoping, and design, including contracted architectural, engineering and consulting services. (12-12-14)

*Policy 05.12.072. Capital Project Development: Formal Project Approval.*

- A. . . .
- C. The level of approval required for formal project approval shall be based upon estimated total project costs:
  - 1. Projects with an estimated total project cost in excess of \$5.0 million will require approval by the board based on recommendations from the BoR committee responsible for facilities;



2. Projects with an estimated total project cost in excess of \$2.0 million but not more than \$5.0 million will require approval by the board committee responsible for facilities. The committee may delegate approval authority to the committee chair as it determines is convenient and appropriate;
  3. Projects with an estimated total project cost of \$2.0 million or less will require approval by the system office chief finance officer.
- (12-12-14)

*Policy 05.12.073. Capital Project Development: Schematic Design Approval.*

- A. . . .
- E. Schematic design approval levels shall be as follows:
  1. Projects with an estimated total project cost in excess of \$5.0 million will require approval by the board based on recommendations from the board committee responsible for facilities;
  2. Projects with an estimated total project cost of more than \$2.0 million but not more than \$5.0 million will require approval by the board committee responsible for facilities. The committee may delegate approval authority to the committee chair as it determines is convenient and appropriate;
  3. Projects with an estimated total project cost of \$2.0 million or less will require approval by the system office chief finance officer.

(12-12-14)

*Policy 05.12.074. Capital Project Development: Approval Levels for Project Changes in Funding Sources, Total Project Cost, or Scope Subsequent to Schematic Design Approvals.*

Approval of project change(s) is required for projects which exceed the authority level delegated to the universities or cause a project to exceed that level. Approval levels required for material changes in the source of funds, increases in budget, or material changes in project scope identified subsequent to schematic design approval shall be determined by the system office chief facilities officer based on the extent of the change and other relevant circumstances. This determination will generally be based on the nature of the funding source, the amount, and the budgetary or equivalent scope impact relative to the approved budget at the schematic design approval stage, and assigned as follows:

- A. Changes with an estimated or actual project budget impact in excess of the lesser of 1) 25% of the total project cost or 2) \$2.5 million will require approval by the board committee responsible for facilities;
  - B. Changes to projects with a total project cost greater than \$0.5 million that do not require approval by the board committee responsible for facilities will require approval by the system office chief finance officer.
- (12-12-14)

*Policy 05.12.075. Capital Project Development: Construction in Progress Reporting.*

- A. On a regular basis the chief facilities administrator for each university shall prepare, in accordance with procedures established by the system office chief facilities officer, a status report for all projects with an estimated total project cost in excess of \$250,000 for community campuses and \$1.0 million for main campuses, or those projects that the system office chief facilities officer deems due to their location or complexity to be of particular interest to the board including both ongoing projects

and those projects that were completed, abandoned or discontinued during the period. . . . (12-12-14)

*Policy 05.12.077. Capital Project Development: Approval Levels for Projects That Have Not Been Subject to the Defined Planning and Approval Process.*

- A. For projects that have not been subject to the normal planning, budget, and approval processes described in this chapter, the level of approval required for formal project approval shall be as follows:
  - 1. Projects with an estimated total project cost of in excess of \$5.0 million will require approval by the board based on recommendations from the board committee responsible for facilities.
  - 2. Projects with an estimated total project cost in excess of \$2.0 million but not more than \$5.0 million will require approval by the board committee responsible for facilities. The committee may delegate approval authority to the committee chair as it determines is convenient and appropriate.
  - 3. Projects with an estimated total project cost of \$2.0 million or less will require approval by the chief finance officer.
- B. If multiple projects are bundled in order to solicit lower prices or for efficiency or other purposes and the aggregate cost exceeds the normal approval level, the system office chief finance officer shall determine the level of approval required based on the funding sources and the size and nature of the projects.
- C. The system office chief finance officer approval will be required if a single appropriation is split into funding for multiple projects.

(12-12-14)

*Policy 05.12.080. Operations and Maintenance.*

- A. . . .
- B. An annual maintenance plan shall be developed by the chief facilities administrators of the respective universities and provided to the system office chief facilities officer.
- C. On an annual basis, the system office chief finance officer will cause to be compiled a report identifying for each university and the system office the:
  - 1. . . .
- D. The annual R&R funding will be determined based on type of use and occupancy of a facility. For facilities that are leased to, or substantially utilized by, university auxiliaries or non-university entities, annual R&R requirements will be fully funded in the operating or capital budget unless otherwise approved by the system office chief finance officer.

(12-12-14)

*Policy 05.12.090. Naming of Campus Facilities: Formal Naming of Campus Facilities and Infrastructure.*

- A. Official naming of all “significant” buildings, building subcomponents such as wings, additions, auditoriums, and libraries, streets, parks, recreational areas, plazas and similar facilities or sites will be approved by the board. These facilities, improvements and areas will generally be named to honor or memorialize specific individuals, groups, events, places, or objects of historic, geographic, cultural, or local significance, including the following: . . .
- B. Each chancellor shall establish standing or ad hoc advisory committees to make recommendations on the naming of facilities, improvements and other areas of the

campus, and to help identify naming opportunities for gifting and development purposes. Recommendations for a naming to honor or memorialize an individual shall be confidential to the maximum extent permitted by law. . . .

- D. The president is authorized to determine which namings will be considered “significant” for purposes of approval by the board. In making that determination, the president shall consider the type, location, usage, condition, and value of the facility or area to be named; the individual, event or other to be memorialized; and the compatibility of the name with the facility or other improvement.
- E. The board reserves the right to rename any facility when, in its sole discretion, it determines that the renaming is in the best interest of the university.

(06-10-04)

*Policy 05.12.110. Art in University Facilities and Spaces.*

- C. . . .  
 The selection of artwork purchased with capital appropriations shall be by a committee appointed by the university chancellor where the capital project is located. Each selection committee will be governed by university regulations and have autonomy in the selection. The acceptance of donations of major works of art will be governed by university regulation.
- D. Each university chancellor will make provisions for inventory, management and maintenance of their public art collection.

(12-12-14)

**Gift Solicitation/Acceptance & Naming –The president is authorized to accept gifts, may delegate authority to solicit/accept gifts other than real estate, reviews chancellor proposals, and certain development activities are delegated to chancellors; Board approval is required for major fundraising and “significant” infrastructure naming:**

*Policy 05.14.030. Authority to Solicit and Accept Gifts.*

- A. Only those individuals specifically authorized by regents’ policy or university regulation may solicit or accept gifts on behalf of the university, regardless of whether such gifts are to be held by the university or the University of Alaska Foundation.
- B. Only the president is authorized to accept gifts of real estate. Gifts of real estate may only be accepted in accordance with university regulation, which will set out a process by which such gifts are reviewed and evaluated for potential liabilities and budgetary commitments before they are accepted.
- C. . . .
- D. Major fund-raising efforts with identified goals of \$5,000,000 or more must be approved by the board. University regulation will prescribe the approvals, if any, required for lesser fund-raising efforts.
- E. Subject to Policy 05.14.010 and C. of this section, the president is authorized to solicit and accept gifts on behalf of the University of Alaska System or any sub-unit thereof.
- F. With the exception of authority to accept gifts of real estate, the president may delegate the authority to solicit and accept gifts in accordance with university regulation.

(08-19-94)

*Policy 05.14.080. Gifting Opportunities for Facilities and Infrastructure Naming.*

- A. The president is authorized to establish naming opportunities that meet the minimum gift guidelines in this policy. The recommended naming opportunities and gift requirements or funding levels will be proposed by the respective chancellor and approved by the president. The president shall notify the board of the naming opportunities and minimum gift requirement established for significant facilities, improvements or areas which will require board approval or ratification in accordance with Policy 05.12.090 - 05.12.092 for the actual naming. . . .

(06-10-04)

*Policy 05.14.090. Regulations and Procedures.*

The statewide office of development will coordinate the various offices of development in the university in developing university regulation and procedures regarding fundraising and these policies. The university regulation and procedures will be consistent with regents’ policy and applicable policies of the University of Alaska Foundation. (08-19-94)

*Regulation 05.14.030. Authority to Solicit and Accept Gifts*

The solicitation and acceptance of charitable gifts for the benefit of the University of Alaska will be done in manner that yields the greatest possible outcome for the University and the donor. Regents’ Policy requires that all solicitations be coordinated through the Statewide Office of Development, in accordance with the process established through the Prospect Management and Tracking System.

- A. All University personnel who wish to seek charitable gifts from individuals or organizations greater than \$10,000 will coordinate cultivation and solicitation through the appropriate campus development office which will coordinate with the Statewide Office of Development. No solicitation for gifts larger than \$10,000 shall be made by any University personnel prior to conferring with the appropriate campus development office.
- B. In addition to the above requirement, any campus cultivation and solicitation for gifts greater than \$25,000 will be coordinated through the system-wide Prospect Management and Tracking System.
- C. In addition to the above requirements, any cultivation and solicitation for gifts greater than \$100,000 must be approved by the respective MAU Chancellor, prior to solicitation.
- D. In addition to the above requirements, cultivation and solicitations for gifts greater than \$500,000 must be approved by the University President, prior to solicitation.

(07-19-06)

*Regulation 05.14.040. Gift Levels Required to Establish University Chairs<sup>1</sup>*

It has been the University of Alaska’s practice to name facilities, roads, endowments, awards and other programs in honor of people who have contributed to the betterment of the university. Because such gifts will be substantial in amount and may reflect on the university in perpetuity, naming opportunities, and the terms and conditions associated with such naming, shall be subject to final approval by the President and the Board of Regents when appropriate.

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<sup>1</sup> The title of this regulation is not entirely consistent with the content.

Principal responsibility for soliciting and arranging for naming opportunities resides with the President and/or Chancellor and chief development officer of each major administrative unit. They are encouraged to adhere to the funding minimums defined in this guideline in their preliminary negotiations, but are also granted the discretion, in consultation with each other and subject to final presidential and/or Board approval, to consider other funding arrangements that would best serve the wishes of the donor and the interests of the university. The following criteria will be included in the consideration: . . .

*Regulation 05.14.080. Gifting Opportunities for Facilities and Infrastructure Naming*

The process for forwarding requests for gifting opportunities for facilities and infrastructure naming is as follows:

- A. Proposal  
 A proposal will be submitted to the appropriate chancellor. If the proposal is from the system administration, it will be submitted to the chief development officer. A proposal must contain: . . .
- B. Process  
 Upon approval of the appropriate chancellor, a proposal will be forwarded to the chief development officer for review. The chief development officer may consult with the systemwide development council if it is deemed appropriate to do so. After approval by the chief development officer, the proposal will be forwarded to the president for approval. Notice of approval or disapproval by the president will be forwarded to the system development office and the appropriate chancellor.

(10-07-04)

*Regulation 05.14.110. Major Fundraising Efforts*

Major fund-raising efforts with identified goals of \$2,000,000 or greater must be approved by the president prior to the commencement of the campaign counting period.

A written campaign plan must be submitted to the statewide office of development for preliminary approval. Once preliminarily approved, the Chief Development Officer will forward the campaign plan to the President for approval, in accordance with Regents Policy. If the campaign goal is greater than \$5,000,000, the President will forward to the Board of Regents for approval. . . .

(07-19-06)

**Auxiliary Service Enterprises, Recharge Centers, and Self-Funded Activities – approvals are allocated between system and MAU, and operations are pursuant to policy and regulation:**

*Policy 05.15.020. Authorization.*

- A. With the exception of housing facilities, which require board approval in accordance with regents’ policy on facilities, approval to operate any university auxiliary service enterprise must be obtained from the chief finance officer.
- B. Approval to operate any recharge center or self-funded activity must be obtained from the MAU’s chief financial officer. The president shall promulgate university regulation to govern the operation of auxiliary service enterprises, recharge centers, and self funded activities.

(02-17-95)

*Policy 05.15.040. Housing System of the University; Auxiliary System of the University.*

- A. . . .
- B. In order to accomplish internal goals, the board directs the chief finance officer to establish the Auxiliary System of the University. If any facility is used, in whole or in part, for apartment, residence, dormitory, housing, dining, boarding, hospital, infirmary, parking, bookstores, or student activities, and that use has been approved as an Auxiliary Service Enterprise by the chief finance officer, that whole or part shall thereby be automatically made a part of the Auxiliary System of the University.
- C. Each chancellor shall create, maintain and annually update a strategic plan for housing that: . . .  
 All strategic plans for housing shall be presented to the board for approval.

(02-17-95)

*Policy 05.15.050. Student Services Programs within Housing Facilities.*

- A. . . .
- B. Each chancellor shall establish rules and procedures governing the operation of student services programs within housing facilities.

(02-17-95)

*Regulation 05.15.070. University Bookstores.*

- A. . . .
- D. Each chancellor or campus director in charge of a bookstore operation is to define the objectives of the campus bookstore and develop guidelines for its operations consistent with those objectives. . . .

**Public Record Responses –the university department in possession of the requested records responds to the request, with appeals to the respective chancellor or president:**

*Policy 06.02.040. Requests for Public Records.*

- A. A request for a public record must be in writing and delivered to the department of the university responsible for maintaining the record. . . .

*Policy 06.02.090. Appeal of Denial of Request.*

- A. A requester whose written request has been denied, in whole or in part, may seek reconsideration of the denial by submitting a written appeal to the chancellor of the involved MAU, or to the president if a statewide administrative unit is involved.
- B. . . .

(04-15-04)

**Student Services, Notice of Rules/Procedures, Clery & Other Disclosures – authority and responsibility delegated to chancellors:**



*Policy 09.01.040. Organization of Student Services.*

- A. Each chancellor will be responsible for implementing a structure for student service programs that best meets the needs of the MAU. Student service programs provided on each campus may vary, depending upon the needs and resources of the campus.
- B. Each chancellor will designate a senior student services officer who will supervise and administer student service programs within the MAU, although a service closely related to the responsibilities of another senior officer may be assigned to that officer. The officer will advise the chancellor on the needs and condition of the student services programs within the MAU, and will ensure that programs are operated in conformance with regents’ policy, university regulation, and MAU rules and procedures. Where practicable, senior student services officers will develop common practices among MAUs that contribute to efficiency of service and to students’ ability to access academic and student service programs throughout the university.

(02-20-98)

*Policy 09.01.050. Student Notification Regarding Regents' Policy, University Regulation, and MAU Rules and Procedures.*

Each chancellor will be responsible for making information generally available to students regarding current regents’ policy, university regulation, and MAU rules and procedures that apply to students. It will be each student's responsibility to become familiar with such regents’ policy, university regulation, and procedures.

(02-20-98)

*Policy 09.01.060. Student Participation in University Committees.*

The president and chancellors will be responsible for providing opportunities for student participation in institutional and campus committees, as they deem appropriate. An individual student's participation may be restricted when the student’s academic progress is in jeopardy or as a result of a finding of student misconduct.

(02-20-98)

*Policy 09.01.070. Student "Right-To-Know" Information.*

Each chancellor will ensure MAU and campus compliance with the Student Right-to-Know Act and the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act.

(06-06-07)

**Student Discipline – the president’s statutory authority to suspend, expel, and reinstate students, and to pursue conduct proceedings in accordance with policy and regulations, is delegated by regulation to the chancellors; policy delegates “interim restrictions” to chancellors:**

*Policy 09.02.050. Disciplinary Sanctions and Reinstatement of University Benefits.*

- A. In accordance with Alaska Statute 14.40.240, the president of the University of Alaska is authorized to delegate the president’s authority to suspend, expel, and reinstate a student.

- B. The president or designee is authorized to revoke a degree that has been conferred by the board if a student has been found to have engaged in misconduct in pursuit of that degree.
- C. Other sanctions for misconduct, and designation of the authority to impose these sanctions, may be established by the president in University Regulations.
- D. . . .
- E. An interim restriction is an immediate and temporary limitation on a student's access to the university or university services or functions, including conferral of a degree, pending the outcome of the university student conduct investigatory process. An interim restriction may be imposed on a student prior to a student conduct review if the chancellor or designee reasonably determines that the student poses a threat to the student's safety or to the safety of other members of the university community, or is obstructing or disrupting teaching, research, administration, or other activities authorized by the university.

(06-05-15)

*Regulation 09.02.040. University Student Conduct Procedures.*

- . . . .
- B. Authority and Responsibilities of MAU Senior Student Services Professionals  
 Each chancellor will appoint a senior student services professional experienced in student disciplinary proceedings who will supervise and implement a student conduct review process for student disciplinary matters for the MAU. The MAU senior student services professional will consult with extended site directors prior to delegating student disciplinary responsibilities to staff located on extended sites. The MAU senior student services professional or designee has authority over disciplinary proceedings and is responsible for:
  1. serving as, or designating, a student conduct administrator to conduct administrative reviews; and
  2. modifying timelines associated with student conduct proceedings in order to accommodate the academic calendar and for other reasons deemed appropriate.
- C. Students Living on Campus  
 The chancellor or MAU senior student services professional may establish in MAU rules and procedures a student conduct process specifically designed for students living on campus for matters relating to residence life. Such processes do not preclude other disciplinary action under the student code of conduct. Such processes must comply with University Regulation 09.02.010.
- D. Group Violations  
 . . . .  
 The chancellor or MAU senior student services professional may establish in MAU rules and procedures a conduct process specifically designed for students participating in student organizations for matters relating to student organization conduct. Such processes must comply with University Regulation 09.02.010. . . .

*Regulation 09.02.050. Disciplinary Sanctions and Reinstatement of University Benefits.*

- A. Interim Restriction  
 Interim restrictions may be issued in writing by the chancellor or designee.

B. Sanctions

...

7. Suspension

...The authority to suspend a student is, by this regulation, delegated to the chancellors. Chancellors may not re-delegate this authority.

8. Expulsion

...The authority to expel a student is, by this regulation, delegated to the chancellors. Chancellors may not re-delegate this authority.

9. Revocation of a Degree

...The authority to revoke a degree is, by this regulation, delegated to the chancellors. Chancellors may not re-delegate this authority.

C. ...

D. Reinstatement of University Benefits

The conditions, if any, for re-enrollment and reinstatement of university benefits lost through imposition of a sanction will depend upon the disciplinary sanctions imposed and will be specified in the notification of sanction.

Before a university benefit lost by sanction at one MAU may be reinstated at another, the MAU senior student services professional or designee at the former MAU must be consulted.

The authority to reinstate a student following suspension or expulsion is hereby delegated to the chancellors by the president of the university. Chancellors may not re-delegate this authority. Any student who is reinstated will be on university disciplinary probation for a minimum of one year from the date of re-enrollment.

(07-27-15)

**Student Dispute Resolution – delegated to chancellors and designees:**

*Policy 09.03.010. General Statement: Student Dispute Resolution.*

The university will provide fair and expeditious procedures for students to contest actions or decisions that adversely affect them. These procedures will be published in student catalogs or handbooks. Students may direct a complaint to the MAU senior student services officer, the chief academic officer, the chief administrative services officer, or designee. This official will initiate action to resolve the complaint or will inform the student of the appropriate procedure, if any, for review of the action or decision in dispute. Actions or decisions of the board or the substance of Regents’ Policy, University Regulation, and MAU rules and procedures are not subject to review pursuant to the provisions of this policy.

(11-20-98)

*Policy 09.03.026. Review of Administrative Decisions or Actions.*

Chancellors will be responsible for providing and promulgating MAU rules and procedures that provide a mechanism for students to challenge certain administrative decisions or actions not otherwise covered in this policy. Not all administrative decisions and actions will be subject to challenge.

(11-20-98)

**FERPA – Chancellors are delegated compliance with the Family Educational Rights and Privacy Act (FERPA), policy and regulation:**

*Policy 09.04.010. General Statement Regarding Education Records.*

- A. . . .
- B. The president and chancellors, respectively, will establish university regulation and MAU rules and procedures consistent with FERPA and regents’ policy that will ensure the appropriate confidentiality of education records. Where practicable, chancellors will develop common practices among MAUs which contribute to efficiency of service and appropriate access to education records. Each chancellor will designate a custodian of education records for the MAU. (02-20-98)

*Regulation 09.04.050. Inspection and Review of Education Records by Students*

- A. . . .
- B. Each chancellor will establish MAU rules and procedures consistent with FERPA, Regents’ Policy, and University Regulation by which a student may inspect and review his/her records. The MAU rules and procedures will include: . . . (02-20-98)

*Regulation 09.04.070. Records Regarding Requests for Access to and Disclosures of Education Records*

- A. Each chancellor will establish MAU rules and procedures which provide for record keeping requirements regarding record retention periods and requests for, and disclosure of, education records. . . . (06-16-09)

**Student Employment – Chancellors are delegated authority and responsibility to manage student employment consistent with policy and regulation:**

*Policy 09.05.010. General Statement: Employment of Students.*

- A. . . .
- E. The chancellor of each university after conferring with student government, will establish rules and procedures which encourage the creation of opportunities for student employment and which recruit, screen, select and employ students to appropriate positions. . . . (06-05-15)

**Students with Disabilities - Chancellors are delegated authority and responsibility for compliance with law, policy, and regulation:**

*Policy 09.06.040. Provision of Appropriate Academic Adjustments and Other Programmatic Accommodations: Responsibilities of the Chancellor.*

Each chancellor is responsible for ensuring that the MAU, including extended campuses and sites, meets all legal responsibilities for students with disabilities. The chancellor will designate an individual to serve as the MAU DSS coordinator or DSS coordinator. Each

chancellor is also responsible for ensuring that training opportunities related to awareness and understanding of the needs of students with disabilities are made available.

(06-19-98)

**Student Government – chancellors collaborate with student governments and exercise oversight; president responsible for structure /approval of student government organizations:**

*Policy 09.07.050. Student Government.*

- A. The president will promulgate University Regulation establishing the structure of systemwide and MAU student government. MAU student governments and the chancellor or designee will collaborate in the initiation, development, and proper functioning of student government as an integral part of the total educational experience.
- B. . . .
- C. Student government constitutions and any amendments are not effective until approved by the president or designee following review for legal issues and conformity with Regents’ Policy, University Regulation, and MAU rules and procedures. Initial bylaws are likewise not effective until reviewed and approved by the president. Subsequent amendments to bylaws must not substantively change the nature of the organization from that expressed in the constitution, and must conform with applicable laws, Regents’ Policy, University Regulation, MAU rules and procedures and the organization’s constitution. Amendments to bylaws may be considered effective according to provisions of the bylaws; however, the right to object to bylaws revision on the basis of legal concerns or lack of conformance is reserved to the president or designee.
- D. . . . Graduate students at an MAU may establish a student government to specifically represent the interests of graduate students. . . .
- G. The university may collect a mandatory student government fee to support student government, but may not require a student to be a member of any student government or participate in student government activities. The amount and allocation of the student government fee must be specified in the proposed annual budget. The annual budget of each student government organization must be reviewed and approved by its respective university chancellor. . . .

(06-01-17)

**Other Student Organizations – Chancellors are delegated approval and oversight of other student organizations:**

*Policy 09.07.020. Definitions.*

In this chapter

- A. . . .

- C. “registered student organization” means an organization that has complied with the conditions set out in P09.07.040.B and C. and applicable MAU rules and procedures; registration provides a student organization the benefits set out in Regents’ Policy 09.07.040.A; . . .  
(09-19-08)

*Policy 09.07.040. Registration of Student Organizations.*

- C. Student organizations registered with the university must agree in writing at the time of registration:
  - 3. to submit records for audit, or to undergo other reviews the chancellor may request, to ensure the organization complies with legal requirements and Regents’ Policy, University Regulation , and MAU rules and procedures;  
...  
(04-23-99)

*Policy 09.07.060. Sororities and Fraternities.*

Chancellors will establish MAU rules and procedures governing sororities and fraternities that may include, but are not limited to student conduct, judicial review, on- and off-campus activities, advisors, and housing. The local chapter of the national sorority or fraternity will be required to agree in writing to comply with the MAU rules and procedures as a condition for registration.  
(04-23-99)

*Policy 09.07.070. Student Media Organizations.*

- A. Chancellors will establish MAU rules and procedures consistent with applicable Regents’ Policy, University Regulation, and constitutional and legal requirements regarding the operation of student media organizations. Such MAU rules and procedures may require, among other things, that student media organizations have a qualified advisor or a governing board, or both. . . .  
(04-23-99)

**Residence Life/Student Housing - Chancellors are delegated authority and responsibility with regard to student housing consistent with policy and regulation:**

*Policy 09.08.010. General Statement: Residence Life and Student Housing.*

- A. In order to provide students a supportive place to live and study, chancellors are authorized to designate facilities to be used for student housing, within the limitations of available facilities, resources, and personnel. . . .
- B. Each chancellor will establish MAU rules and procedures consistent with regents’ policy and university regulation regarding the operation and occupation of student housing and associated residence life programs, taking into consideration the housing needs of short- term as well as semester-based instructional programs.  
...  
(02-18-00)



**Athletics – Chancellors are delegated authority and responsibility with regard to intercollegiate and recreational athletics, in accordance with policy:**

*Policy 09.09.010. General Statement: Recreational and Intercollegiate Athletics.*  
 The University of Alaska will support opportunities for students to participate in recreational and intercollegiate athletics. Each MAU will determine a level of support for such activities that is consistent with the MAU’s mission and within the limits of its facilities, resources, and personnel. While opportunities may be made available to the total campus community, priority will be given to student participants.  
 (11-20-98)

*Policy 09.09.023. Intercollegiate Athletics.*  
 A. Intercollegiate sports organized to provide competitive opportunities for student athletes will be operated under MAU control, with academic and financial integrity, and in compliance with applicable athletic organization rules.  
 B. Sports authorized for intercollegiate competition are: . . .  
 C. Amendments to the list in B. of this section must be approved by the board. . . .  
 ... (12-06-02)

*Policy 09.09.040. Nondiscrimination and Gender Equity.*  
 Each chancellor shall ensure compliance with applicable state and federal law, including nondiscrimination and gender equity.  
 (12-12-14)

**Financial Aid – Chancellors are delegated primary authority and responsibility for financial aid at their MAUs, in coordination with each other and the statewide student services office:**

*Policy 09.10.020. Scope of Financial Aid.*  
 Each MAU will determine the financial aid programs appropriate for that MAU’s participation. The financial aid staff at each MAU shall coordinate with Statewide and MAU development professionals and enrollment officers to enhance student scholarship programs.  
 (04-18-03)

*Policy 09.10.030. Financial Aid Procedure Development.*  
 A. Where appropriate and feasible, common procedures for the administration of financial aid may be established in university regulation. Each MAU financial aid office shall establish written procedures for the administration of financial aid programs consistent with university regulation and applicable law.  
 B. The university financial aid offices will work collaboratively to develop and maintain a consistent and standard Satisfactory Academic Progress criteria that is in compliance with applicable law.

- C. The financial aid offices will work to share computer technology and information in order to best serve students. These offices will work with the statewide student services office to develop consistent codes for use in the University Student Information System.
- (04-18-03)

**Student Health & Counseling, Immunizations/Communicable Disease – Chancellors are delegated primary authority and responsibility for immunizations/communicable diseases in accordance with policy and regulation:**

*Policy 09.11.010. Immunizations and Tests for Communicable Diseases.*

- A. . . .
  - B. To be eligible for living in high density student residence facilities, all students and other persons born after 1956 must furnish 1) proof of immunization against or immunity for measles, mumps, rubella, diphtheria and tetanus in accordance with university regulation; and 2) evidence of the absence of tuberculosis. The chancellor will designate the facilities that are to be considered high density residences for the purposes of this subsection.
  - C. Additional or expanded immunization and testing may be required when the president or designee determines the protection afforded to the health and safety of the university community so warrants. . . .
  - E. Students or other persons may be granted an exemption from one or more of the specified immunization requirements based on medical or religious reasons in accordance with university regulation. The chancellor may also grant general exemptions to classifications of occupants who will occupy student residence facilities less than a semester's duration. Those persons exempted from immunization or testing for a disease may be removed from student residence facilities should an outbreak of that disease occur or threaten to occur. . . .
  - G. Procedures for implementation and enforcement of P09.11.010, including grace periods, shall be established in the rules and procedures of each university.
- (09-19-14)

*Policy 09.11.020. Health and Counseling Services and Fees; Health Insurance.*

- A. . . .
  - B. The level of service and associated fees will be determined by a chancellor and may vary among the campuses. Fees will be based on the cost of the service being provided.
  - C. A chancellor may make possession of health insurance mandatory for certain categories of students.
  - D. A chancellor may make insurance against trip cancellation, medical evacuation, and repatriation of remains mandatory for students enrolling in national and international exchange and study abroad programs and for international students attending the university.
- (12-12-14)

*Regulation 09.11.010. Immunizations and Tests for Communicable Diseases*

- D. Implementation and Enforcement  
 Procedures for implementation and enforcement of this policy, including grace periods, will be set forth in MAU rules and procedures. (05-11-19)

**Protection of Minors – responsibility for implementation of system-wide regulations is allocated between the president and chancellors through their designees:**

*Policy 09.12.010. Purpose.*

The University of Alaska system (UA), as part of its mission, promotes and engages in many programs, events and activities that involve minors throughout its separately accredited institutions and campus locations. Protection and safety of minors is of the highest priority for the University of Alaska. To protect minors engaged in its programs, the University of Alaska shall enact minimum standards which apply at a systemwide level. The purpose of this systemwide policy is to provide protection of minors engaged in programs, events, and activities provided or endorsed by UA or any of its separately accredited institutions or campus locations. (02-19-15)

*R09.12.040. Registration of UA Sponsored Programs.*

The chief risk officer, in consultation with the statewide administration, the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast, shall develop a system to register UA sponsored programs and activities as well as non-UA sponsored programs occurring on all UA campuses. Registration information shall be provided to the UA chief risk officer annually. (08-08-17)

*Regulation 09.12.080. Reporting and Response.*

If at any time any individual has reason to believe that a minor is in imminent physical danger, they shall contact law enforcement immediately. UA expects all employees, authorized adults, and supervised adults who become aware of abuse and or neglect of a minor to interrupt the behavior immediately, document it and report the incident, or circumstances causing suspicion of abuse to a supervisor, dean, director, department head, or campus risk manager. Reporting of any suspected or observed violations of Regents’ Policies and University Regulations or any specific programs, rules, or procedures is mandatory. Parents/guardians will also be included in any peer to peer violations of policy or regulation. . . . (08-08-17)

**Academic Units – the president is delegated authority regarding creation or alteration of lower level academic units, and has delegated authority to the chancellors with respect to certain units; the Board reserves to itself creation or alteration of significant academic units;**

*Policy 10.02.040. Academic Unit Establishment, Major Revision, and Elimination.*

- A. . . .
- B. Campuses, schools, colleges, and designated research institutes and academic units with systemwide responsibilities may not be created or eliminated without board approval. Academic units at lower levels, if they employ or are intended to employ tenured or tenure track faculty, or if they deliver or are intended to deliver certificate or degree programs, may be created or eliminated by the president at the request of a chancellor with notification to the board, or at the discretion of the president, by the board. The president will determine when a revision to an academic unit is sufficiently major to require approval by the board. Elimination or major revision of a unit at any level, if the unit employs tenured or tenure track faculty or delivers degree or certificate programs, will require a program review as specified in P10.06.010 and University Regulation . . .
- C. . . .
- D. Approval of the board is required to create units as specified in this section and to eliminate or significantly modify the following university units: . . . (06-30-19)

*Regulation 10.02.040. Academic Unit Establishment, Major Revision, and Elimination.*

The president must approve the establishment, elimination or major revision of certain academic units unless such authority has been delegated. Academic units requiring president’s approval are those units in which faculty hold tenured or tenure track positions or which deliver one or more degree or certificate programs.

The academic structure of the University of Alaska is designed as described by the list below. The Statewide Office of Academic Affairs will periodically review the list with MAU provost offices and update R10.02.040 as appropriate. Approval of academic units and the elimination and major revision of units listed below require approval of the president. Units designated “BOR” (listed in P10.02.040) also require Board of Regents’ approval. Authority to eliminate or substantially modify existing units is delegated to the chancellors for units designated with a “C” notwithstanding the foregoing Board of Regents approval required for program elimination, reduction, or addition. . . . (05-07-19)

**Approval of Degree and Certificate Programs – The board has reserved to itself additions and changes, delegating certain endorsements and certificates to the president, who has in turn re-delegated those to chancellors:**

*Policy 10.04.020. Degree and Certificate Program Approval.*

All program additions, discontinuations, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board. The board delegates approval authority of occupational endorsements, workforce credentials, and graduate certificates to the president. (06-06-19)

*Regulation 10.04.020. Degree and Certificate Program Approval.*

All degree and certificate programs must be approved by the Board of Regents prior to their being offered with the exception of Occupational Endorsements, Workforce Credentials, and Graduate Certificates. The president delegates approval authority for

Occupational Endorsements, Workforce Credentials and Graduate Certificates to the chancellor. . . . (08-10-19)

**Academic Requirements – largely delegated to chancellors or designees, within the framework established in Policy And Regulation 10.04.010-.120:**

*Policy 10.04.050. Discipline Course and Credit Hour Requirements.*  
 Courses and credit hour requirements will be established by each MAU for each degree and certificate program approved by the board and will be published in current catalogs. (02-16-96)

*Policy 10.04.064. Degree and Certificate Credit Transfer.*  
 A. Articulation agreements developed for transfer of credit between universities to meet degree or certificate requirements or for joint delivery of similar programs will be approved by the appropriate chancellors. They will be made readily available to advisers and students. . . . (02-16-96)

**Admission, Enrollment, & Graduation Requirements – allocated between the president and chancellors, within a framework established in policy:**

*Policy 10.05.010. Enrollment and Admission Requirements.*  
 The University of Alaska is an open enrollment university system which offers students the opportunity to enroll in credit and non-credit courses for which they are adequately prepared. To advance the likelihood of student success, the university’s chief academic officer with input from faculty governance may establish minimum expectations for enrollment in courses, including pre-requisites or other requirements.  
 Additional requirements may be established for admission into academic and workforce development programs offering degrees, certificates, or workforce development credentials. Minimum baccalaureate admission standards will be established in regulation. Requirements for admission into these programs will be recommended by the program faculty, approved by the chief academic officer, and published in the university’s catalog. (12-12-14)

*Policy 10.05.030. Residency Requirements.*  
 A. In order to satisfy the residency requirements for the degree or certificate program from which a student wishes to graduate, undergraduate students will be required to earn credits from universities or community colleges in the University of Alaska system as specified in university regulation. UAA, UAF, and UAS will set residency requirements for graduate degrees.  
 B. UAA, UAF, and UAS residency credit requirements to meet program accreditation standards may be established following recommendation by the program faculty and the chancellor and approval by the president. . . . (09-27-13)

**Academic Program Review – The Board has reserved responsibility to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions;” routine assessments are delegated to MAUs; exceptional reviews are conducted as needed and approved by the president in accordance with regulation:**

*Policy 10.06.010. Academic Program Review.*

- A. In accordance with P10.04.020, it is the responsibility of the board to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions. This includes a degree or certificate program approved by the board.
- B. Each MAU will conduct assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. Assessments of instructional programs will include analysis of educational effectiveness as an essential part of the ongoing continuous improvement and accreditation processes. Assessments will be conducted at a minimum of every seven years. Occupational endorsements and workforce credentials approved by the president will be subject to review at the MAU level.
- C. Exceptional reviews may be conducted as needed, to respond to issues including but not limited to specific academic or budgetary concerns. An expedited review process tailored to the particular circumstances shall be used for exceptional reviews.

(04-04-14)

*Regulation 10.06.010. Academic Program Review.*

- ...
  - C. Process
    - 1. Each chancellor shall be responsible for setting an academic program review process in place at his/her campus or unit. Results of the process shall be utilized for budgeting and planning purposes of the unit and shall be reported to the Board of Regents upon their request.
    - 2. Exceptional reviews shall be conducted in accordance with an expedited process developed by the chancellor and approved by the president on an ad hoc basis to meet the needs of the campus.

(06-22-05)

**Research, Scholarship & Creative Activity – operational authority and responsibility largely delegated to chancellors within a framework established in policy and regulation:**

*Policy 10.07.020. Sponsored Projects Submittal and Acceptance.*

- A. To strengthen its ties with government, industry, the community, and other academic institutions, the university will engage in activities sponsored by external entities. Such sponsored research, scholarship or creative activity will be conducted in accordance with regents’ policy, university regulation, applicable laws and regulations, and MAU rules and procedures.



- B. Since sponsors may operate within a proprietary or classified environment while universities function on the principle of free inquiry and open expression, the president will approve and promulgate university regulations for collaborative work which facilitate beneficial arrangements with sponsors and protect the basic tenets of universities.
  - C. All proposed sponsored projects will be reviewed for constraints on disclosure and dissemination of the results of the work. After review of the proposed project and review of the constraints on disclosure and dissemination of the results of the work, the chancellor or chancellor's designee may approve entering into contractual agreements for classified or proprietary work under governmental or private sponsorship.
  - D. Faculty members and graduate students may conduct classified or proprietary research that has been approved by the chancellor.
- (04-04-14)

*Regulation 10.07.020. Sponsored Projects Submittal and Acceptance.*

- A. In accordance with Regents’ Policy 10.07.020, the University of Alaska will collaborate with external sponsors of classified or proprietary research when the relevant university chancellor or designee determines in writing that such collaboration is beneficial to national, state, or local, as well as university interests, and that such research can be conducted while protecting the basic tenets of universities. This determination shall be made in accordance with the procedures set forth in this regulation. . . .
  - C. The chancellor for each university must approve all classified and proprietary research at the respective university and may establish an appropriate process for approval of classified and proprietary research.
- ... (10-28-16)

*Policy 10.07.030. Security Clearances.*

The safeguarding of and access to classified information shall be consistent with federal law. Each MAU shall designate a Facility Security Officer (“FSO”). The FSO at each MAU shall develop and revise written procedures specific to that MAU to reasonably exclude the possibility of loss or compromise of classified information.

(06-06-14)

*Regulation 10.07.035. Export Control Licensing.*

Determination of applicability of export control licensing requirements and deemed export of technology for foreign nationals will be made by the hiring unit or the unit hosting a foreign visitor(s) prior to a foreign national engaging in or being given access to research, as required by the U.S. Department of State International Traffic in Arms Regulations (ITAR) and U.S. Department of Commerce Export Administration Regulations (EAR).

(08-19-14)

**Policy 10.07.050. Inventions, Patents, Copyrights, Trademarks and Other Intellectual Properties.**

The president will promulgate university regulation to encourage and support intellectual activity by employees and students, and will detail rights and obligations concerning

inventions, patents, copyrights, trademarks and other intellectual properties developed as a result of university support.

(06-20-97)

*Regulation 10.07.050. Inventions, Patents, Copyrights, Trademarks and Other Intellectual Properties*

A. . . .

B. Administration

1. All matters relating to inventions, patents, copyrights, trademarks and other intellectual properties in which the University of Alaska is in any way concerned will be administered by the president or such other person at each university as the president may designate. Through this regulation, the university president designates the chancellor at each university to administer matters relating to inventions, patents, copyrights, trademarks and other intellectual properties arising out of that university unless such designation is revoked by the president in writing. . . .

(10-28-16)

*Policy 10.07.060. Misconduct in Research, Scholarly Work and Creative Activity in the University.*

. . .

- C. The president will promulgate university regulation to provide an exclusive review process for investigating allegations of misconduct in research, scholarly work, or creative activities and for taking appropriate personnel action.

(06-06-14)

*Regulation 10.07.060. Misconduct in Research, Scholarly Work and Creative Activity in the University.*

. . .

D. Investigations . . .

7. If the investigation panel determines that a preponderance of the evidence supports a conclusion that misconduct has occurred, the designated university official shall recommend to the appropriate chancellor an appropriate sanction or discipline, which may include termination. The affected individual(s) shall be advised of the recommendation and shall be afforded an opportunity to indicate to the chancellor in a meeting or in writing, or both, why the proposed action should not be taken. The chancellor shall then finally determine the appropriate sanction.

(10-28-16)

*Policy 10.07.070. Human Subjects in Research.*

...The president will promulgate university regulation to implement this policy and ensure that appropriate procedures are undertaken to protect the rights and welfare of human subjects in research.

(04-04-14)

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*Policy 10.07.075. Animal Subjects in Research.*

Actions of the university will conform to applicable federal, state, and local laws and regulations regarding the use of animal subjects in research. The president will promulgate university regulation to implement this policy and ensure that appropriate procedures are undertaken regarding the use of animal subjects in research. (06-06-14)

*Regulation 10.07.080. Agreements with External Academic and Research Entities.*

No unit or individual below the level of the president or chancellor may, without explicit approval of the president or chancellor, develop or sign any agreement with an external academic or research entity on behalf of the university or any of its units.

...

The chancellors for their universities and all units within them, and the president for units in statewide and for agreements at the university level, will determine the appropriate signatory authority for any agreement between any unit of the university and an external academic or research entity. . . .

(10-28-16)

**Educational Opportunity/Nondiscrimination – Chancellors are delegated authority and responsibility for implementing policy:**

*Policy 10.08.010. Equal Educational Opportunity.*

A. . . .

B. The chancellors will be responsible for implementing this policy at their respective MAUs by developing programs to establish educational equity and equal educational opportunity.

(04-19-96)

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**Appointment of Vice President, Chancellor And Academic Vice Chancellor - Consultation Required:**

*Policy 02.01.030. Consultation with Board.*

The president will consult with the board prior to the initial appointment of persons to the positions of university vice president, chancellor and academic vice chancellor, or to positions organizationally equivalent to those positions. Regents may request documentation received by the university concerning the candidacy of the finalists for the position. A failure to comply with this policy is an internal matter and does not affect the validity of hiring actions.

(02-07-07)

**Collective Bargaining Agreements – final approval reserved to Board.**

*Policy 02.01.050. Collective Bargaining Agreements.*

The president is authorized to represent the board in collective negotiations with certified collective bargaining units; however, no agreement resulting from such negotiations will be binding on the board or the university until approved by the board.

(06-08-90)

**Academic Structure – Board approves structure (see also, Academic Units, policy 10.02.040):**

*Policy 02.02.010. Academic Administration.*

The president will be responsible for the efficient and effective operation and management of the university’s educational programs. The president will recommend the structure of the academic administration to be established by the board. The president will approve the appointment of the academic officers and faculty of the university unless such responsibility is delegated elsewhere in regents’ policy or university regulation.

(06-06-07)

**Information Resources – Board policy provides a robust framework for acceptable use, with implementation by the president, chancellors, and their designees. (See Regents' Policy 02.07.010-.080.)**

*Policy 02.07.070. Administrative Responsibilities.*

- A. An MAU may establish rules and procedures to define conditions and enforcement mechanisms for use of information resources under its control. MAU statements must be consistent with this policy and university regulation and published in a manner reasonably designed to make these conditions known to users.
- B. The university reserves the sole right to limit, restrict or extend access to its information resources.

(02-18-00)

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**Weapons – Board policy governs possession but provides for limited exceptions by president and chancellors; chancellors are delegated primary authority to approve activities involving and carrying of firearms at the MAU .**

*Policy 02.09.020. Possession of Weapons.*

- A. Except as otherwise provided by this policy or university regulation, possession or carrying of firearms in buildings or parts of buildings owned or controlled by the university, on developed university land adjacent to university buildings, or at university sporting, entertainment or educational events, is a violation of regents’ policy and may result in administrative sanctions. Entering or remaining on university premises or at university events in violation of this provision is expressly prohibited.
- B. This section shall not apply to a concealed handgun carried by a duly commissioned law enforcement officer in relation to the officer's law enforcement function or by a person expressly authorized by the president or appropriate chancellor in extraordinary circumstances. . . .

(06-06-14)

*Regulation 02.09.020. Possession of Weapons.*

- ...
- B. Activities involving firearms, explosives and/or reloading activities may be carried on at the university only under supervised educational, recreational, professional or research programs where such activities are expressly authorized in advance by the appropriate chancellor or chancellor's designee.
- C. Loaded or unloaded firearms may not be carried or stored on university property or in university buildings without the prior written permission of the appropriate chancellor or chancellor's designee, except for the following:  
...

(02.23.10)

**Salary Structures – Board policy reserves approval of non-represented salary structures and adjustments, with limited exceptions:**

*Policy 04.05.010. Compensation Policy and Responsibilities.*

- ...
- C. Compensation for bargaining unit members is established by collective bargaining agreements. This chapter applies to those employees not covered by a collective bargaining agreement.

(07-31-01)

*Policy 04.05.040. Salary Structures.*

Salary structures for designated employee categories will be established and set forth in university regulation. The board must approve salary structures and any cost of living or other adjustments to the structures, except as provided in Regents’ Policy 04.05.041 - 04.05.044. Methods for placement and movement will be established in university regulation.

(12-09-04)

**Employee Benefits and Leave – Framework for types/extent of benefits established in policy with details generally left to regulations.**

*Policy 04.06.010. Employee Education Benefits.*

*Policy 04.06.020. Insurance.*

*Policy 04.06.050. Retirement System.*

*Policy 04.06.055. Other Retirement Plans.*

*Policy 04.06.080. Housing for Faculty and Staff.*

*Policy 04.06.090. Workers' Compensation Insurance.*

*Policy 04.06.120. Annual Leave.*

*Policy 04.06.130. Sick Leave.*

*Policy 04.06.140. Additional Leave and Holiday Benefit Provisions.*

**Financial Exigency Determination – the Board determines whether a state of exigency exists, affected units, level of cost reductions required, and what services, programs, and/or positions will be eliminated:**

*Policy 04.09.020. Determination of Financial Exigency.*

- ...
- D. The determination of the existence and extent of financial exigency affecting the university generally, or any MAU or an academic or other unit of an MAU is the sole responsibility of the board, but the president of the university may request such a determination by the board. When such determination is made, this policy and university regulation will take precedence and control over those applicable regents' policy, university regulation and other practices and procedures which govern normal operating procedures.

(06-20-97)

**Budget Approval – The Board retains final approval authority at the request and distribution levels, delegating budget development to the strategy, planning and budget officer, in coordination with the president and chancellors (see Regents' Policy 02.02.080), and delegating implementation and controls to the system and university CFOs:**

*Policy 05.01.010. Budget Policy.*

- A. The budget of the university represents an annual operating plan stated in fiscal terms. All budgetary requests shall be adopted by the board prior to submittal to the Office of the Governor or the legislature.
- B. All administrative units within the university system shall operate strictly within the fiscal limits established by their respective annually adopted budgets and approved amendments, in accordance with procedure established by the chief finance officer.
- C. The designated chief financial officer of each MAU and the designated fiscal officer of each sub-unit within the university system shall be understood to be responsible and accountable for conducting the annual operation of the officer's administrative unit strictly within the fiscal bounds of its budget as approved and



amended in accordance with procedure established by the chief finance officer. For purposes of this subsection, each chancellor shall designate a chief financial officer for the MAU and establish procedures for identifying in writing the designated fiscal officer for each and every sub- unit.

*Policy 05.01.030. Transfers and Budget Augmentation.*

- A. The following types of budget augmentations shall be subject to the approval of the board and to additional approvals as may be required by the state:
  - 1. requests for supplemental funding from the legislature to augment a current fiscal year budget;
  - 2. requests for budget amendments from the governor to augment or revise the governor's budget request to the legislature for a future fiscal year.
- B. Requests for new positions in the officer and senior administrator job group as defined under Regents' Policy 04.01.050 shall be subject to the approval of the president.

(09-27-13)

*Policy 05.01.040. Acceptance of State Appropriations.*

The board must accept state appropriations to the university before any expenditure may be made against the appropriation.

(09-30-94)

*Policy 05.02.010. Authority of the University Chief Finance Officer.*

The chief finance officer shall cause to be maintained a system of accounting and management controls necessary to assure that university resources are properly utilized, safeguarded, and reported in accordance with general accounting and governmental reporting standards.

(09-30-94)

**External Debt – chapter provides, among other things, that facilities and other real property debt issuances must be approved by the board:**

*Policy 05.04.020. Facilities and Real Property Improvements.*

- A. All facilities and other real property debt issuances must be approved by the board. The reallocation of more than \$250,000 in general revenue bond proceeds between components of a general revenue bond "project" shall be approved by the board. Lesser amounts may be approved by the chief finance officer or the officer's designee.
- B. The university's annual debt service, including any proposed issue, shall not exceed 5 percent of the university's unrestricted revenues.
- C. Refunding or refinancing debt must be approved by the board and shall be issued only if it results in a net present value savings, eliminates restrictive covenants or provides other benefits that can be clearly demonstrated.
- D. Each debt issue, or homogeneous group of debt issues, shall have a level or declining debt service schedule.

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- E. The final maturity for any new debt issues, excluding refunding issues, shall not exceed 75 percent of the useful life of the facility purchased or constructed with the proceeds.
- F. The final maturity for any refunding issues, excluding interim or temporary financings, shall not exceed the final maturity of the debt being refinanced.
- G. Debt proceeds not expended for direct acquisition or financing costs in accordance with the expenditure plan approved by the board shall be used to defease or redeem the related debt at the earliest allowed time.
- H. Debt proceeds shall not be used to pay or reimburse university departments or employees for the cost of services or expenses unless such costs are directly assignable to the project.
- I. The university shall engage an external financial advisor for each debt issue to prepare a letter of comment and recommendation, including the type of financing, call, security and credit enhancement features, term, time and manner of sale, reasonableness of costs and other terms and conditions, and evaluate at the time of issuance the reasonableness of interest rates, underwriter fees, financing costs, reserve requirements and other related issues.
- J. The university shall engage external bond counsel for each tax-exempt debt issue to perform all services customarily provided by bond counsel, including preparation or review of all debt authorizing resolutions and related documents and agreements.
- K. The university shall use appropriate competitive procedures for selection of financing consultants, bond counsel, underwriters, trustees, bond insurance and for sale of debt.
- L. The university shall provide the State Bond Committee notice of all debt issuance 60 days prior to planned issuance, including a description of the project and details of the financing plan.
- M. The commissioner of revenue shall be invited to participate in the organization and management of all presentations to rating agencies and the preparation of official statements.

(12-03-94)

**Land-Grant Endowment/Natural Resources Fund – By Chapter 05.07 the Board has established a number of special funds, endowments, and trusts for which the Board is the fiduciary and retains substantial management oversight, including:**

- Policy 05.07.010. Land-Grant Endowment.*
- Policy 05.07.020. Planning and Energy Conservation Revolving Fund.*
- Policy 05.07.030. Endowment and Quasi-Endowment Fund.*
- Policy 05.07.040. University of Alaska Postsecondary Education Savings Program . . .*

**Tuition – The Board approves regular and related nonresident tuition surcharge rates:**

*Policy 05.10.030. Authority to Set Tuition Rates.*  
 Regular tuition and related nonresident tuition surcharge rates shall be established or changed only by action of the board or as provided in this chapter. Tuition rates may vary among lower division, upper division, and graduate courses; central urban campuses,

community colleges, and extended community campuses and other sites; residents and nonresidents; distance and on-site delivery, and different programs or courses.  
 (06-08-01)

**Real Property Transactions – The Board approves certain real property transactions while delegating others to the strategy, planning and budget officer:**

*Policy 05.11.030. Fiduciary Responsibility.*

- A. The board affirms its fiduciary responsibility to prudently manage all university real property for the exclusive benefit of the university, subject to restrictions imposed by law, conveyance documents or gift instruments.
- B. All trust land shall be managed in accordance with sound trust management principles, consistent with the specific fiduciary duties and legal obligations applicable to such land. The strategy, planning and budget officer is charged with the responsibility of managing trust land in a manner consistent with the fiduciary duties and legal obligations of the board, and shall be directly accountable to the board for the management of such land.

(06-05-15)

*Policy 05.11.040. Classification of Real Property.*

The strategy, planning and budget officer shall designate which university real property parcels will be managed as investment property and which will be managed as educational property. Such designations will not preclude the compatible use of such university real property parcels for both educational and investment purposes. The president will resolve any disputes regarding classification of properties for investment or educational purposes.

(06-05-15)

*Policy 05.11.060. Negotiation, Approval, and Execution of University Real Property Transactions.*

All university real property transactions and agreements are subject to the following:

- A. . . .
- B. The board shall approve:
  - 1. strategic plans for the management and development of Investment Property;
  - 2. development plans that consist of:
    - a. subdivisions that will result in the development of 10 or more lots;
    - b. timber sales, unless the president determines the sale will have minimal impact;
    - c. material extractions that are anticipated to result in the sale of 100,000 cubic yards or more of material from a new source; or
    - d. oil and gas leases and mining leases encompassing 5,000 or more acres;
  - 3. development projects that are expected to result in disbursements of \$1,000,000 or more in value;

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4. real property transactions that have not been approved as part of a development plan and are expected to result in receipts or disbursements of \$1,000,000 or more in value; and
  5. Real property transactions that require the subordination of an interest in university real property of \$1,000,000 or more in value.
- C. The strategy, planning and budget officer or the officer’s designee shall approve the following:
1. disposal plans;
  2. development plans that do not require the approval of the board ;
  3. development projects that are expected to result in disbursements of not more than \$1,000,000 in value;
  4. real property transactions that have been approved by the board as part of a development plan or are expected to result in receipts or disbursements of not more than \$1,000,000 in value;
  5. Real property transactions that require the subordination of an interest in university real property of not more than \$1,000,000 in value; and
  6. Project cost increases for development projects previously approved by the board, not to exceed 20 percent of the original project cost estimate.
- D. . . .

(06-05-15)

**Capital Planning and Facilities Management – certain approvals reserved to the Board; planning, construction and management functions are allocated between the universities and system offices, with Board oversight delegated to system officers:**

*Policy 05.12.010. Purpose.*

- A. . . .
- B. A comprehensive program of facilities planning, capital budgeting and project development, and facilities operations and maintenance is essential for the university to effectively serve students, faculty, and staff. Facilities planning, design, construction, management, and operation functions shall be systematically performed in accordance with regents’ policy, university regulation, and guidelines as may be authorized by the chief finance officer.
- C. The university strategic and academic guidance as well as the academic and programmatic needs of each campus will drive the respective facilities functions and the board has adopted the program resource planning process to guide that effort; each of the respective universities will take ownership of and implement those facility functions and capital planning; and the system office will be responsible for development of policies, procedures, and processes for coordination of systemwide studies, due-diligence reviews and oversight on capital projects including a review of projects prior to advancing a project through the various stages of project development and approval.
- D. Before being presented to the board or other authority for approval, capital planning and large capital improvement projects shall be presented to the system office chief facilities officer for review and processing. **[The chief facilities officer position**

**is vacant; the functions are currently performed by the strategy, planning and budget officer.]**

E. . . .

F. To help implement and maintain a comprehensive capital planning, budgeting and project development program, each university shall include a capital-planning surcharge within its capital project administrative overhead rate in accordance with procedures to be established by the system office chief finance officer. The system office may also assess a fee or fees to the respective projects to fund central planning and oversight activities relative to capital assets. The system office chief finance officer may coordinate the timing of assessment and payment of such fees; may authorize funding of such fee or fees with unrestricted funds or inclusion within a capital-planning surcharge rate; and may periodically review the fees charged to capital projects and approve the applicable planning surcharge rates.

(12-12-14)

*Policy 05.12.020. Definitions.*

. . .

O. “project agreement” means a formal agreement between the affected program department(s), the respective university’s chief facilities administrator, chief academic officer, chief financial officer, and chancellor, and the system office chief facilities officer documenting a common understanding of the programmatic need, project scope, and other matters related to the project; and includes amendments for any consequential changes to scope, schedule or budget throughout the project development and delivery process; an abbreviated project agreement may be used as set forth by the system office chief facilities officer. . . .

(11-09-17)

*Policy 05.12.030. Delegation of Authority.*

Designated approval authority under this policy may be delegated. The system office chief finance officer and the system office chief facilities officer, in the officers’ sole judgment, will prudently delegate the authority vested with him or her by this policy to other finance officers and facilities administrators as may be necessary for effective and efficient administration and operations and maintenance of campus facilities. In the absence of a system office chief finance officer or system office chief facilities officer, the president may delegate the authority vested in those officers under this policy.

(06-05-15)

*Policy 05.12.050. Campus Master Plans.*

A. Intent

The administration will develop and present to the board for adoption, a campus master plan for each campus. The purpose of a campus master plan is to provide an integrated framework for investment decisions that will ensure adequate facilities to support implementation of the respective system and university campus academic, strategic and capital plans.

. . .

(12-12-14)

*Policy 05.12.060. Capital Planning and Budget Request.*

- A. Annually, within the capital budget process, each university will prepare and update a long-range capital plan proposal. The university capital plan proposals will be consolidated into a systemwide long-range capital plan in accordance with procedures established by the system office chief finance officer and presented to the board for review and comments prior to board approval. Full identification of annual cost impacts shall be identified prior to a project being included in the long-range plan.

(12-12-14)

...

*Policy 05.12.061. Capital Expenditure Plan Approval.*

- A. Projects which consist primarily of repair and renewal maintenance work, including projects which reduce the backlog of deferred maintenance and renewal, will be approved by the board as an annual program of projects at the June meeting when the new fiscal year appropriation is accepted. Changes to the board approved program must be approved by the system office chief facilities officer, with notice to the board.
- B. If a subsequent transfer of funding between projects or to a new project is requested for an approved pooled distribution or annual program of projects, the system office chief finance officer shall determine the level of approval required based on the size and nature of the transfer.

(12-12-14)

*Policy 05.12.062. Capital Budgets, Capital Appropriations, and Spending Authority.*

- A. No spending or other commitment of state capital appropriations, grants, or the proceeds of revenue bonds or other debt financed funding for capital improvement projects will occur unless authorized in accordance with this chapter, and procedures established by the system office chief finance officer. Such authorizations will be specific to the project identified.
- B. Funds advanced for preliminary planning and design activities from operating, auxiliary, or restricted accounts may be reimbursed from capital appropriations effective for the fiscal year of the expenditure, from debt-financed sources in accordance with Internal Revenue Service requirements and notices of intent to reimburse, and from grant-funded sources in accordance with the terms of the respective grant. All reimbursements are subject to approval of the system office chief finance officer.
- C. No construction contract will be awarded for a capital project without the availability of sufficient funding on hand as outlined in the approved budget for the project, unless approved by the system office chief finance officer.

(12-12-14)

*Policy 05.12.071. Capital Project Development: Preliminary Administrative Approval.*

- A. ...
- B. The level of approval required for preliminary administrative approval shall be based upon estimated total project costs:
  - a. Projects for new construction, expansion or significant remodel for reuse with an estimated total project cost of more than \$2.0 million will require approval by the president;



- b. Projects for new construction, expansion or significant remodel for reuse with an estimated total project cost of \$2.0 million or less will require approval by the system office chief finance officer.
  - C. Notwithstanding the provisions of B. of this section, prior to requesting preliminary administrative approval a university may commit up to \$250,000 in unrestricted funds for initial planning, conceptualization, scoping, and design, including contracted architectural, engineering and consulting services.
- (12-12-14)

*Policy 05.12.072. Capital Project Development: Formal Project Approval.*

- C. The level of approval required for formal project approval shall be based upon estimated total project costs:
    - 1. Projects with an estimated total project cost in excess of \$5.0 million will require approval by the board based on recommendations from the BoR committee responsible for facilities;
    - 2. Projects with an estimated total project cost in excess of \$2.0 million but not more than \$5.0 million will require approval by the board committee responsible for facilities. The committee may delegate approval authority to the committee chair as it determines is convenient and appropriate;
    - 3. Projects with an estimated total project cost of \$2.0 million or less will require approval by the system office chief finance officer.
- (12-12-14)

*Policy 05.12.073. Capital Project Development: Schematic Design Approval.*

- A. . . .
  - E. Schematic design approval levels shall be as follows:
    - 1. Projects with an estimated total project cost in excess of \$5.0 million will require approval by the board based on recommendations from the board committee responsible for facilities;
    - 2. Projects with an estimated total project cost of more than \$2.0 million but not more than \$5.0 million will require approval by the board committee responsible for facilities. The committee may delegate approval authority to the committee chair as it determines is convenient and appropriate;
    - 3. Projects with an estimated total project cost of \$2.0 million or less will require approval by the system office chief finance officer.
- (12-12-14)

*Policy 05.12.074. Capital Project Development: Approval Levels for Project Changes in Funding Sources, Total Project Cost, or Scope Subsequent to Schematic Design Approvals.*

Approval of project change(s) is required for projects which exceed the authority level delegated to the universities or cause a project to exceed that level. Approval levels required for material changes in the source of funds, increases in budget, or material changes in project scope identified subsequent to schematic design approval shall be determined by the system office chief facilities officer based on the extent of the change and other relevant circumstances. This determination will generally be based on the nature of the funding source, the amount, and the budgetary or equivalent scope impact

relative to the approved budget at the schematic design approval stage, and assigned as follows:

- A. Changes with an estimated or actual project budget impact in excess of the lesser of 1) 25% of the total project cost or 2) \$2.5 million will require approval by the board committee responsible for facilities;
- B. Changes to projects with a total project cost greater than \$0.5 million that do not require approval by the board committee responsible for facilities will require approval by the system office chief finance officer.

(12-12-14)

*Policy 05.12.075. Capital Project Development: Construction in Progress Reporting.*

- A. On a regular basis the chief facilities administrator for each university shall prepare, in accordance with procedures established by the system office chief facilities officer, a status report for all projects with an estimated total project cost in excess of \$250,000 for community campuses and \$1.0 million for main campuses, or those projects that the system office chief facilities officer deems due to their location or complexity to be of particular interest to the board including both ongoing projects and those projects that were completed, abandoned or discontinued during the period. . . .

*Policy 05.12.077. Capital Project Development: Approval Levels for Projects That Have Not Been Subject to the Defined Planning and Approval Process.*

- C. For projects that have not been subject to the normal planning, budget, and approval processes described in this chapter, the level of approval required for formal project approval shall be as follows:
  - a. Projects with an estimated total project cost of in excess of \$5.0 million will require approval by the board based on recommendations from the board committee responsible for facilities.
  - b. Projects with an estimated total project cost in excess of \$2.0 million but not more than \$5.0 million will require approval by the board committee responsible for facilities. The committee may delegate approval authority to the committee chair as it determines is convenient and appropriate.
  - c. Projects with an estimated total project cost of \$2.0 million or less will require approval by the chief finance officer.
- D. If multiple projects are bundled in order to solicit lower prices or for efficiency or other purposes and the aggregate cost exceeds the normal approval level, the system office chief finance officer shall determine the level of approval required based on the funding sources and the size and nature of the projects.
- E. The system office chief finance officer approval will be required if a single appropriation is split into funding for multiple projects.

(12-12-14)

*Policy 05.12.080. Operations and Maintenance.*

- A. . . .
- B. An annual maintenance plan shall be developed by the chief facilities administrators of the respective universities and provided to the system office chief facilities officer.

- C. On an annual basis, the system office chief finance officer will cause to be compiled a report identifying for each university and the system office the: . . .
- D. The annual R&R funding will be determined based on type of use and occupancy of a facility. For facilities that are leased to, or substantially utilized by, university auxiliaries or non-university entities, annual R&R requirements will be fully funded in the operating or capital budget unless otherwise approved by the system office chief finance officer. (12-12-14)

*Policy 05.12.090. Naming of Campus Facilities: Formal Naming of Campus Facilities and Infrastructure.*

- A. Official naming of all “significant” buildings, building subcomponents such as wings, additions, auditoriums, and libraries, streets, parks, recreational areas, plazas and similar facilities or sites will be approved by the board. These facilities, improvements and areas will generally be named to honor or memorialize specific individuals, groups, events, places, or objects of historic, geographic, cultural, or local significance, including the following: . . .
- B. Each chancellor shall establish standing or ad hoc advisory committees to make recommendations on the naming of facilities, improvements and other areas of the campus, and to help identify naming opportunities for gifting and development purposes. Recommendations for a naming to honor or memorialize an individual shall be confidential to the maximum extent permitted by law. . . .
- D. The president is authorized to determine which namings will be considered “significant” for purposes of approval by the board. In making that determination, the president shall consider the type, location, usage, condition, and value of the facility or area to be named; the individual, event or other to be memorialized; and the compatibility of the name with the facility or other improvement.
- E. The board reserves the right to rename any facility when, in its sole discretion, it determines that the renaming is in the best interest of the university. (06-10-04)

*Policy 05.12.110. Art in University Facilities and Spaces.*

- C. The selection of artwork purchased with capital appropriations shall be by a committee appointed by the university chancellor where the capital project is located. Each selection committee will be governed by university regulations and have autonomy in the selection. The acceptance of donations of major works of art will be governed by university regulation.
- D. Each university chancellor will make provisions for inventory, management and maintenance of their public art collection. (12-12-14)

**Gift Solicitation/Acceptance & Naming – Board approval is required for major fundraising and “significant” infrastructure naming; the president is authorized to accept gifts, may delegate authority to solicit/accept gifts other than real estate, reviews chancellor proposals, and certain development activities are delegated to chancellors (see Chapter 05.14):**

*Policy 05.14.030. Authority to Solicit and Accept Gifts.*

- A. Only those individuals specifically authorized by regents’ policy or university

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regulation may solicit or accept gifts on behalf of the university, regardless of whether such gifts are to be held by the university or the University of Alaska Foundation.

- B. Only the president is authorized to accept gifts of real estate. Gifts of real estate may only be accepted in accordance with university regulation, which will set out a process by which such gifts are reviewed and evaluated for potential liabilities and budgetary commitments before they are accepted.
- C. . . .
- D. Major fund-raising efforts with identified goals of \$5,000,000 or more must be approved by the board. University regulation will prescribe the approvals, if any, required for lesser fund-raising efforts.

... (08-19-94)

**Intercollegiate Sports – the Board has reserved to itself the sports authorized:**

*Policy 09.09.023. Intercollegiate Athletics.*

- A. . . .
  - B. Sports authorized for intercollegiate competition are: . . .
  - C. Amendments to the list in B. of this section must be approved by the board. . . .
- ... (12-06-02)

**Academic Units – the Board reserves to itself creation or alteration of significant academic units; delegates authority regarding lower level units to the president, who by regulation has delegated authority with respect to certain units to the chancellors:**

*Policy 10.02.040. Academic Unit Establishment, Major Revision, and Elimination.*

- A. . . .
- B. Campuses, schools, colleges, and designated research institutes and academic units with systemwide responsibilities may not be created or eliminated without board approval. Academic units at lower levels, if they employ or are intended to employ tenured or tenure track faculty, or if they deliver or are intended to deliver certificate or degree programs, may be created or eliminated by the president at the request of a chancellor with notification to the board, or at the discretion of the president, by the board. The president will determine when a revision to an academic unit is sufficiently major to require approval by the board. Elimination or major revision of a unit at any level, if the unit employs tenured or tenure track faculty or delivers degree or certificate programs, will require a program review as specified in P10.06.010 and University Regulation
- C. . . .
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**Award of Degrees, Certificates – degrees/certificates are conferred by the Board upon recommendation of faculty, dean, registrar, chancellor and president; the Board approves honorary degrees and meritorious service awards:**

*Policy 10.03.010. Degree and Certificate Candidate and Recipient Approval.*

- A. Candidates for degrees and certificates approved by the board will be recommended by the faculties and academic deans, certified by the registrars as having met all applicable requirements for the degree or certificate, and endorsed by the respective chancellor and by the president. All degrees and certificates are conferred by the board.
  - B. ...
- (02-16-96)

*Policy 10.03.020. Honorary Degrees.*

Honorary degrees may be conferred upon approval of the Board of Regents. . . .  
 (09-25-09)

*Policy 10.03.030. Meritorious Service Awards.*

Meritorious service awards may be conferred upon approval of the Board of Regents. . . .  
 (09-25-09)

**Approval of Degree and Certificate Programs – The board has reserved to itself additions and changes, delegating certain endorsements and certificates to the president:**

*Policy 10.04.020. Degree and Certificate Program Approval.*

All program additions, discontinuations, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board. The board delegates approval authority of occupational endorsements, workforce credentials, and graduate certificates to the president.

(06-06-19)

**Credit Hour Requirements – the board has established minimum and maximum credit hour requirements for degree and certificate programs; exceptions are delegated to the president:**

*Policy 10.04.030. Credit Hour Requirements for Degree and Certificate Programs.*

- A. The minimum number of credits that may be required by a degree or certificate program will be, for each level: . . .
- B. The maximum number of credits that may be required by a degree or certificate program will be, for each level: . . .
- D. The president may make exceptions to minimum or maximum credit hours for individual programs on the recommendation of the appropriate MAU faculty senate and chancellor. . .

(12-08-05)

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**Academic Program Review – The Board has reserved responsibility “to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions;” routine assessments are delegated to MAUs; exceptional reviews are conducted as needed and approved by the president in accordance with regulation:**

*Policy 10.06.010. Academic Program Review.*

- A. In accordance with P10.04.020, it is the responsibility of the board to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions. This includes a degree or certificate program approved by the board.
- B. Each MAU will conduct assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. Assessments of instructional programs will include analysis of educational effectiveness as an essential part of the ongoing continuous improvement and accreditation processes. Assessments will be conducted at a minimum of every seven years. Occupational endorsements and workforce credentials approved by the president will be subject to review at the MAU level.
- C. Exceptional reviews may be conducted as needed, to respond to issues including but not limited to specific academic or budgetary concerns. An expedited review process tailored to the particular circumstances shall be used for exceptional reviews.

(04-04-14)

*Regulation 10.06.010. Academic Program Review.*

...

- C. Process
  - 1. Each chancellor shall be responsible for setting an academic program review process in place at his/her campus or unit. Results of the process shall be utilized for budgeting and planning purposes of the unit and shall be reported to the Board of Regents upon their request.
  - 2. Exceptional reviews shall be conducted in accordance with an expedited process developed by the chancellor and approved by the president on an ad hoc basis to meet the needs of the campus.

(06-22-05)



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**Part II. – Staff Supporting/Reporting to Board**

**General Counsel - provides legal services to Board and University:**

*Policy 02.02.030. General Counsel.*

There is created the position of general counsel who will be appointed by and report to the president and will serve as the chief legal officer of the board and the university. The general counsel shall:

- A. supervise and administer the legal affairs of the board and university, which will include the provision of legal services to the board and university, direction of administrative agency and judicial matters involving the board and the university, and the retention of all legal counsel on behalf of the board and the university; and
- B. perform such other duties as may be prescribed by the board or president.

(09-27-96)

**Internal Audit – provides internal review of operations for Board and administration; reports administratively to the chief finance officer and functionally to the chair of the audit committee:**

*Policy 05.03.012. Introduction and Mission.*

- A. The Institute of Internal Auditors defines internal auditing as an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluating and improving the effectiveness of internal control, risk management, and governance processes. It is established within the university to examine and evaluate its activities to meet the needs of the board and executive management. Internal audits may include financial, performance, operational and compliance audits.
- B. The mission of the audit and consulting services department is to assist the board and management in the effective discharge of their fiduciary and administrative responsibilities by providing analysis, appraisals, counsel, information and recommendations concerning activities reviewed and by promoting effective controls for the recording and reporting of operational activities and for the custody and safeguarding of assets.

(04-07-16)

*Policy 05.03.020. Organization.*

- A. The chief audit executive shall report administratively to the chief finance officer and functionally to the chair of the Audit Committee. The chief finance officer shall appoint and may remove the chief audit executive with the advice and consent of the Audit Committee.
- B. The chief audit executive shall report any matters which in the chief audit executive's sole opinion warrant direct attention or action by the board to the chair

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of the Audit Committee and to management any matters that warrant direct attention or action by management.

- C. The chief finance officer shall supervise the chief audit executive except for matters relating to the establishment of the scope of audit activities and the reporting of audit findings and recommendations.
- D. Senior management may request special audits by the department in order to meet the its responsibilities. Special request audits will be discussed with the chair of the Audit Committee prior to acceptance by the chief audit executive.
- E. Senior management shall be responsible for and have the authority to require the implementation of recommendations or other resolution of audit findings.

(03-03-17)

## APPENDIX 16:

POLICY REVIEW – PRESIDENT’S DELEGATED AUTHORITY & RESPONSIBILITY

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## **Part I. – Authority/Responsibility Delegated to President**



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**Regulation Adoption - The president is authorized to implement board policy via regulation, with input from chancellors and affected governance groups.**

*Policy 01.03.020. Regulations.*

- A. The president shall promulgate regulations and amendments thereto, necessary or proper to implement or administer policies expressed in the Policy Manual. Regulations may also be promulgated as "emergency regulations" without reference to a policy expressed in the Policy Manual, and without prior review, if the president determines that there is an urgent need for the regulation.

Emergency regulations shall be brought to the board at the earliest opportunity at which the matter may be regularly considered. Emergency regulations not rejected by board action shall remain in effect. Emergency regulations rejected by board action shall expire at the end of the first working day after the adjournment of the board at which they are to be considered by the board.

- B. Except as provided otherwise in Regents’ Policy, the president shall seek review and comment by chancellors and by affected governance groups prior to the adoption or amendment of a regulation. However, the president may adopt editorial changes or changes required by law or administrative agency action prior to review. Review of such revisions shall be promptly initiated after adoption. For the purpose of this subsection, “regulation” does not include emergency regulations.
- C. The president may delegate authority by regulation.
- D. Regulations shall be presumed to be valid.

(02-18-11)

**Oversight on Behalf of Board - Board has delegated oversight of the system and component institutions to the president, subject to board review and specific limitations.**

*Policy 02.01.010. Appointment and Authority of the President.*

- ...
  - B. The president will serve as the executive officer of the board and perform those functions specifically delegated to the president by statute and by the bylaws, policies and directives of the board. The president will be responsible for the efficient operation and management of the university, including its educational programs, employees, facilities, finances, property, public and governmental relations, students and research activities; and will fully inform the board in a timely fashion of any matter which may materially affect the ability of the university to meet its mission and obligations. In fulfilling this responsibility, the president of the university is authorized to take such actions as may be necessary to implement the directives of the board including, but not limited to, the execution of documents; appointment, supervision and termination of employees; initiation of lawsuits in the name of the board and university; and the compromise or settlement of litigation involving the university, subject to such limitations as may be established by the board.

(09-27-96)

*Policy 02.01.020. Duties of University President; Organization Plan; Officers and Other Personnel.*

- A. The president will serve as the executive officer of the board, as the chief executive officer of the university, and perform such other responsibilities as the board may establish.
- B. The president will establish offices and positions in the university, and will establish an official organization plan for the university.
- C. The president will appoint all personnel as may be necessary to efficiently carry out the purposes and programs of the university. Consistent with these bylaws, the president will define the duties and supervise the performance of each person so appointed. The president may delegate responsibility for the appointment, definition of duties, and supervision of personnel.
- D. The president will designate those positions deemed to be Officers of the University and Senior Administrator positions and may appoint, reassign, nonrenew, and terminate personnel in these positions at the pleasure of the president. Without regard to nominal contract length, notice of intention to nonrenew or terminate an Officer of the University or Senior Administrator appointment without cause may be given by the president or the president's designee upon three months notice or pay in lieu of notice.
- E. The president may take action that is consistent with regents’ policy, even if inconsistent with university regulation. Any action by the president that may be in violation of regents’ policy may be ratified by a majority vote of the board at any meeting.

(03-13-15)

**Consultation required for appointment of chancellors and other senior executives:**

*Policy 02.01.030. Consultation with Board.*

The president will consult with the board prior to the initial appointment of persons to the positions of university vice president, chancellor and academic vice chancellor, or to positions organizationally equivalent to those positions. Regents may request documentation received by the university concerning the candidacy of the finalists for the position. A failure to comply with this policy is an internal matter and does not affect the validity of hiring actions.

(02-07-07)

**Official Spokesperson – the president is the primary spokesperson for communications to “officials of the executive, legislative, and judicial branches of state and federal governments;” exceptions include coordinated chancellor communications to these officials. Communications to campus community are not addressed in policy or regulation:**

*Policy 02.01.040. Official Spokesperson for the University*

- A. The president of the university is designated as the representative of the university in all official university discussions and communications with officials of the executive, legislative, and judicial branches of state and federal

governments in their official capacities. All official communications sent to such officials must be sent through the president, except in the following cases:

1. Routine development and administration of grants or contracts.
  2. Supplying of routine facts and information which are supplied to the general public.
  3. Communications by a chancellor, or under the direction of a chancellor, the substance of which is promptly reported to the Office of the President.
  4. Communications made at the request of the president or authorized by the president.
  5. Testimony at the request of the Alaska Legislature.
- B. This policy should not be construed as limiting direct communication of university personnel with government officials concerning matters of private interest.
- C. Additional restrictions and exceptions may be provided by regulation.

(06-20-97)

**Supervision of Chancellors - President supervises chancellors, who serve as CEO’s of the respective universities**

*Policy 02.02.015. Chancellors.*

There are created the positions of Chancellor of the University of Alaska Anchorage, Chancellor of the University of Alaska Fairbanks, and Chancellor of the University of Alaska Southeast, who will be appointed by and report to the president. Chancellors will be the chief executive officers of the unit for which the chancellor is appointed and will perform such duties as may be assigned by the president.

(06-06-14)

**Collective Bargaining Function - Board delegates collective bargaining to the president, reserving final approval of agreements to the Board**

*Policy 02.01.050. Collective Bargaining Agreements.*

The president is authorized to represent the board in collective negotiations with certified collective bargaining units; however, no agreement resulting from such negotiations will be binding on the board or the university until approved by the board.

(06-08-90)

**Corporate seal & Broadcast Licenses – the president oversees use of corporate seal and broadcast licenses**

*Policy 02.01.070. Use of Corporate Seal.*

The president will be the custodian of the University of Alaska corporate seal and is authorized to delegate custody of the seal to the registrars of the university with authority to use the seal for certification of transcripts and execution of academic diplomas.

(06-08-96)

*Policy 02.01.080. Broadcast Licenses.*

The president will ensure that university broadcasting stations are operated in the public interest in compliance with FCC regulations. At the discretion of the president, a separate process for public input regarding the broadcasting stations may be established. In order to insure editorial credibility, integrity and independence, the board will not be involved in programming decisions.

(02-16-06)

**Academic Structure& Programs – President “Responsible” for “Efficient and Effective” Operation and Management across system; chancellors/provosts responsible for supervision and implementation at each university; Board retains Authority over Structure**

*Policy 02.02.010. Academic Administration.*

The president will be responsible for the efficient and effective operation and management of the university’s educational programs. The president will recommend the structure of the academic administration to be established by the board. The president will approve the appointment of the academic officers and faculty of the university unless such responsibility is delegated elsewhere in regents’ policy or university regulation.

(06-06-07)

*Policy 02.02.017. Chief Academic Officers.*

- A. There is created the position of chief academic officer, who will be appointed by and report to the president. The position will oversee the university system’s educational, research, and public service programs, and be assisted by the chief academic officers and research leads of the three universities. The chief academic officer shall assist the president in:
1. articulating the overall academic mission internally and externally;
  2. assigning the scope and responsibility for implementation of the mission;
  3. the administration and supervision of overall planning for instructional, research and creative activity, and public service programs;
  4. academic development and program review;
  5. advising the board on the status of current academic, research, public service, and student service programs, the need for the addition or deletion of programs, and related facilities, funding, and equipment;
  6. facilitating student access to courses, programs, academic support and student services;
  7. the review, revision, and administration of faculty human resource policies and procedures;
  8. consulting with systemwide governance and university general counsel on matters of academic policy and university regulation;
  9. diversifying and expanding external funding, the development of intellectual property, and the engagement of undergraduate and graduate students in research; and

10. consulting with the chief finance officer, the chief information technology officer, and the vice president for university relations on issues related to academics, student services, public service, and research.
- B. As chief executive officer of a university, the chancellor will appoint a chief academic officer for the university, following consultation with the president and the board in accordance with the board bylaws on university personnel. This officer will be responsible for supervision and implementation of the academic programs of the university.
- C. The university chief academic officers will also be responsible for advising the chancellors and the chief academic officer on the needs and condition of the academic programs of the universities as well as the need for the addition or deletion of programs in university service area.

(12-08-05)

*Policy 10.02.020. Scope and Responsibility of the Academic Administration.*

- A. As the executive officer of the board and the chief executive officer of the university, the president will be responsible for the efficient and effective operation and management of its educational programs. The president will recommend the structure of the academic administration to be established by the board. The president will approve the appointment of the academic officers and faculty of the university unless such responsibility is delegated elsewhere in Regents’ Policy or in University Regulation.
- B. As chief executive officer of an MAU, the chancellor will appoint a chief academic officer for the MAU, following consultation with the president and the board in accordance with the bylaws of the board on university personnel. This officer will be responsible for supervision and implementation of the academic programs of the MAUs.
- C. The MAU chief academic officers will also be responsible for advising the chancellors and the chief academic officer on the needs and condition of the academic programs of the MAUs as well as the need for the addition or deletion of programs in an MAU service area.

(12-08-05)

*Regulation 10.02.020. Scope and Responsibility of the Academic Administration.*

The president of the University of Alaska may appoint an Academic Council (AC), composed of the chief academic officers of the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast, to assist in performing the functions of the University of Alaska chief academic officer set forth in P02.02.017 and P10.02.02. The president may appoint staff from the statewide administration to serve as staff to the AC, and assign statewide administration officers to meet with the AC as needed. The AC provides recommendations on matters of Regents’ Policy or University Regulation to the president; such recommendations will receive the review and advice of the chancellors. Members of the AC will apprise the president and their respective chancellors of other decisions of the AC, and may implement the results of such decisions directly within their respective MAUs.

(12-16-17)

*Policy 10.04.010. Academic Program Integration.*

- A. The University of Alaska will endeavor to provide access for the citizens of the state to a broad array of instructional programs and to facilitate student progress toward achievement of academic goals. To provide access without unnecessary duplication of programs, each MAU will have the responsibility of serving both local and statewide constituencies. Each MAU will contribute to the integrated instructional program of the university through practices such as:
  - 1. sharing intellectual and material resources;
  - 2. collaboration among units in teaching, research/creative activity, and public service;
  - 3. establishing common curricula or reciprocity agreements for meeting general education core requirements and core requirements for similar academic degrees and certificates;
  - 4. coordinated planning to assure orderly and efficient changes in educational programs in response to shifts in the needs of the state and its people; and
  - 5. employing alternative delivery methods where academically appropriate and cost effective to improve educational opportunities.
- B. The faculty and academic officers of the university will be collectively responsible for establishing and maintaining procedures to affect these practices, in accordance with applicable Regents’ Policy and University Regulation.

(02-16-96)

**Weapons - Chancellors are delegated primary authority to approve activities involving and carrying of firearms at the MAU; board policy governs but provides limited exceptions by president and chancellors:**

*Policy 02.09.020. Possession of Weapons.*

- A. Except as otherwise provided by this policy or university regulation, possession or carrying of firearms in buildings or parts of buildings owned or controlled by the university, on developed university land adjacent to university buildings, or at university sporting, entertainment or educational events, is a violation of regents’ policy and may result in administrative sanctions. Entering or remaining on university premises or at university events in violation of this provision is expressly prohibited.
- B. This section shall not apply to a concealed handgun carried by a duly commissioned law enforcement officer in relation to the officer's law enforcement function or by a person expressly authorized by the president or appropriate chancellor in extraordinary circumstances. . . .

(06-06-14)

*Regulation 02.09.020. Possession of Weapons.*

- ...
- B. Activities involving firearms, explosives and/or reloading activities may be carried on at the university only under supervised educational, recreational, professional or research programs where such activities are expressly authorized in advance by the appropriate chancellor or chancellor's designee.



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- C. Loaded or unloaded firearms may not be carried or stored on university property or in university buildings without the prior written permission of the appropriate chancellor or chancellor's designee, except for the following: ...  
 (02-23-10)

**System-level governance – authority and responsibility for governance is allocated between the president and the chancellors:**

*Regents’ Policy 03.01.010. Faculty, Staff, and Student Governance.*

- C. Constitutions for each systemwide organization are subject to the approval of the president. Constitutions for campus employee organizations are subject to the approval of the cognizant chancellor. Student government constitutions are subject to Regents’ Policy 09.07. The roles and responsibilities for each systemwide organization shall be entered into university regulation. ...  
 (02-17-05)

**Employee Benefits and Leave – The president establishes benefits through regulation within the framework established in policy.**

- Policy 04.06.010. Employee Education Benefits.*
- Policy 04.06.020. Insurance.*
- Policy 04.06.050. Retirement System.*
- Policy 04.06.055. Other Retirement Plans.*
- Policy 04.06.080. Housing for Faculty and Staff.*
- Policy 04.06.090. Workers' Compensation Insurance.*
- Policy 04.06.120. Annual Leave.*
- Policy 04.06.130. Sick Leave.*
- Policy 04.06.140. Additional Leave and Holiday Benefit Provisions.*

**Employee Relations – the president, chancellors and their designee-supervisors are delegated authority to administer employee relations in accordance with policy and regulation within their respective MAUs (see chapter 04.07 generally); In some instances policy also delegates to the president authority to adopt implementing regulations. Examples include the following:**

- Policy 04.07.020. Probationary Status.*  
 Newly hired and promoted regular exempt and nonexempt staff, with the exception of officers of the university and senior administrators and faculty, will serve a six month probationary period. The provisions for probationary status will be set forth in University Regulation.  
 (06-10-04)

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*Policy 04.07.040. Corrective Action.*

- A. Supervisors will apply necessary and appropriate corrective action whenever an employee fails to meet the required standards of conduct or performance. Corrective action may be necessary because of employment related problems, including but not limited to: inattention to duty, unsatisfactory performance, insubordination, absenteeism, violation of law, Regents’ Policy, or University Regulation, dishonesty, theft or misappropriation of public funds or property, inability to work effectively with others, fighting on the job, acts endangering others, inappropriate behavior toward or harassment of others, bullying or other misconduct.
- ... (09-19-14)

*Policy 04.07.110. Layoff, Recall, and Release.*

Provisions regarding layoff, recall, and release of university employees will be set forth in University Regulation.

(06-09-00)

*Regulation 04.07.110. Layoff, Recall, and Release*

- ...  
B. Reasons for Layoff  
Layoff may be used when there exists within the employing administrative unit either:  
...  
d. another reason, not reflecting discredit upon the affected employee(s), which has been approved in the particular circumstances by the chancellor or president of the university, as appropriate; or ...
- (07-06-15)

*Policy 04.07.115. Employee Furlough.*

- ...  
B. Furloughs shall be implemented in accordance with regulations and plans approved by the president pursuant to this policy, provided however that employees shall receive written notice of furlough as provided by regulation. ...
- (12-11-14)

*Regulation 04.07.115. Employee Furlough.*

- ...  
E. A furlough plan for unit(s) affected by a budgetary shortfall will be implemented upon recommendation of the chancellor and the vice president for finance and administration, and approval of the president. During a state budget impasse, the president may implement a furlough plan in consultation with the chancellors. ...
- (04-14-17)

**Dispute and Grievance Resolution – The president is delegated the authority to establish grievance procedures in regulation; by regulation the chancellors and their designee-supervisors are delegated authority to administer dispute resolution within their respective MAUs in accordance with policy and regulation (see chapter 04.08 generally):**

*Policy 04.08.010. General Statement.*

It is the objective of the university to treat its employees in a fair and consistent manner. The university recognizes that a dispute and grievance resolution process is an important mechanism in identifying and resolving problems. In the event of an employee grievance, it is the objective of the university to accomplish the prompt, fair, and equitable resolution of the grievance at the earliest possible time. Procedures for dispute and grievance resolution will be established by university regulation.

(05-04-99)

*Regulation 04.08.070. Dispute and Grievance Resolution Process*

...

G. Step 6: Decision of the Chancellor or President

The chancellor or president will review the recommendations of the hearing officer and adopt them in whole or in part and/or render a separate written decision within 15 days of the receipt of the recommendations. Should findings or recommendations of the hearing officer not be accepted, the decision will indicate the reasons for rejection or reversal.

...

(05-04-99)

*Regulation 04.08.080. Review of a Proposed Termination for Cause*

A. Procedure

...

5. Decision

The chancellor or statewide chief human resources officer, as appropriate, will consider the recommendation of the hearing officer and issue a decision in the matter.

...

C. Appeal of Termination Decision

A party not satisfied with the decision of the chancellor or statewide chief human resources officer, as appropriate, may appeal the decision in writing to the president. Such appeal must be submitted within 10 days of the issuance of the decision.

The president will consider the record before the hearing officer, the decision on appeal, and the appeal and take such action, as the president deems appropriate. The decision of the president is final.

(11-19-99)

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**Ethics and Conflict of Interest – The president is delegated administration of board policy on ethics and conduct (Chapter 04.10), consistent with the Alaska Executive Branch Ethics Act (AS 39.52), which makes the president the ethics supervisor for the University.**

*Policy 04.10.030. Conflict of Interest.*

- A. Any action, without actual authority to do so granted specifically by the board or the university president, by an officer or employee of the university that either: (1) has allowed any person, firm, or company to derive an advantage or benefit which has not been made available to all persons, firms, or companies on the same or equal basis; or (2) exposes the university to contractual obligation or public liability, will be considered improper and in conflict with the proper discharge of official duties in behalf of the university. . . .

(06-20-97)

**Records Retention – responsibility delegated to president for system; president by regulation re-delegates to chancellors responsibility for institutional compliance with policy and regulation:**

*Policy 05.08.022. Records and Information Retention and Disposition*

- A. The president or his/her designees will retain and dispose of all correspondence, documents, records, and information which is stored on various media in accordance with university regulation. . . .

(04-16-10)

*Regulation 05.08.022 Records and Information Retention and Disposition*

. . .

- C. Scope of Authority:  
The president of the University of Alaska designates the chancellors as record agents for their respective MAUs. All of the aforementioned offices are permitted to further delegate, as they deem appropriate and necessary, authority for the retention and disposition of records to persons they designate. MAU record agents will comply with Board of Regents’ Policy and University Records Programs and coordinate their efforts with the chief records officer. The chief records officer will review and approve all university records retention and disposition schedules.

. . .

(04-21-10)

**Special Tuition and Surcharges – the president is authorized to establish special tuition and surcharges, other than those reserved to the board, as well as student fees; the president implements board policy on fees and waivers, may waive tuition and fees; and has delegated authority to chancellors as indicated in University Regulation 05.10.040 & .070:**

*Policy 05.10.040. Special Tuition and Tuition Surcharges.*

- A. The president may establish special tuition, nonresident and other tuition surcharges, and fees for the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) Medical Education Program, the Western Undergraduate Exchange Program (WUE), the National Student Exchange and similar regional, national,

and international exchange programs, summer self-support programs and independent learning, corporate and distance education programs.

- B. The president may also establish special tuition or tuition surcharges in lieu of, or in addition to, regular tuition in order to provide special for-credit courses and programs or to meet special needs. The president shall give advance notice of such charges to the board. The president may delegate this authority and responsibility to chancellors by University Regulation. . . .

(02-18-10)

*Policy 05.10.070. Student Fees.*

- A. Student fees, including student government fees, shall be established and approved by the president. The president may authorize the chancellors or their designees to establish course, use, service, and administrative fees. . . .

(09-19-14)

*Policy 05.10.080. Tuition and Fee Waivers.*

- A. The president or designee may waive tuition or student fees when such action is determined by the president to be in the best interest of the university.

(12-12-14)

*Regulation 05.10.040. Special Tuition and Tuition Surcharges.*

- A. Universities considering a programmatic tuition surcharge for undergraduate or graduate programs must develop a compelling proposal for review and approval. The chancellor of the requesting campus will recommend to the president for approval a proposal that meets the following criteria: ...

(12-16-17)

*Regulation 05.10.070. Student Fees.*

- A. Student government fees shall be developed and administered in accordance with guidelines established by the student government in conjunction with the respective chancellor and approved in accordance with P09.07.050. Requests to establish or to change a fee shall include a description of the purpose of the fee, the amount of the fee and basis for assessment, the estimated annual revenue, the effective date of implementation, the recommendations of the student leadership, the recommendation of the respective chancellor, and a summary of the input or involvement of the affected students.
- B. Course, use, service, and administrative fees may be established if the respective chancellor or designee determines that such fees are reasonable and appropriate. . . .
- C. . . .
- D. Self-support course fees for noncredit instruction shall be approved by the respective chancellor or designee. Such fees shall be established considering the costs to provide the service, the needs of the community, and the benefit to the university.
- E. Summer school self-support fees will be assessed as a fee in addition to tuition. The respective chancellor or designee may establish the amount of such fees. . . .
- F. For sponsored courses, seminars, or other instruction offered for credit at any level with the direct instructional costs being paid for by an external sponsor, the

- respective chancellor or designee may approve charging an administrative fee to cover related facilities and administrative costs, . . .
- G. For credit-free courses, seminars, training programs, or other instruction offered to the general public with all direct instructional costs being paid for by the students in the course, the respective chancellor or designee may approve charging a base fee or supplemental fee to cover related facilities and administrative costs, . . .
- H. The university president may establish systemwide administrative, use, service, or course fees at his or her discretion. . . .

(06-01-17)

**Gift Solicitation/Acceptance & Naming –The president is authorized to accept gifts, may delegate authority to solicit/accept gifts other than real estate, reviews chancellor proposals, and certain development activities are delegated to chancellors; Board approval is required for major fundraising and “significant” infrastructure naming:**

*Policy 05.14.030. Authority to Solicit and Accept Gifts.*

- A. Only those individuals specifically authorized by regents’ policy or university regulation may solicit or accept gifts on behalf of the university, regardless of whether such gifts are to be held by the university or the University of Alaska Foundation.
- B. Only the president is authorized to accept gifts of real estate. Gifts of real estate may only be accepted in accordance with university regulation, which will set out a process by which such gifts are reviewed and evaluated for potential liabilities and budgetary commitments before they are accepted.
- C. . . .
- D. Major fund-raising efforts with identified goals of \$5,000,000 or more must be approved by the board. University regulation will prescribe the approvals, if any, required for lesser fund-raising efforts.
- E. Subject to P05.14.010 and C. of this section, the president is authorized to solicit and accept gifts on behalf of the University of Alaska System or any sub-unit thereof.
- F. With the exception of authority to accept gifts of real estate, the president may delegate the authority to solicit and accept gifts in accordance with university regulation.

(08-19-94)

*Policy 05.14.080. Gifting Opportunities for Facilities and Infrastructure Naming.*

- A. The president is authorized to establish naming opportunities that meet the minimum gift guidelines in this policy. The recommended naming opportunities and gift requirements or funding levels will be proposed by the respective chancellor and approved by the president. The president shall notify the board of the naming opportunities and minimum gift requirement established for significant facilities, improvements or areas which will require board approval or ratification in accordance with P05.12.090 - 05.12.092 for the actual naming. . . . (06-10-04)



*Policy 05.14.090. Regulations and Procedures.*

The statewide office of development will coordinate the various offices of development in the university in developing university regulation and procedures regarding fundraising and these policies. The university regulation and procedures will be consistent with regents’ policy and applicable policies of the University of Alaska Foundation. (08-19-94)

*Regulation 05.14.030. Authority to Solicit and Accept Gifts*

The solicitation and acceptance of charitable gifts for the benefit of the University of Alaska will be done in manner that yields the greatest possible outcome for the University and the donor. Regents’ Policy requires that all solicitations be coordinated through the Statewide Office of Development, in accordance with the process established through the Prospect Management and Tracking System.

- A. All University personnel who wish to seek charitable gifts from individuals or organizations greater than \$10,000 will coordinate cultivation and solicitation through the appropriate campus development office which will coordinate with the Statewide Office of Development. No solicitation for gifts larger than \$10,000 shall be made by any University personnel prior to conferring with the appropriate campus development office.
- B. In addition to the above requirement, any campus cultivation and solicitation for gifts greater than \$25,000 will be coordinated through the system-wide Prospect Management and Tracking System.
- C. In addition to the above requirements, any cultivation and solicitation for gifts greater than \$100,000 must be approved by the respective MAU Chancellor, prior to solicitation.
- D. In addition to the above requirements, cultivation and solicitations for gifts greater than \$500,000 must be approved by the University President, prior to solicitation.

(07-19-06)

*Regulation 05.14.040. Gift Levels Required to Establish University Chairs<sup>1</sup>*

It has been the University of Alaska’s practice to name facilities, roads, endowments, awards and other programs in honor of people who have contributed to the betterment of the university. Because such gifts will be substantial in amount and may reflect on the university in perpetuity, naming opportunities, and the terms and conditions associated with such naming, shall be subject to final approval by the President and the Board of Regents when appropriate.

Principal responsibility for soliciting and arranging for naming opportunities resides with the President and/or Chancellor and chief development officer of each major administrative unit. They are encouraged to adhere to the funding minimums defined in this guideline in their preliminary negotiations, but are also granted the discretion, in consultation with each other and subject to final presidential and/or Board approval, to consider other funding arrangements that would best serve the wishes of the donor and the interests of the university. The following criteria will be included in the consideration: . . .

(10-07-04)

<sup>1</sup> The title of this regulation is not entirely consistent with the content.

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*Regulation 05.14.080. Gifting Opportunities for Facilities and Infrastructure Naming*

The process for forwarding requests for gifting opportunities for facilities and infrastructure naming is as follows:

- A. Proposal  
 A proposal will be submitted to the appropriate chancellor. If the proposal is from the system administration, it will be submitted to the chief development officer. A proposal must contain: . . .
- B. Process  
 Upon approval of the appropriate chancellor, a proposal will be forwarded to the chief development officer for review. The chief development officer may consult with the systemwide development council if it is deemed appropriate to do so. After approval by the chief development officer, the proposal will be forwarded to the president for approval. Notice of approval or disapproval by the president will be forwarded to the system development office and the appropriate chancellor.  
 (10-07-04)

*Regulation 05.14.110. Major Fundraising Efforts*

Major fund-raising efforts with identified goals of \$2,000,000 or greater must be approved by the president prior to the commencement of the campaign counting period.

A written campaign plan must be submitted to the statewide office of development for preliminary approval. Once preliminarily approved, the Chief Development Officer will forward the campaign plan to the President for approval, in accordance with Regents Policy. If the campaign goal is greater than \$5,000,000, the President will forward to the Board of Regents for approval. . . .

(07-19-06)

**Auxiliary Service Enterprises, Recharge Centers, and Self Funded Activities – approvals are allocated between system and MAU, and operations are pursuant to policy and regulation:**

*Policy 05.15.020. Authorization.*

- A. With the exception of housing facilities, which require board approval in accordance with regents’ policy on facilities, approval to operate any university auxiliary service enterprise must be obtained from the chief finance officer.
- B. Approval to operate any recharge center or self-funded activity must be obtained from the MAU’s chief financial officer. The president shall promulgate university regulation to govern the operation of auxiliary service enterprises, recharge centers, and self funded activities.

(02-17-95)

*Policy 05.15.040. Housing System of the University; Auxiliary System of the University.*

- A. . . .
- B. In order to accomplish internal goals, the board directs the chief finance officer to establish the Auxiliary System of the University. If any facility is used, in whole or in part, for apartment, residence, dormitory, housing, dining, boarding, hospital, infirmary, parking, bookstores, or student activities, and that use has been

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approved as an Auxiliary Service Enterprise by the chief finance officer , that whole or part shall thereby be automatically made a part of the Auxiliary System of the University.

- C. Each chancellor shall create, maintain and annually update a strategic plan for housing that: . . .

All strategic plans for housing shall be presented to the board for approval.

(02-17-95)

*Policy 05.15.050. Student Services Programs within Housing Facilities.*

- A. . . .
- B. Each chancellor shall establish rules and procedures governing the operation of student services programs within housing facilities.

(02-17-95)

*Regulation 05.15.070. University Bookstores.*

- A. . . .
- D. Each chancellor or campus director in charge of a bookstore operation is to define the objectives of the campus bookstore and develop guidelines for its operations consistent with those objectives. . . .

(06-07-07)

**Public Record Responses –the university department in possession of the requested records responds to the request, with appeals to the respective chancellor or president:**

*Policy 06.02.040. Requests for Public Records.*

- A. A request for a public record must be in writing and delivered to the department of the university responsible for maintaining the record. . . .

(06-07-07)

*Policy 06.02.090. Appeal of Denial of Request.*

- A. A requester whose written request has been denied, in whole or in part, may seek reconsideration of the denial by submitting a written appeal to the chancellor of the involved MAU, or to the president if a statewide administrative unit is involved.

- B. . . .

(04-15-04)

**Student Government – president responsible for structure /approval of student government organizations; chancellors collaborate with student governments and exercise oversight:**

*Policy 09.07.050. Student Government.*

- A. The president will promulgate University Regulation establishing the structure of systemwide and MAU student government. MAU student governments and the chancellor or designee will collaborate in the initiation, development, and proper functioning of student government as an integral part of the total educational experience.

- B. . . .
  - C. Student government constitutions and any amendments are not effective until approved by the president or designee following review for legal issues and conformity with Regents’ Policy, University Regulation, and MAU rules and procedures. Initial bylaws are likewise not effective until reviewed and approved by the president. Subsequent amendments to bylaws must not substantively change the nature of the organization from that expressed in the constitution, and must conform with applicable laws, Regents’ Policy, University Regulation, MAU rules and procedures and the organization’s constitution. Amendments to bylaws may be considered effective according to provisions of the bylaws; however, the right to object to bylaws revision on the basis of legal concerns or lack of conformance is reserved to the president or designee.
  - D. . . .Graduate students at an MAU may establish a student government to specifically represent the interests of graduate students. . . .
  - G. The university may collect a mandatory student government fee to support student government, but may not require a student to be a member of any student government or participate in student government activities. The amount and allocation of the student government fee must be specified in the proposed annual budget. The annual budget of each student government organization must be reviewed and approved by its respective university chancellor. . . .
- (06-01-17)

**Protection of Minors – responsibility for implementation of system-wide regulations is allocated between the president and chancellors through their designees:**

*Policy 09.12.010. Purpose.*

The University of Alaska system (UA), as part of its mission, promotes and engages in many programs, events and activities that involve minors throughout its separately accredited institutions and campus locations. Protection and safety of minors is of the highest priority for the University of Alaska. To protect minors engaged in its programs, the University of Alaska shall enact minimum standards which apply at a systemwide level. The purpose of this systemwide policy is to provide protection of minors engaged in programs, events, and activities provided or endorsed by UA or any of its separately accredited institutions or campus locations.

(02-19-15)

*Regulation 09.12.040. Registration of UA Sponsored Programs.*

The chief risk officer, in consultation with the statewide administration, the University of Alaska Anchorage, the University of Alaska Fairbanks, and the University of Alaska Southeast, shall develop a system to register UA sponsored programs and activities as well as non-UA sponsored programs occurring on all UA campuses. Registration information shall be provided to the UA chief risk officer annually.

(08-08-17)

*Regulation 09.12.080. Reporting and Response.*

If at any time any individual has reason to believe that a minor is in imminent physical danger, they shall contact law enforcement immediately. UA expects all employees,

authorized adults, and supervised adults who become aware of abuse and or neglect of a minor to interrupt the behavior immediately, document it and report the incident, or circumstances causing suspicion of abuse to a supervisor, dean, director, department head, or campus risk manager. Reporting of any suspected or observed violations of Regents’ Policies and University Regulations or any specific programs, rules, or procedures is mandatory. Parents/guardians will also be included in any peer to peer violations of policy or regulation. . . .

(08-08-17)

**Academic Units – the president is delegated authority regarding creation or alteration of lower level academic units, and has delegated authority to the chancellors with respect to certain units; the Board reserves to itself creation or alteration of significant academic units:**

*Policy 10.02.040. Academic Unit Establishment, Major Revision, and Elimination.*

- A. . . .
- B. Campuses, schools, colleges, and designated research institutes and academic units with systemwide responsibilities may not be created or eliminated without board approval. Academic units at lower levels, if they employ or are intended to employ tenured or tenure track faculty, or if they deliver or are intended to deliver certificate or degree programs, may be created or eliminated by the president at the request of a chancellor with notification to the board, or at the discretion of the president, by the board. The president will determine when a revision to an academic unit is sufficiently major to require approval by the board. Elimination or major revision of a unit at any level, if the unit employs tenured or tenure track faculty or delivers degree or certificate programs, will require a program review as specified in P10.06.010 and University Regulation
- C. . . .
- D. Approval of the board is required to create units as specified in this section and to eliminate or significantly modify the following university units: . . . (06-30-19)

*Regulation 10.02.040. Academic Unit Establishment, Major Revision, and Elimination.*

The president must approve the establishment, elimination or major revision of certain academic units unless such authority has been delegated. Academic units requiring president’s approval are those units in which faculty hold tenured or tenure track positions or which deliver one or more degree or certificate programs.

The academic structure of the University of Alaska is designed as described by the list below. The Statewide Office of Academic Affairs will periodically review the list with MAU provost offices and update R10.02.040 as appropriate. Approval of academic units and the elimination and major revision of units listed below require approval of the president. Units designated “BOR” (listed in P10.02.040) also require Board of Regents’ approval. Authority to eliminate or substantially modify existing units is delegated to the chancellors for units designated with a “C” notwithstanding the foregoing Board of Regents approval required for program elimination, reduction, or addition. . . .

(05-07-19)

**Approval of Degree and Certificate Programs – The board has reserved to itself additions and changes, delegating certain endorsements and certificates to the president, who has in turn re-delegated to chancellors:**

*Policy 10.04.020. Degree and Certificate Program Approval.*

All program additions, discontinuations, major revisions, or the offering of existing programs outside the State of Alaska, requires approval by the board. The board delegates approval authority of occupational endorsements, workforce credentials, and graduate certificates to the president.

(06-06-19)

*Regulation 10.04.020. Degree and Certificate Program Approval.*

All degree and certificate programs must be approved by the Board of Regents prior to their being offered with the exception of Occupational Endorsements, Workforce Credentials, and Graduate Certificates. The president delegates approval authority for Occupational Endorsements, Workforce Credentials and Graduate Certificates to the chancellor. . . .

(08-10-19)

**Admission, Enrollment, & Graduation Requirements – allocated between the president and chancellors, within a framework established in policy:**

*Policy 10.05.010. Enrollment and Admission Requirements.*

The University of Alaska is an open enrollment university system which offers students the opportunity to enroll in credit and non-credit courses for which they are adequately prepared. To advance the likelihood of student success, the university’s chief academic officer with input from faculty governance may establish minimum expectations for enrollment in courses, including pre-requisites or other requirements.

Additional requirements may be established for admission into academic and workforce development programs offering degrees, certificates, or workforce development credentials. Minimum baccalaureate admission standards will be established in regulation. Requirements for admission into these programs will be recommended by the program faculty, approved by the chief academic officer, and published in the university’s catalog.

(12-12-14)

*Policy 10.05.030. Residency Requirements.*

- A. In order to satisfy the residency requirements for the degree or certificate program from which a student wishes to graduate, undergraduate students will be required to earn credits from universities or community colleges in the University of Alaska system as specified in university regulation. UAA, UAF, and UAS will set residency requirements for graduate degrees.



- B. UAA, UAF, and UAS residency credit requirements to meet program accreditation standards may be established following recommendation by the program faculty and the chancellor and approval by the president. . . . (09-27-13)

**Academic Program Review – The Board has reserved responsibility “to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions;” routine assessments are delegated to MAUs; exceptional reviews are conducted as needed and approved by the president in accordance with regulation:**

*Policy 10.06.010. Academic Program Review.*

- A. In accordance with P10.04.020, it is the responsibility of the board to review and cause the initiation, augmentation, reduction or discontinuance of programs according to the mission of the university and its constituent institutions. This includes a degree or certificate program approved by the board.
- B. Each MAU will conduct assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. Assessments of instructional programs will include analysis of educational effectiveness as an essential part of the ongoing continuous improvement and accreditation processes. Assessments will be conducted at a minimum of every seven years. Occupational endorsements and workforce credentials approved by the president will be subject to review at the MAU level.
- C. Exceptional reviews may be conducted as needed, to respond to issues including but not limited to specific academic or budgetary concerns. An expedited review process tailored to the particular circumstances shall be used for exceptional reviews. (04-04-14)

*Regulation 10.06.010. Academic Program Review.*

...

- C. Process
  - 1. Each chancellor shall be responsible for setting an academic program review process in place at his/her campus or unit. Results of the process shall be utilized for budgeting and planning purposes of the unit and shall be reported to the Board of Regents upon their request.
  - 2. Exceptional reviews shall be conducted in accordance with an expedited process developed by the chancellor and approved by the president on an ad hoc basis to meet the needs of the campus. (06-22-05)

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## **Part II. –System-Wide Functions**

**Chief Academic Officer**

*Policy 02.02.017. (See Part I, above.)*

**Chief Finance Officer**

*Policy 02.02.020.*

There is created the position of chief finance officer who will be appointed by and report to the president of the university. The chief finance officer shall:

- A. advise the president, other university officers, and the board in matters related to finance and business affairs;
- B. cause the business affairs of the university to be managed in an orderly, efficient, and prudent manner, in accordance with federal and state statutes and regulations, regents’ policy and appropriate other regulations, procedures, and responsible business practices;
- C. cause to be maintained a system of procedures and accounting that provides for a perpetual inventory of all permanent real and personal property, effective controls over all funds received or receivable and other assets, and a complete record of all receipts, disbursements and all other business transactions in conformity with generally accepted accounting principles and practices;
- D. cause to be maintained all records that may be required by law, contract, or other agreement;
- E. cause to be developed adequate financial statements and reports prepared in accordance with pronouncements issued by the Governmental Accounting Standards Board, the Financial Accounting Standards Board, and other applicable standards or regulations;
- F. provide for the completion of timely external and internal audits of the university’s financial statements, records, receipts, and disbursements;
- G. cause to be developed such operating and capital budgets required by the state of Alaska and sound institutional practices;
- H. cause to be developed a long-term financial plan that provides for financial stability and is responsive to future university needs;
- I. cause to be maintained investment policies and strategies for all university and foundation liquid assets and oversee and report on the performance of the investment decisions;
- J. cause to be maintained an effective risk management program including insurance, general safety, environmental health and safety, loss prevention, and claims management;
- K. cause procurement and asset disposal activities to be conducted in accordance with applicable statutes, regulatory procedures and governmental practices for purposes of obtaining the best available value on a competitive basis; provide for the development of draft regents’ policy and university regulation and authorize the issuance of authoritative procedures, directives, and manuals required to meet the responsibilities of the position;
- L. cause to be maintained debt financing strategies and oversee and manage all university debt in accordance with federal and state statutes and regulations and regents’ policy;

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- M. direct the withholding or limiting of procurement, hiring, disbursement or receipt authority for purposes of maintaining fiscal control;
  - N. authorize the establishment of auxiliary service enterprises and monitor and report on the financial performance of these operations;
  - O. serve as comptroller for the purposes of AS14.40.300; and
  - P. perform such other duties as may be prescribed by the president.
- (06-05-15)

*Policy 05.01.010. Budget Policy.*

- ...  
C. The designated chief financial officer of each MAU and the designated fiscal officer of each sub-unit within the university system shall be understood to be responsible and accountable for conducting the annual operation of the officer’s administrative unit strictly within the fiscal bounds of its budget as approved and amended in accordance with procedure established by the chief finance officer. For purposes of this subsection, each chancellor shall designate a chief financial officer for the MAU and establish procedures for identifying in writing the designated fiscal officer for each and every sub- unit. . . .
- (09-30-94; 09-24-75)

*Policy 05.02.010. Authority of the University Chief Finance Officer.*

The chief finance officer shall cause to be maintained a system of accounting and management controls necessary to assure that university resources are properly utilized, safeguarded, and reported in accordance with general accounting and governmental reporting standards.

(09-30-94)

*Policy 05.05.020. Cash Surpluses.*

In accordance with AS 14.40.255, the chief finance officer will ensure that university cash surpluses are invested in the same manner as state general funds under AS 37.10.070 and 37.10.071. The chief finance officer and the officer’s designee are hereby authorized, empowered, and delegated authority to: . . .

(06-20-97)

**General Counsel**

*Policy 02.02.030.*

There is created the position of general counsel who will be appointed by and report to the president and will serve as the chief legal officer of the board and the university. The general counsel shall:

- A. supervise and administer the legal affairs of the board and university, which will include the provision of legal services to the board and university, direction of administrative agency and judicial matters involving the board and the university, and the retention of all legal counsel on behalf of the board and the university; and
- B. perform such other duties as may be prescribed by the board or president.

(09-27-96)

**Chief Human Resources Officer**

*Policy 02.02.040. [Note: Implements Regents' Policy & University Regulation Ch. 04.01]*

There is created the position of chief human resources officer who will be appointed by and report to the president and will serve as the chief human resources officer of the university. The chief human resources officer shall:

- A. administer the university human resource program including employee relations, labor- management relations, compensation planning, faculty and staff benefits, training, and development;
- B. coordinate the development and implementation of regents’ policy and university regulation regarding human resources; administer and interpret human resources policy and university regulation;
- C. be responsible for the issuance of authoritative procedures, directives, and manuals required to meet the responsibilities of the position;
- D. coordinate workforce planning;
- E. assist the board and the president in the recruitment and selection of university officers; and
- F. perform such other duties as may be prescribed by the president.

(09-27-96)

*Regulation 04.01.030. [HR] System Establishment and Maintenance*

The Statewide Office of Human Resources will have overall responsibility for coordination and maintenance of a uniform personnel system, and is empowered to review actions taken and to enforce compliance with policy or regulation.

(08-19-94)

**Chief University Relations Officer**

*Policy 02.02.050.*

There is created the position of chief university relations officer who will be appointed by and report to the president and will serve as the chief officer of the university for internal communications and external relations. Responsibilities, duties and powers of the chief university relations officer are to:

- A. be responsible for university public affairs, government relations, and development;
- B. represent the board, the president and the university with external constituencies, including local, state and federal government, news media, community and business groups and national educational public relations, government relations and development organizations;
- C. coordinate the development and implementation of systemwide policies and guidelines for the solicitation of private funds;
- D. direct systemwide fundraising activities in coordination with the campus staff and the University of Alaska Foundation; and
- E. perform such other duties as may be prescribed by the president.

(09-27-96)

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**Chief Information Technology Officer**

*Policy 02.02.070.*

- A. There is created the position of chief information technology officer, who will be appointed by and report to the president. Responsibilities, duties, and powers of the CITO are to:
  - 1. advise the president, other university officers, and the board in matters related to information technology systems and services; be responsible for the university core information systems and services infrastructure including the integrity of data and the security of systems and services;
  - 2. be responsible for and coordinate the development and implementation of systemwide information technology standards subject to regents’ policy and university regulation;
  - 3. oversee budget development, allocation coordination, and implementation of information technology capacities;
  - 4. represent the university with external information technology and telecommunications agencies and companies;
  - 5. administer and guide interpretation of regents’ policy and university regulation concerning information technology;
  - 6. ensure effective procedures and controls for telecommunications, hardware and software purchases, and software license compliance;
  - 7. develop and maintain consistent measures for delivery of information technology services across the system;
  - 8. coordinate with the campuses for planning and adopting best practices in the management of information technologies and services; and
  - 9. perform such other duties as may be prescribed by the president.
- B. The CITO shall make sure procedures are in place at the appropriate level for suitable review and approval of investments in information systems and contracts for information and telecommunications services to ensure that investments are aligned with board- approved strategic plans. The CITO shall ensure review and approval is balanced with reasonable latitude for information technology acquisitions to meet unique research and academic needs.
- C. In this section, “CITO” means the chief information technology officer created in A. of this section.

(02-17-05)

**Strategy, Planning and Budget Officer**

*Policy 02.02.080.*

- There is created the position of strategy, planning and budget officer, who will be appointed by and report to the president. The strategy, planning and budget officer shall:
- A. act as top level advisor to the president, university officers, and the board on matters relating to the university’s budget, strategic university organizational planning, and state accountability processes;
  - B. develop in concert with the president and the chancellors the UA system operating and capital budgets required by the state, using sound institutional practices;



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- C. develop recommend, and articulate to the Board of Regents and the Alaska Legislature a long-term strategic and corresponding financial plan which provides annual budget financial stability and is responsive to future university fiscal forecasts;
- D. maintain a system of planning, analysis, performance assessment, state legislative liaison, and accountability processes that result in effective alignment of UA institutional resources and activities with board strategic direction;
- E. maintain systemwide management information and reporting in support of national and state accountability expectations, strategic planning, and decision-making processes;
- F. create a strategic and operational planning team consisting of the Offices of State Relations, Facilities and Land Management, and Institutional Research and Analysis as direct reports, closely coordinating with others who will support the office on a priority basis whenever necessary, such as the Offices of the Comptroller and Public Affairs. The strategy, planning and budget office will work with the vice president for academic affairs and research on strategic direction (such as Shaping Alaska’s Future) and other initiatives that require resourcing a systemwide approach and/or budgeting/accounting/analysis expertise, so as to facilitate systemwide decision-making and implementation;
- G. cause to be maintained a comprehensive development program for all investment lands, including endowment and trust properties;
- H. the office will research, compare, and contrast various models, university funding initiatives, and related institutions with alternatives and peers; and
- I. perform other duties that may be prescribed by the president.

(06-05-15)

*Real Property Transactions – The Board approves certain real property transactions while delegating others to the strategy, planning and budget officer:*

*Policy 05.11.030. Fiduciary Responsibility.*

- A. . . .
- B. All trust land shall be managed in accordance with sound trust management principles, consistent with the specific fiduciary duties and legal obligations applicable to such land. The strategy, planning and budget officer is charged with the responsibility of managing trust land in a manner consistent with the fiduciary duties and legal obligations of the board, and shall be directly accountable to the board for the management of such land.

(06-05-15)

*Policy 05.11.040. Classification of Real Property.*

The strategy, planning and budget officer shall designate which university real property parcels will be managed as investment property and which will be managed as educational property. Such designations will not preclude the compatible use of such university real property parcels for both educational and investment purposes. The president will resolve any disputes regarding classification of properties for investment or educational purposes.

(06-05-15)

*Policy 05.11.050. Real Property Acquisitions.*

A. Campus Land Acquisitions.

In order to provide an adequate land base to support current and future campus programs, the strategy, planning and budget officer shall pursue strategic land acquisitions that meet the goals of the university’s educational mission. To facilitate such real property acquisitions, the strategy, planning and budget officer shall consider relevant campus land acquisition plans, as approved by the board as part of campus master plans. . . .

(06-05-15)

*Policy 05.11.060. Negotiation, Approval, and Execution of University Real Property Transactions.*

All university real property transactions and agreements are subject to the following:

A. . . .

B. The board shall approve:

1. strategic plans for the management and development of Investment Property;
2. development plans that consist of:
  - a. subdivisions that will result in the development of 10 or more lots;
  - b. timber sales, unless the president determines the sale will have minimal impact;
  - c. material extractions that are anticipated to result in the sale of 100,000 cubic yards or more of material from a new source; or
  - d. oil and gas leases and mining leases encompassing 5,000 or more acres;
3. development projects that are expected to result in disbursements of \$1,000,000 or more in value;
4. real property transactions that have not been approved as part of a development plan and are expected to result in receipts or disbursements of \$1,000,000 or more in value; and
5. Real property transactions that require the subordination of an interest in university real property of \$1,000,000 or more in value.

C. The strategy, planning and budget officer or the officer’s designee shall approve the following:

1. disposal plans;
2. development plans that do not require the approval of the board ;
3. development projects that are expected to result in disbursements of not more than \$1,000,000 in value;
4. real property transactions that have been approved by the board as part of a development plan or are expected to result in receipts or disbursements of not more than \$1,000,000 in value;
5. Real property transactions that require the subordination of an interest in university real property of not more than \$1,000,000 in value; and
6. Project cost increases for development projects previously approved by the board, not to exceed 20 percent of the original project cost estimate.

D. . . .

(06-05-15)

**Chief Administrative Officer (VACANT)**

*Policy 02.02.090.*

There is created the position of chief administrative officer, who will be appointed by and report to the president. The chief administrative officer shall advise the president, university officers, and the board and oversee systemwide operations in the areas of finance, human resources, facilities, risk management, land management, procurement, investment, and internal audit. This authority may be delegated to appropriate MAU officers.

(06-06-07)

**Procurement – in accordance with AS 36.30, the Board has delegated compliance with the state procurement code and Regents' Policy chapter 05.06 to the president:**

*Policy 05.06. Procurement And Supply Management*

- (a) Procurement and supply management for the university will be conducted and administered in accordance with the Alaska Procurement Code (AS 36.30), federal requirements and these policies. The university will use prudent business practices for the conduct of procurements that are exempt or otherwise excluded from consideration under AS 36.30 or federal requirements.
- (b) All rights, powers and duties for procurement at the University of Alaska are vested with the Board of Regents. In accordance with AS 14.40.170 and AS 36.30.005, the Board of Regents adopts Regents' Policy 05.06 as the rules governing university procurement and supply management and delegates to the University President all powers and duties necessary for implementation of the State Procurement Code and these policies. Any amendments or changes to these policies shall be approved by the Board of Regents.

(09-15-16)

**Internal Audit – provides internal review of operations to Board and administration; reports administratively to the chief finance officer and functionally to the chair of the audit committee:**

*Policy 05.03.012. Introduction and Mission.*

- A. The Institute of Internal Auditors defines internal auditing as an independent, objective assurance and consulting activity designed to add value and improve an organization’s operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluating and improving the effectiveness of internal control, risk management, and governance processes. It is established within the university to examine and evaluate its activities to meet the needs of the board and executive management. Internal audits may include financial, performance, operational and compliance audits.
- B. The mission of the audit and consulting services department is to assist the board and management in the effective discharge of their fiduciary and administrative responsibilities by providing analysis, appraisals, counsel, information and

recommendations concerning activities reviewed and by promoting effective controls for the recording and reporting of operational activities and for the custody and safeguarding of assets.

(04-07-16)

*Policy 05.03.020. Organization.*

- A. The chief audit executive shall report administratively to the chief finance officer and functionally to the chair of the Audit Committee. The chief finance officer shall appoint and may remove the chief audit executive with the advice and consent of the Audit Committee.
- B. The chief audit executive shall report any matters which in the chief audit executive’s sole opinion warrant direct attention or action by the board to the chair of the Audit Committee and to management any matters that warrant direct attention or action by management.
- C. The chief finance officer shall supervise the chief audit executive except for matters relating to the establishment of the scope of audit activities and the reporting of audit findings and recommendations.
- D. Senior management may request special audits by the department in order to meet the its responsibilities. Special request audits will be discussed with the chair of the Audit Committee prior to acceptance by the chief audit executive.
- E. Senior management shall be responsible for and have the authority to require the implementation of recommendations or other resolution of audit findings.

(03-03-17)

**Risk Services – President is responsible for system-wide risk services, including appointing a chief risk officer; Chancellors are responsible for funding and maintaining adequate resources at their institutions, and consulting with president on statewide risk services and functions:**

*Policy 05.09.010. Introduction and Purpose.*

...

- B. Risk services shall include general, occupational, and environmental health and safety, environmental protection, general risk management, loss prevention, emergency management, procurement and administration of insurance, and claims administration. The mission of statewide risk services will be to facilitate the accomplishment of instruction, research, and public service with minimal disruptions and adverse events, and at a reasonable “cost of risk.” (06-04-15)

*Policy 05.09.020. Authority and Authorized Delegation.*

- A. The president shall issue university regulation to implement this policy. The president or the president’s designee shall approve payment of all claims and litigation in accordance with university regulation.
- B. The president shall cause to be maintained an effective risk services program, and shall ensure that a statewide chief risk officer, who is trained and experienced in the various aspects of risk management, is appointed to serve as director for the risk services office and oversee the university’s risk services program. The chief risk officer shall report functionally to the president. The president may delegate

specific responsibilities under this chapter and assign administrative supervision by regulation or delegation.

...

(06-04-15)

*Policy 05.09.030. Financing.*

- A. Each chancellor will be responsible for funding and maintaining adequate resources at their respective universities to ensure risk services are in place to sustain legal and regulatory compliance as well as prudent risk management and business practice. Minimum standards shall be established by the president in consultation with statewide risk services. Consistent with this chapter, the functions and services provided by statewide risk services will be established by the president in consultation with the chancellors. . . .

(06-04-15)

**Capital Planning and Facilities Management – planning, construction and management functions are allocated between the universities and system offices, with Board oversight delegated to system officers, and certain approvals reserved to the Board.**

*Policy 05.12.010. Purpose.*

- A. . . .
- B. A comprehensive program of facilities planning, capital budgeting and project development, and facilities operations and maintenance is essential for the university to effectively serve students, faculty, and staff. Facilities planning, design, construction, management, and operation functions shall be systematically performed in accordance with regents’ policy, university regulation, and guidelines as may be authorized by the chief finance officer.
- C. The university strategic and academic guidance as well as the academic and programmatic needs of each campus will drive the respective facilities functions and the board has adopted the program resource planning process to guide that effort; each of the respective universities will take ownership of and implement those facility functions and capital planning; and the system office will be responsible for development of policies, procedures, and processes for coordination of systemwide studies, due-diligence reviews and oversight on capital projects including a review of projects prior to advancing a project through the various stages of project development and approval.
- D. Before being presented to the board or other authority for approval, capital planning and large capital improvement projects shall be presented to the system office chief facilities officer for review and processing. **[The chief facilities officer position is vacant; the functions are currently performed by the strategy, planning and budget officer.]**
- E. . . .
- F. To help implement and maintain a comprehensive capital planning, budgeting and project development program, each university shall include a capital-planning surcharge within its capital project administrative overhead rate in accordance with procedures to be established by the system office chief finance officer. The system

office may also assess a fee or fees to the respective projects to fund central planning and oversight activities relative to capital assets. The system office chief finance officer may coordinate the timing of assessment and payment of such fees; may authorize funding of such fee or fees with unrestricted funds or inclusion within a capital-planning surcharge rate; and may periodically review the fees charged to capital projects and approve the applicable planning surcharge rates.  
(12-12-14)

*Policy 05.12.020. Definitions.*

- ...
- O. “project agreement” means a formal agreement between the affected program department(s), the respective university’s chief facilities administrator, chief academic officer, chief financial officer, and chancellor, and the system office chief facilities officer documenting a common understanding of the programmatic need, project scope, and other matters related to the project; and includes amendments for any consequential changes to scope, schedule or budget throughout the project development and delivery process; an abbreviated project agreement may be used as set forth by the system office chief facilities officer. . . .  
(11-09-17)

*Policy 05.12.030. Delegation of Authority.*

Designated approval authority under this policy may be delegated. The system office chief finance officer and the system office chief facilities officer, in the officers’ sole judgment, will prudently delegate the authority vested with him or her by this policy to other finance officers and facilities administrators as may be necessary for effective and efficient administration and operations and maintenance of campus facilities. In the absence of a system office chief finance officer or system office chief facilities officer, the president may delegate the authority vested in those officers under this policy.  
(06-05-15)

*Policy 05.12.050. Campus Master Plans.*

- A. Intent  
The administration will develop and present to the board for adoption, a campus master plan for each campus. The purpose of a campus master plan is to provide an integrated framework for investment decisions that will ensure adequate facilities to support implementation of the respective system and university campus academic, strategic and capital plans.  
...  
(12-12-14)

*Policy 05.12.060. Capital Planning and Budget Request.*

- A. Annually, within the capital budget process, each university will prepare and update a long-range capital plan proposal. The university capital plan proposals will be consolidated into a systemwide long-range capital plan in accordance with procedures established by the system office chief finance officer and presented to the board for review and comments prior to board approval. Full identification of annual cost impacts shall be identified prior to a project being included in the long-range plan.



... (12-12-14)

*Policy 05.12.061. Capital Expenditure Plan Approval.*

- A. Projects which consist primarily of repair and renewal maintenance work, including projects which reduce the backlog of deferred maintenance and renewal, will be approved by the board as an annual program of projects at the June meeting when the new fiscal year appropriation is accepted. Changes to the board approved program must be approved by the system office chief facilities officer, with notice to the board.
- B. If a subsequent transfer of funding between projects or to a new project is requested for an approved pooled distribution or annual program of projects, the system office chief finance officer shall determine the level of approval required based on the size and nature of the transfer.

(12-12-14)

*Policy 05.12.062. Capital Budgets, Capital Appropriations, and Spending Authority.*

- A. No spending or other commitment of state capital appropriations, grants, or the proceeds of revenue bonds or other debt financed funding for capital improvement projects will occur unless authorized in accordance with this chapter, and procedures established by the system office chief finance officer. Such authorizations will be specific to the project identified.
- B. Funds advanced for preliminary planning and design activities from operating, auxiliary, or restricted accounts may be reimbursed from capital appropriations effective for the fiscal year of the expenditure, from debt-financed sources in accordance with Internal Revenue Service requirements and notices of intent to reimburse, and from grant-funded sources in accordance with the terms of the respective grant. All reimbursements are subject to approval of the system office chief finance officer.
- C. No construction contract will be awarded for a capital project without the availability of sufficient funding on hand as outlined in the approved budget for the project, unless approved by the system office chief finance officer.

*Policy 05.12.071. Capital Project Development: Preliminary Administrative Approval.*

- A. ...
- B. The level of approval required for preliminary administrative approval shall be based upon estimated total project costs:
  - 1. Projects for new construction, expansion or significant remodel for reuse with an estimated total project cost of more than \$2.0 million will require approval by the president;
  - 2. Projects for new construction, expansion or significant remodel for reuse with an estimated total project cost of \$2.0 million or less will require approval by the system office chief finance officer.
- C. Notwithstanding the provisions of B. of this section, prior to requesting preliminary administrative approval a university may commit up to \$250,000 in unrestricted funds for initial planning, conceptualization, scoping, and design, including contracted architectural, engineering and consulting services.

(12-12-14)

*Policy 05.12.072. Capital Project Development: Formal Project Approval.*

- A. . . .
- C. The level of approval required for formal project approval shall be based upon estimated total project costs:
  1. Projects with an estimated total project cost in excess of \$5.0 million will require approval by the board based on recommendations from the BoR committee responsible for facilities;
  2. Projects with an estimated total project cost in excess of \$2.0 million but not more than \$5.0 million will require approval by the board committee responsible for facilities. The committee may delegate approval authority to the committee chair as it determines is convenient and appropriate;
  3. Projects with an estimated total project cost of \$2.0 million or less will require approval by the system office chief finance officer.

(12-12-14)

*Policy 05.12.073. Capital Project Development: Schematic Design Approval.*

- A. . . .
- E. Schematic design approval levels shall be as follows:
  1. Projects with an estimated total project cost in excess of \$5.0 million will require approval by the board based on recommendations from the board committee responsible for facilities;
  2. Projects with an estimated total project cost of more than \$2.0 million but not more than \$5.0 million will require approval by the board committee responsible for facilities. The committee may delegate approval authority to the committee chair as it determines is convenient and appropriate;
  3. Projects with an estimated total project cost of \$2.0 million or less will require approval by the system office chief finance officer.

(12-12-14)

*Policy 05.12.074. Capital Project Development: Approval Levels for Project Changes in Funding Sources, Total Project Cost, or Scope Subsequent to Schematic Design Approvals.*

Approval of project change(s) is required for projects which exceed the authority level delegated to the universities or cause a project to exceed that level. Approval levels required for material changes in the source of funds, increases in budget, or material changes in project scope identified subsequent to schematic design approval shall be determined by the system office chief facilities officer based on the extent of the change and other relevant circumstances. This determination will generally be based on the nature of the funding source, the amount, and the budgetary or equivalent scope impact relative to the approved budget at the schematic design approval stage, and assigned as follows:

- A. Changes with an estimated or actual project budget impact in excess of the lesser of 1) 25% of the total project cost or 2) \$2.5 million will require approval by the board committee responsible for facilities;
- B. Changes to projects with a total project cost greater than \$0.5 million that do not require approval by the board committee responsible for facilities will require approval by the system office chief finance officer.

(12-12-14)

*Policy 05.12.075. Capital Project Development: Construction in Progress Reporting.*

- A. On a regular basis the chief facilities administrator for each university shall prepare, in accordance with procedures established by the system office chief facilities officer, a status report for all projects with an estimated total project cost in excess of \$250,000 for community campuses and \$1.0 million for main campuses, or those projects that the system office chief facilities officer deems due to their location or complexity to be of particular interest to the board including both ongoing projects and those projects that were completed, abandoned or discontinued during the period. . . .

*Policy 05.12.077. Capital Project Development: Approval Levels for Projects That Have Not Been Subject to the Defined Planning and Approval Process.*

- A. For projects that have not been subject to the normal planning, budget, and approval processes described in this chapter, the level of approval required for formal project approval shall be as follows:
  - 1. Projects with an estimated total project cost of in excess of \$5.0 million will require approval by the board based on recommendations from the board committee responsible for facilities.
  - 2. Projects with an estimated total project cost in excess of \$2.0 million but not more than \$5.0 million will require approval by the board committee responsible for facilities. The committee may delegate approval authority to the committee chair as it determines is convenient and appropriate.
  - 3. Projects with an estimated total project cost of \$2.0 million or less will require approval by the chief finance officer.
- B. If multiple projects are bundled in order to solicit lower prices or for efficiency or other purposes and the aggregate cost exceeds the normal approval level, the system office chief finance officer shall determine the level of approval required based on the funding sources and the size and nature of the projects.
- C. The system office chief finance officer approval will be required if a single appropriation is split into funding for multiple projects.

(12-12-14)

*Policy 05.12.080. Operations and Maintenance.*

- A. . . .
- B. An annual maintenance plan shall be developed by the chief facilities administrators of the respective universities and provided to the system office chief facilities officer.
- C. On an annual basis, the system office chief finance officer will cause to be compiled a report identifying for each university and the system office the:
  - 1. . . .
- D. The annual R&R funding will be determined based on type of use and occupancy of a facility. For facilities that are leased to, or substantially utilized by, university auxiliaries or non-university entities, annual R&R requirements will be fully funded in the operating or capital budget unless otherwise approved by the system office chief finance officer.

(12-12-14)

*Policy 05.12.090. Naming of Campus Facilities: Formal Naming of Campus Facilities and Infrastructure.*

- A. Official naming of all “significant” buildings, building subcomponents such as wings, additions, auditoriums, and libraries, streets, parks, recreational areas, plazas and similar facilities or sites will be approved by the board. These facilities, improvements and areas will generally be named to honor or memorialize specific individuals, groups, events, places, or objects of historic, geographic, cultural, or local significance, including the following: . . .
- B. Each chancellor shall establish standing or ad hoc advisory committees to make recommendations on the naming of facilities, improvements and other areas of the campus, and to help identify naming opportunities for gifting and development purposes. Recommendations for a naming to honor or memorialize an individual shall be confidential to the maximum extent permitted by law. . . .
- D. The president is authorized to determine which namings will be considered “significant” for purposes of approval by the board. In making that determination, the president shall consider the type, location, usage, condition, and value of the facility or area to be named; the individual, event or other to be memorialized; and the compatibility of the name with the facility or other improvement.
- E. The board reserves the right to rename any facility when, in its sole discretion, it determines that the renaming is in the best interest of the university.

(06-10-04)

*Policy 05.12.110. Art in University Facilities and Spaces.*

- C. The selection of artwork purchased with capital appropriations shall be by a committee appointed by the university chancellor where the capital project is located. Each selection committee will be governed by university regulations and have autonomy in the selection. The acceptance of donations of major works of art will be governed by university regulation.
- D. Each university chancellor will make provisions for inventory, management and maintenance of their public art collection.

(12-12-14)

## APPENDIX 17:

NCHEMS DRAFT REPORT

DRAFT

**Alaska report to the Board of Regents' Governance Committee**

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Prepared by



National Center for Higher Education Management Systems

May 2020



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**Report to the Board of Regents' Governance Committee**

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## Executive Summary

The University of Alaska is a somewhat unique system in that its three accredited universities arose from a single "root" institution. The Southeast and Anchorage campuses were originally developed as extension centers delivering courses from the University of Alaska campus located in College. Over time, they evolved into separately accredited institutions with distinct missions reflecting their geographic locations. The system evolved from a single university with extension/branch campuses into a university system under a single President and a Board of Regents.

Several other university systems share part of the University of Alaska's origins from a *root campus*. In the University of California, the first campus was the University of California located in Berkeley. The same is true, for example, for the University of Illinois, the University of Colorado, and the University of Hawaii Systems. Other systems with a comparable structure include the University of Maine and University of Wisconsin Systems. These systems evolved from a *root* university but were expanded through the subsequent addition of other public institutions to the original system. A system's origins drive the reporting relationship and to some extent the functions of the system-level office.

Most statewide higher education systems did not evolve from a single *root* university. These systems were established through consolidation of existing separately governed campuses. The consolidations resulted in a single system board with a central office providing support to the board and limited central functions. This distinction between *consolidated* systems and those that evolved from a single *root* institution is important because it helps define differences in the authorities and responsibilities of the system and campus leaders.

Each of the systems that evolved from a *root* campus has had to define explicitly the roles of the system chief executive officers (CEO) and the campus CEOs. These definitions have taken multiple forms, but all include the following elements:

- Statements or policies defining the roles and responsibilities of the campus CEOs and the system-level CEO regarding both the campus-level and the system-level. In most cases this is clear, concise, and easy to find in a public document (or website).
- Campus CEOs advise the system CEO on critical actions, but the system CEO makes the final decisions. The campus CEOs do have a responsibility to contribute to the system-level priorities and initiatives.
- All campus CEOs report to the system CEO and to the governing board through the system-level CEO.

While the following report explains the details, systems comparable to the University of Alaska are designed to achieve economies-of-scale through system-level shared service functions. As a result, there is a tradeoff that means more system level staff and budgets to cover the costs of the shared services, but fewer replication of staff and budgets at each of the campuses in the system. By contrast, in *consolidated* systems, typically each campus carries out a full-range of finance and administration functions and achieve only limited systemwide economies-of-scale through any shared services.

There are only a handful of U.S. states that mirror the University of Alaska's structure of a single governing board for all public institutions in the state. Each state system of higher education was formed within that state's unique circumstances.

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In the discussion of governance there are two primary issues. One is the reporting relationships and the other is the functions of the system-level office. The origin of the system has a strong influence on reporting relationships and does influence the functions of the system office. However, the size of the whole system is a stronger influence on its function. A major role of any system is to utilize economies of scale to assure all parts of a state have higher education services as efficiently as possible. Each state system is a complex mix of historical context and modern state needs, which make simple comparisons misleading.

**Brief review of the University of Alaska legal framework and evolution**

***Legal Framework***

In a November 5, 2019, memorandum, University of Alaska General Counsel summarized key elements of UA legal framework and implications for authority, roles, and responsibilities.<sup>1</sup> The following are central points in that summary:

- The constitution establishes the University of Alaska as “the state university and . . . a body corporate.” The University of Alaska is one legal entity, regardless of the number of accredited institutions;
- The constitution provides that the University of Alaska is “governed by a board of regents,” which among other things, has “title to all real or personal property,” and “formulate[s] policy;”
- The constitution provides that the Board of Regents appoints a president, who “shall be the executive officer of the board;”
- Implementing statutes provide for the president’s duties, including:
  - Giving “general direction to the work of the University of Alaska ...subject to the approval of the Board of Regents;”
  - Appointing and supervising positions established by the BOR;
- Though delegable, the president’s statutory duties extend across the entire legal entity, including the accredited institutions;
- The terms of the constitution and statute anticipate that the BOR will act administratively through the president, who reports directly to the BOR. The BOR determines the scope of the president’s duties through policy, as well as through direction of the BOR, acting as a body;
- Under current policy, the BOR accomplishes administrative oversight of the institutions and the system primarily through its executive officer.

***Evolution of University of Alaska as a system***

The multi-campus structure of the University of Alaska evolved as the demand for academic programs increased in the state’s other urban centers. The Southeast and Anchorage campuses developed from community colleges and the extension of degree-granting academic programs (senior colleges) to those regions from the University of Alaska located in College (which later became University of Alaska, Fairbanks) as the degree-granting accredited university. In the mid-1970s, these campuses evolved from regional entities headed by provosts reporting to the academic vice president of the University of Alaska located in Fairbanks, into entities (Major Administrative Units (MAUs)) headed by chancellors reporting to the President. Statewide was created in its current form reporting directly to the President (the

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complicated history of community college governance is another subject).<sup>2, 3</sup> Each campus developed as a separately accredited entity. As the UA evolved, the Constitutional and statutory authority of the Board of Regents and the role and responsibility of the president as the university's chief executive and academic officer remained the same.

**Comparable state university systems**

In compiling the list of states that have public university systems that are comparable to the UA, there are three considerations that are critical:

- The origins of the system. Did the system evolve from a single institution into a multi-campus institution or was the system created through the consolidation of previously separately governed public institutions?
- The roles and responsibilities of the system chief executive
- The relationship of the system to state government.

***Evolution of systems from "root" institution***

The most relevant comparable university systems are those that evolved from a common "root"—most often the state's public Land-Grant university.<sup>4</sup> A few systems evolved in this manner, similar to the University of Alaska. As the demands for higher education increased, especially in the early 1960s, these state universities established extension centers or branches in locations away from the main campus. In time, these campuses evolved into independently accredited institutions. Examples in the West include the University of California, the University of Hawai'i, and the Nevada System of Higher Education:

- UCLA was originally an extension center of the University of California located in Berkeley.
- The University of Nevada Las Vegas was originally an extension center of the University of Nevada located in Reno
- The University of Hawaii Hilo was originally an extension center of the University of Hawaii located at Manoa.

Examples of other university systems with similar origins include:

- The University of Colorado System: the campuses in Denver and Colorado Springs were originally extension centers of the CU located in Boulder
- The University of Illinois System: the campus in Chicago was originally an extension/branch of the University of Illinois located in Urbana-Champaign
- The University of Maine System: the campuses in Augusta and Portland were originally branches of the University of Maine located in Orono
- The University of Wisconsin: the campuses in Green Bay, Parkside, and Milwaukee were originally developed from extensions of academic programs from the University of Wisconsin located in Madison

***Consolidated systems***

The University of Alaska, the University of California, the University of Colorado, and the University of Hawai'i are different from most other comparable university systems in that all the campuses evolved within the system primarily through action of the system governing board. In most other systems, while they had their origins from a "root" main campus, developed through subsequent consolidation, often

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through legislative action, of other institutions into the system. These consolidated systems emerged during a period of massive expansion to curb program duplication, especially of high-cost graduate and professional programs, and to achieve economies-of-scale through shared services and improved inter-institutional coordination. The important point for comparison purposes is that these systems retained the role of the system board and system head (sometimes called chancellor with the campus head called president) in a manner comparable to the structure of the University of Alaska adopted in 1974.

Examples of these systems include:

- The University of Illinois System. Legislation enacted in 1994 added the former Sangamon State University in Springfield to be a third campus of the system, the University of Illinois Springfield.
- The University of Maine System. In 1968, The Maine legislature enacted in 1968 a merger of the former state colleges previously governed by the state board of education with the University of Maine with its branches in Augusta and Portland. The legislation created the University of Maine System as a single corporate entity with substantial independence from state procedural controls. The legislature transferred the powers of University of Maine Board of Trustees to the new Board of Trustees. The chancellor is the chief executive and academic head of the system. All presidents, including the president of the University of Maine (located in Orono) report directly to the chancellor.
- The University System of Maryland. Legislation enacted in 1988 consolidated the former University of Maryland System with five campuses linked to the main Land-Grant campus at University of Maryland, College Park, with six other previous separately governed state colleges and universities. All presidents, including the president of the University of Maryland, College Park, report directly to the chancellor.
- The University of Massachusetts System. Legislation enacted in 1991 created a system encompassing the former University of Massachusetts with its main campus in Amherst and two other campuses (UMASS Boston and Worcester) with two other previous separately governed universities in Lowell and Dartmouth. The president is the chief executive and academic officer of the system. The chancellors are the chief executive and academic officers of each campus. The chancellors have powers delegated by the UMASS Board of Trustees and the president. The chancellors report directly to the president.
- The University of Missouri System. The University of Missouri evolved from the main campus in Columbus and a campus in Rolla to include a campus established in Saint Louis (UMSL) and a campus in Kansas City, UMKC, which was originally a private institution. The president is the chief executive and academic officer of the system. The chancellors are the chief executive and academic officers of each campus. The chancellors have powers delegated by the University of Missouri Board of Curators and the president. The chancellors report directly to the president.
- The University of Wisconsin System. The Wisconsin legislature enacted in 1971 (with implementation in 1974) a merger of the University of Wisconsin with the Wisconsin State University System, the system of former state normal schools/state colleges). The president is the chief executive and academic head of the system. All chancellors, including the chancellor of the University of Wisconsin-Madison, report directly to the president.

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***Relationship of system executive to "root" campus executive***

Several other systems that developed from a main "root" campus but are not comparable to the University of Alaska because the president of the system is also the head of the main (original) campus. Examples includes:

- University of Minnesota (with the main campus in the Twin-Cities and other campuses in Crookston, Duluth, Morris, Rochester, and Waseca): the university president is chief executive and academic officer for the main campus as well as for the university as a whole. An executive vice president/provost has primary responsibility for the main (Twin-Cities) campus.
- The University of Houston: the president is both head of the system and head of the main campus (Until the late 1990s, each campus, including the main campus, was headed by a chancellor reporting to the system president).
- The University of Hawaii has changed several times over the past 20 years from having each campus, including Manoa, headed by a chancellor reporting to the president (in manner comparable to the University of Alaska). Currently, the university president has a dual role as head of the system and head of the Manoa campus with the other campuses (e.g., Hilo) headed by chancellors reporting to the president. The provost of the Manoa campus reports to the president.

Other systems that are more comparable to the University of Alaska deliberately moved away from having the university system president serve a dual role as system head and head of the original "root" campus. These systems retained essentially the same authority and responsibility of the president as the chief executive and academic head of the whole university system but established the campus heads as chancellors with powers delegated by the governing board and president. In all these cases, the campus heads report directly to the president. Relationships of campus heads with the governing board are *through* the president.

The common reason why systems moved to the system structure comparable to the University of Alaska is to establish balance (political, geographic and mission) among the system campuses. Throughout the history of these systems tensions have existed between the main (root) campus and the more recently developed (and often urban) campus because of a fear that the system is biased toward the main campus in terms of resource allocation and resistance to developing new graduate and professional programs away from the "root" campus." This dynamic is behind current tensions in Nevada where UNLV feels that the Board of Regents is not sufficiently attuned to the needs of Las Vegas and in Hawaii where the University of Hawaii Hilo feels that, with the President also serving as Chancellor of the Manoa campus, the system policies are biased toward that campus. Ever since the University of Maine System was formed, political and business leaders from Southern Maine and the Greater Portland area have expressed concerns that the University of Maine in Orono is getting preferential treatment while, at the same time, the Orono leaders have objections to a perceived reallocation of resources away from their campus to Southern Maine and other university system campuses. A long-standing challenge for the Board of Trustees and Chancellor has been to maintain mission differentiation and balance while at the same time developing a more unified, coordinated system in the face of severe economic conditions.

***Legal relationship between the system and the state government***

Each system was formed and functions within the context of unique state circumstances and the relationship between state government (the governor, executive agencies, and the state legislature). Being established by the state constitution is not a clear indication of the degree of a university or

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system's independence from state legislative action regarding internal university issues or state budgetary and procedural controls. State universities in twenty-two states have constitutional status; however, in many of these cases, the state constitutions grant the state legislature broad authority to define the powers of the governing boards and other details of university affairs. For example, the University of Alaska, the University of California, and the University of Colorado have a relatively high degree of independence from state political and procedural controls. At the other end of the spectrum, the University of Hawai'i is subject to extensive state procedural controls.

Among states where the state universities and systems were established by state statute, the degree of state control varies greatly from states that treat universities as state agencies subject to most of the controls applicable to other state agencies, to those with legal status of public corporations separate from state government and subject principally to state operating and capital budget requirements. The state law establishing the University of Maine System in 1968 established the university as a corporation for public purposes with a degree of autonomy from the governmental procedural controls applicable to state agencies. In contrast, the law established the University of Wisconsin System defines the roles of the president and chancellors in detail. The university is subject to extensive oversight from the state executive branch and legislature in far greater detail than most other university systems.

These differences in state relationships have a significant influence on the powers of the governing boards and the roles and responsibilities of system and campus leaders and the nature and role of system offices and systemwide/statewide functions.

### Overview of policies defining roles and responsibilities

The university systems comparable to the University of Alaska have common provisions related to the overall governance of the system and the roles and responsibilities of the system and campus chief executives. Depending on the system, these can be found in the governing board policies or laws or the board by-laws. Appendix A includes excerpts of these statements for the University of California, the University of Colorado System, the University of Illinois System, the University of Maine System, and the University of Wisconsin.

- The governing board (Board of Regents or Board of Trustees) appoints the system head (president with campus heads as chancellors, or chancellor with campus heads as presidents).
- The governing board appoints the campus heads on the recommendation of the system executive. In some cases, the governing board delegates authority to appoint campus heads to the system executive.
- The system presidents/chancellor have broad authority and responsibility as the chief executive and academic officer for the entire university system as defined in policy and as delegated by the governing board. Campus chancellors/presidents have authority and responsibility defined in policy and delegated by the board and/or the president.
- All the comparison university systems have explicit, relatively concise statements about the roles and responsibilities of the system president/chancellor and the campus chancellors/presidents. These statements are supplemented by delegations on specific issues to be found elsewhere in system policy. The definition of roles is easy to find in one place and not scattered throughout various policies enacted over time.
- The campus heads report to the university system head, not directly to the board. Systems vary in how they provide for communications between the board and campus heads, but in all cases,



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the relationships between the governing board and the campus executives is through the system chief executive.

- All the comparison university systems expect the campus chancellors/presidents to share responsibility in an advisory capacity to the system head (president/chancellor) and governing board for system leadership (strategic planning, promoting collaboration among campuses and other system-wide issues. In other words, the campus executives are accountable for both leading their campuses and contributing to systemwide priorities and initiatives. One of the clearest examples of these policies is in the policies of the Board of Trustees of the University of Maine System:
  - The policy statement on the responsibilities of campus heads (presidents) specifies the responsibility to be “active participation in strategic leadership of the University of Maine System through leadership of Systemwide initiatives, promoting collaborative efforts at all levels among UMS universities, participation in Presidents’ Council, engagement in systemwide planning, and participation in Board of Trustees meetings, strategic planning, and other activities.”
  - The policy statement on the responsibilities of the chancellor include “seeking consultation and advice from the Presidents, both collectively and individually, on matters pertaining to the System and, as appropriate, to each campus.”<sup>5</sup>

Many of the other higher education systems have a structure that is distinctly different in origins and functions of the University of Alaska System (See Appendix B for further information). They should therefore not be used as reference points for the roles and relationships within the University of Alaska.

For a concise comparison of the functions of the similar and dissimilar state university systems see Appendix c. Generally, systems that are like the University of Alaska include shared services among the campuses through the system office. These system-level shared service functions were designed to achieve economies-of- scale. The result is more system-level staff and budgets but lower campus-level staff numbers and budgets for the shared service functions. In non-comparable systems each campus carries out a full-range of finance and administration functions, and consequently achieves only limited systemwide economies-of-scale through shared services.

<sup>1</sup> Michael Hostina, General Counsel, “Legal Framework and Implications Authority, Roles and Responsibilities,” memorandum to Chair Davies, Members of the BOR, President Jim Johnsen, Chancellors Caulfield, Sandeen, and White and Alliance Chairs, Nov. 5, 2019.

<sup>2</sup> Stewart, Kathleen J, “Chronology of Organizational Structure Changes in a Community College,” master’s degree thesis, Alaska Pacific University, April 1984, available from University of Alaska SE library. Downloaded from <http://hdl.handle.net/11122/4618>

<sup>3</sup> Timeline for organizational status of University of Alaska Fairbanks <https://news.uaf.edu/timeline/chapter2.html>

<sup>4</sup> These have been characterized as “flagship” systems in that in their early years, the branches were linked to the main campus much as a flotilla led by one large ship. However, as these systems developed with differentiated campus missions and independent accreditation campus missions, the term “flagship” became less relevant. For this reason, this paper uses the term “root” to describe the original campus.

<sup>5</sup> University of Maine System Board of Trustees Policy Manual, Section 203, Chancellor Appointment and Responsibilities and section 204, President Appointment and Responsibilities.

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## **Appendix A – Role definitions from other state systems**

### **Excerpts from University of California Board of Regents Policies and Bylaws**

Regents Policy 1500: Statement of Expectations of the President of the University

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Approved March 17, 2011

Amended March 16, 2017

#### Guidelines for Discharge of Duties

The President of the University shall serve as the chief executive officer of the University of California, governing the institution through authority delegated by the Board of Regents. The President is expected to direct the management and administration of the University of California system consistent with the Bylaws and Regents Policy, administering the University in fulfillment of its educational, research, and public service missions in the best interests of the people of California. The President shall serve at the pleasure of the Board of Regents subject to such compensation and conditions of employment as the Board shall determine.

#### Role of the President

The President shall serve as the academic leader of the institution, defining the vision for the University, and leading the system in developing and executing plans in support of that vision, consistent with the delegation of authority to the Academic Senate and the concept of shared governance.

The President shall serve as the chief executive officer, leading the administration of the University, recommending, supporting and evaluating the performance of chancellors, representing the campuses to the Regents, and establishing a structure to manage the University's affairs.

The President shall serve as the primary external advocate, promoting the University's interests and managing its reputation with external stakeholders.

The President shall serve as the guardian of the public trust, ensuring legal and ethical compliance, managing system risk, and providing information regarding University activities.

#### Management and Planning

The President is expected to keep the Board informed regarding significant aspects of the University; to consult and counsel the Board on important matters of governance and administration of the University; and to consult and counsel the Board with respect to policies, purposes and goals of the University. The President shall carry out the directives and policies of the Board of Regents. The President shall recommend to the Board the establishment and appointment of senior leadership positions, including the positions of chancellors and others directly responsible to the President.

The President shall promote the development and efficiency of the University of California. The President shall make recommendations for changes in organization, programs, assignments and procedures and, where required or appropriate, seek Board approval for those recommendations. The

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President shall ensure the quality of academic programs systemwide, striving to attain the highest quality of educational experience for University students.

**Financial Resources**

The President shall ensure that the University has adequate financial resources and that those resources are effectively managed to ensure the excellence of the University for future generations of Californians. The President shall present recommendations to the Board for both the capital and operating budget of the University. The President shall monitor and audit the expenditure of funds and shall ensure the University is a responsible steward of the public funds entrusted to the institution.

**Consultation with the Faculty**

The President is expected to consult with the Academic Senate, consistent with the principle of shared governance, on issues of significance to the general welfare and conduct of the faculty and on all matters under the jurisdiction of the Academic Senate pursuant to the Bylaws and Regents Policy.

**Diversity**

The President is expected to promote diversity in the University community, consistent with applicable law and the public mission of the University to serve the interests of all Californians. The President is expected to establish a climate that welcomes, celebrates and promotes respect for all forms of diversity. The President shall work to remove barriers to the recruitment, retention, and advancement of talented students, faculty and staff from historically excluded populations who are currently underrepresented.

**Bylaw 30. President of the University**

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The President of the University is appointed by and serves at the pleasure of the Board, and exercises authority delegated by the Board pursuant to Bylaw 22.1. The President is the executive head of the University and facilitates the development by the Board of the University's direction, goals and strategy. The President implements the policies and objectives of the Board, and keeps the Board informed of all significant developments affecting the University. The President administers the day to day central and/or system-wide functions of the University, except those activities within the responsibility of the Principal Officers. The President develops, and on the approval of the Board, manages the University budget. The President serves as the academic leader of the University, subject to any authority delegated to the Academic Senate, and is expected to consult with the Academic Senate, consistent with the principles of shared governance, on issues of significance to the general welfare and conduct of the faculty. The President is charged with establishing a University environment that is conducive to compliance with law, regulation, policy and ethical principles. The President is expected to promote diversity in the University community, consistent with applicable law and the public mission of the University. The President serves as principal administrative spokesperson for the University, promoting the University's interests and managing its reputation with external stakeholders. Except as may be otherwise provided in the Bylaws or as may be within the authority of a Principal Officer, the President represents the University before the executive and legislative branches of the state and federal governments, and of any foreign governments.

Not amended after July 20, 2016

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Bylaw 31. Chancellors

The Chancellors of the University campuses are appointed by and serve at the pleasure of the Board, on recommendation of and in consultation with the President of the University. The Chancellors serve as the executive heads of their respective campuses, implementing the policies and objectives of the Board and of the President of the University, and apprising the Board and the President of the University of significant developments affecting their campuses and the University. The Chancellors set the policies, goals and strategic direction for their campuses, consistent with those of the University. The Chancellors are responsible for the organization, internal administration, operation, financial management, and discipline of their campuses within the budget and policies approved by the Board and/or the President of the University. They oversee all faculty personnel and other staff at their locations, and appoint all members of the instructional staff, and may fix their remuneration in accordance with the provisions of the budget established by the Board and the salary scales of the University. On recommendation of the Academic Senate, the Chancellors are authorized to confer academic degrees on candidates successfully completing their courses of instruction. The Chancellors are authorized to serve as principal spokespersons for their campuses, and shall preside at all formal functions of their campuses unless they delegate the presiding function to a campus provost, vice chancellor, or dean.

*Not amended after July 20, 2016*

Source: *University of California Regents Policies current as of November 2019*  
<https://regents.universityofcalifornia.edu/governance/policies/index.html>

**Excerpts from the University of Colorado Board of Regents Laws and Policies, Policy 3, Officers of the University and Administration**

OFFICERS OF THE UNIVERSITY AND ADMINISTRATION

Policy 3.A: Definitions of Officers of the University

3.A.1 President

(A) As provided by laws of the State of Colorado, the president shall be the principal executive officer of the university, a member of the faculty, and shall carry out the policies and programs established by the Board of Regents. [Section 23-20-106 C.R.S]

(B) As the principal executive officer, the president shall be responsible for the academic, administrative, and fiscal matters of the university and for compliance of all university matters with applicable regent Laws and policies and state and federal constitutions, laws, and regulations. The president shall be the arbiter in case of intra-university conflicts. The president may delegate the responsibility of university academic, administrative and fiscal operations, so long as the delegation is consistent with other university laws and policies and with federal and state law.

(C) The president shall report directly to the Board of Regents, serve at its pleasure, and hold office until removed by the Board of Regents.

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(D) The president shall be the chief academic officer of the university and a member of its faculty thereof. As chief academic officer, the president shall be responsible for providing academic leadership for the university in meeting the needs of the state and shall maintain and advance the academic policies of the university.

(E) The president shall be the chief spokesperson for the university and interpreter of university policy and shall represent and interpret the roles, goals, and needs of the university throughout the state and elsewhere.

(F) The president shall be an ex officio member of the Faculty Council, and president of the Faculty Senate.

(G) The president is authorized:

(1) to approve appointments and any subsequent related changes, including salaries, in accordance with the delegation of personnel authority approved by the Board of Regents; and

(2) to accept, on behalf of the Board of Regents, resignations of all university employees, except the university counsel, and secretary of the Board of Regents , treasurer, and associate vice president of internal audit.

(H) The president is authorized to make and execute contracts on behalf of the university without the prior approval of the Board of Regents, except as may be limited by law, or when the Board of Regents has expressly provided otherwise for a specific contract or category of contracts.

(I) The president shall advise the Board of Regents of matters that the Board of Regents should consider in meeting its policy-making responsibilities.

**3.B.1 Chancellors**

The chancellor of each campus shall be the campus's chief executive officer and shall be the chief academic, fiscal and administrative officer responsible to the president for the conduct of the in accordance with the policies of the Board of Regents. The chancellor shall have such other responsibilities as may be required by these Laws or regent policy or as may be delegated by the president.

Source: University of Colorado Board of Regents Laws and Policies, Policy 3, Officers of the University and Administration <https://www.cu.edu/regents/regent-policy-0>

**Excerpts from University of Illinois Statutes**

**ARTICLE I. UNIVERSITY ADMINISTRATION**

**Section 1. Functions of the Board of Trustees**

The Board of Trustees formulates university policies but leaves the execution of those policies to its administrative agents, acting under its general supervision. It is the responsibility of the board to secure

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the needed revenues for the University and to determine the ways in which university funds shall be applied.

**Section 2. The President of the University**

The president is the chief executive officer of the University and a member of the faculty of each college, school, institute, division, and academic unit therein. The president shall be elected by the Board of Trustees, and the president's term of office shall be at the pleasure of the board. The president shall attend the meetings of the board and participate in its deliberations; may act with freedom within the lines of general policy approved by the board; shall prepare the annual budgets for presentation to the board; and shall recommend to the board suitable persons for positions in the University, including appointments to appropriate administrative positions, other than academic, which are not provided for in the Statutes. In case of exigencies, it is within the proper jurisdiction of the president to make appointments so that the work of the University shall not be interrupted, but such appointments shall be subject to confirmation by the board. The president is responsible for the enforcement of the rules and regulations of the University; shall make such recommendations to the board and to the senates as the president may deem desirable for the proper conduct and development of the University; and shall issue diplomas conferring degrees, but only on the recommendation of the appropriate senate and by authority of the Board of Trustees. The president may designate the administrative officer(s) who shall exercise the functions of the president during the absence of the president from duty, which designation(s) shall be subject to change by the Board of Trustees.

**Section 3. The University Officers**

The university officers are identified in *The General Rules Concerning University Organization and Procedure*. Prior to recommending to the Board of Trustees the initial appointment of any university officer, except the president and the chancellor/vice president, the president shall seek the advice of the University Senates Conference. On the occasion of the reappointment of any university officer, the University Senates Conference may submit its advice if it so elects.

**Section 4. Other University Administrative Officers**

There may be additional administrative officers with university-wide responsibilities and duties as delegated by the President of the University. The president may make changes in titles and assignment of responsibilities of officers and may recommend to the Board of Trustees additional administrative positions as provided for in Section 2 of this Article.

**Section 5. Chancellors and Vice Presidents**

There shall be a chancellor at each campus of the University who shall also be a vice president of the University (chancellor/vice president). The chancellor/vice president, under the direction of the president, shall serve as the chief executive officer for the campus. The chancellor/vice president shall perform such duties as may be delegated and assigned by the president and may be consistent with the *Statutes* of the University, *The General Rules*, and actions of the Board of Trustees.

The chancellor/vice president shall be appointed annually by the Board of Trustees on the recommendation of the president. On the occasion of the appointment of a new chancellor/vice president, the president shall have the advice of a committee selected by the senate of the campus concerned. On the occasion of a reappointment, the president shall have the advice of a committee selected by the senate of the campus concerned. On the occasion of a reappointment, the senate may submit its advice if it so elects.



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Source: University of Illinois Statutes, amended January 23, 2013.  
<https://www.bot.uillinois.edu/governance/statutes>

## **Excerpts from University of Maine System Policy Manual**

### GOVERNANCE AND LEGAL AFFAIRS

Section 203 Chancellor – Appointment and Responsibilities

Effective: 2/82

Last Revised: 7/17/89, 1/28/19

Responsible Office: Clerk of the Board

#### Policy Statement:

The Chancellor of the University of Maine System is appointed by the Board of Trustees and serves at its pleasure as the chief executive and education officer of the University System. The Chancellor is accountable to the Board for making certain that the System achieves its mission and operates to serve students and the state of Maine in accordance with Board-established directions, Maine Statutes, and the policies and procedures of the University of Maine System.

The Chancellor is responsible for:

- Governance and administration of the entire University System, including oversight of shared services provided to the entire university system, legal affairs and identification and management of risk;
- Implementation of Board priorities and objectives, policy and procedures and other such duties as the Board may delegate or assign;
- Providing the Board with professional, strategic judgments on all matters affecting the System and the universities;
- System planning, in conjunction with campus Presidents and major system staff, for academic affairs, student affairs, research and public service programs, financial operations, human resources, labor relations, capital plans, and resource utilization;
- Preparation of all operating, capital, and auxiliary enterprise budgets, appropriation requests, bond issues, and statutory changes;
- Presentation of appropriation requests, bond issues, and statutory changes to executive or legislative branches of Maine government in accordance with the provisions of the Maine statutes;
- Nomination of persons to head the campuses and other System major staff for appointment by the Board of Trustees, and for implementation of professional development programs and performance review of the presidents and major staff;
- Seeking consultation and advice from the Presidents, both collectively and individually, on matters pertaining to the System and, as appropriate, to each campus;

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- Development of an effective statewide communications, public relations and legislative program;
- Providing leadership in the relationships of the University of Maine System with the Maine Community College System, pre-K to 12 education, the New England Commission of Higher Education, and the employer community;
- Serving as a leading spokesperson for higher education in Maine.

Section 204 President – Appointment and Responsibilities

Effective: 1/23/89

Last Revised: 1/27/14

Responsible Office: Clerk of the Board

**Policy Statement:**

Presidents of the University System shall be elected by the Board on the nomination of the Chancellor and shall serve at the pleasure of the Board. The President is the chief administrative and educational officer of the respective institution and is responsible for all aspects of operations within the approved mission, and policies and procedures set forth by the Chancellor and the Board of Trustees. The President reports directly to the Chancellor.

The President is responsible for:

1. the implementation of plans, policies, and directives from the Board of Trustees and the Chancellor;
2. active participation in strategic leadership of the University of Maine System through leadership of System-wide initiatives, promoting collaborative efforts at all levels among UMS universities, participation in Presidents Council, engagement in System-wide planning, and participation in Board of Trustees meetings, strategic planning, and other activities,
3. the establishment of an effective communications link between the President and the Chancellor and between the President and all of the constituencies at the institutional level: faculty, students, staff, alumni, and community partners;
4. the academic leadership of the institution through established planning processes and prioritizing of goals and objectives, promotion of academic excellence, development and motivation of faculty and staff to accomplish the University and System missions, and promotion of innovative, collaborative and efficient use of resources to meet the needs of students and the State;
5. the development and administration of the institution's operational and auxiliary enterprise budgets as approved by the Chancellor and Board of Trustees, including establishment of priorities for expenditures and achievement of revenue projections as set forth in the approved budgets;
6. the development, maintenance and operation of the physical plant and the development of long-range capital facilities priorities in accordance with the mission and guidelines set forth by the Board of Trustees;
7. the administration of all programs affecting student life and promotion of the learning environment for the welfare of the student body;

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8. the development of an effective public service program for both the internal and external communities;
9. the development of an effective community relations program;
10. identification, assessment and management of risks and ensuring regulatory compliance;
11. establishing the means to assess the effectiveness of the institution;
12. assuring that the institution employs staff sufficient in role, number and qualifications appropriate to the institution;
13. consultation with faculty, students, other administrators and staff in accordance with established institutional mechanisms.

Source: University of Maine System Policy Manual: <https://www.maine.edu/board-of-trustees/policy-manual/>

**Excerpts from Wisconsin State Statutes, chapter 36, University of Wisconsin System**

36.09 Responsibilities.

(1) THE BOARD OF REGENTS.

(a) The primary responsibility for governance of the system shall be vested in the board which shall enact policies and promulgate rules for governing the system, plan for the future needs of the state for university education, ensure the diversity of quality undergraduate programs while preserving the strength of the state's graduate training and research centers and promote the widest degree of institutional autonomy within the controlling limits of system-wide policies and priorities established by the board.

(2) THE PRESIDENT.

(a) The president shall be president of all the faculties and shall be vested with the responsibility of administering the system under board policies and shall direct a central administration which shall assist the board and the president in establishing system-wide policies in monitoring, reviewing and evaluating these policies, in coordinating program development and operation among institutions, in planning the programmatic, financial and physical development of the system, in maintaining fiscal control and compiling and recommending educational programs, operating budgets and building programs for the board. Subject to par. (b), the president shall appoint each senior vice president, vice president, associate vice president and assistant vice president of the system. The president shall fix the term of office for each senior vice president, vice president, associate vice president and assistant vice president of the system.

(b) The sum of the number of senior vice presidents and vice presidents of the system that the president may appoint under par. (a) may not exceed 4.

(c) The president shall appoint a special assistant to the president to serve as the director of the office of educational opportunity under s. 36.64. The special assistant serves at the pleasure of the president.

(3) THE CHANCELLORS.

(a) The chancellors shall be the executive heads of their respective faculties and institutions and shall be vested with the responsibility of administering board policies under the coordinating direction of the president and be accountable and report to the president and the board on the operation and

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administration of their institutions. Subject to board policy the chancellors of the institutions in consultation with their faculties shall be responsible for designing curricula and setting degree requirements; determining academic standards and establishing grading systems; defining and administering institutional standards for faculty peer evaluation and screening candidates for appointment, promotion and tenure; recommending individual merit increases; administering associated auxiliary services; and administering all funds, from whatever source, allocated, generated or intended for use of their institutions.

- (b) The chancellor may designate a person as provost, to act as chief executive officer of the institution in the chancellor's absence, if the person currently holds a limited appointment as vice chancellor, associate chancellor, assistant chancellor, associate vice chancellor or assistant vice chancellor. The chancellor may not create an additional administrative position for the purpose of this paragraph.

Source: Wisconsin Statutes, Chapter 36, University of Wisconsin System  
<http://docs.legis.wisconsin.gov/statutes/statutes/36>

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## Appendix B

### Other systems that are not comparable to the University of Alaska System

The "Report on the UAA Faculty Senate Resolution to Move the Reporting Lines of the UA Chancellors to the Board of Regents"<sup>6</sup> cites the higher education systems in Arizona, Idaho, Kansas, Mississippi, Montana, North Dakota, Pennsylvania (the Pennsylvania State System of Higher Education), Rhode Island<sup>7</sup>, and Texas (the Texas State University System) are examples to justify recommendations for changing reporting relationships and the role of Statewide. Other states with similar structures are Iowa and South Dakota. These systems are simply not comparable to the University of Alaska.

- None of these systems evolved from a single "root" public university as described above. In every case, the systems were formed through the consolidation of previously separately governed institutions under a single statewide governing board.<sup>8</sup> As these systems function today, each institution remains a separately accredited public university. The Texas State University System is a result of legislation enacted in 1975 and 1995 combining seven public universities under one governing board. The system office plays a limited role in support of the governing board and the roles and responsibilities of the system officers and system office bear little relationship to those of the University of Alaska.
- None of these systems functions within a single corporate structure comparable to the UA as described above. In a sense, most of the systems function as separate institutions (and as separate corporate entities) with a common governing board.

These states vary significantly in the scope of the responsibilities of the governing board executive officer and the relationship of the institutional president to the that officer and the governing board. The states can be grouped roughly as (1) governing board states with an executive officer with limited authority related to the institutions and (2) university system governing boards a limited role of the system executive

- Governing board states include Arizona Board of Regents, the Iowa Board of Regents, the Idaho State Board of Education/Board of Regents, the Kansas Board of Regents, and the Mississippi Board of Trustees of Institutions of Higher Learning.
- Each of these governing boards functions essentially as the governing board for each of the constituent institutions rather than the governing board for a "university system" an integrated entity.<sup>9</sup>
- The role and responsibilities of the system executive in these consolidated governing board states has never been that of the chief executive and academic officer of a university. The system executive's title is often "executive director" or "commissioner"—titles that emphasized the principal responsibilities not as chief executive and academic officer of a university system but a more limited one of providing support for the governing board, overseeing the system staff responsible for legal, budget, and limited academic oversight functions, coordinating relations with the governor and state legislature, and facilitating communication between the presidents and the governing board.
- The institutional presidents are appointed by and report directly to the governing board. Organized as a presidents' council, or in the case of the Arizona Board of Regents, the institutional chief executives review and make recommendations directly to the board. The role of the system executive officer is to facilitate communications between the presidents and the

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governing board and to oversee the operation of the governing board office. The wording of the Arizona Board of Regents policy is an example:

The Presidents of the universities and the Executive Director of the Board are responsible for the management of the institutions under the jurisdiction of the Board, as set forth in Board Policy, and subject to applicable law. The Presidents of the universities and the Executive Director of the board together comprise the Enterprise Executive Committee. The Enterprise Executive Committee is not a committee of the Board and is not a committee advisory to the Board but is the collective vehicle for management of the institutions under the governance of the Board.<sup>10</sup>

- University system governing boards. The Board of Regents for the Montana University System, the South Dakota Board of Regents, and the North Dakota Board of Higher Education for the North Dakota Higher Education System all function as coordinated systems. The South Dakota Board of Regents is one of the oldest consolidated systems in the country established in 1896 when the boards of trustees for each public institution were abolished and their powers transferred to a single board. Relatively recent legislation enacted in Montana (1994) and North Dakota (1990) strengthened the mandate to the governing boards to lead a statewide, coordinated system designed to achieve state goals. In these states:
  - The institutional presidents are appointed by the governing board. In Montana and North Dakota, the presidents report to the system executive (Chancellor in North Dakota and Commissioner in Montana).
  - Board policy explicitly defines the roles and responsibilities of the system executive and the university presidents.
  - The executive officer's responsibility is to staff the governing board, see that governing board policy is implemented at the system and institutional levels, promote system coordination, oversee the operation of system office functions, and represent the system to the governor, state legislature and the public.
  - In all three of these states, the system executive officer and the presidents work collaboratively in shaping recommendations to the governing board.

In summary, these systems differ significantly in origin and functioning from the University of Alaska. They should therefore not be used as reference points for the roles and relationships within the University of Alaska.

<sup>6</sup> University of Alaska Anchorage Faculty Senate (2019). Report on the UAA Faculty Senate Resolution to Move the Reporting Lines of the UA Chancellors to the Board of Regents by the Committee on Governance and Funding Reform of The Faculty Senate of the University of Alaska Anchorage Approved by the Committee, February 16, 2020

<sup>7</sup> The Rhode Island legislature enacted legislation effective in February 2020 granting the University of Rhode Island its own governing board and separating it from the governance of the Council on Postsecondary Education. This change reflects more than 50 years of efforts of URI presidents to gain greater autonomy from state oversight. The Council on Postsecondary Education now remains the governing board for Rhode Island College and the Community College of Rhode Island. The Office of the Commissioner plays a limited staff role to the Council and operates the office regulatory, budget, labor relations and other functions.

<sup>8</sup> McGuinness, A.C., Jr. (2013). The History and Evolution of Higher Education Systems in the United States, Higher Education Systems 3.0. Lane, J.E. and Johnstone, DB., eds., NY: SUNY Press, pp. 45-71.



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<sup>9</sup> The Kansas Board of Regents has a mission of leading the Kansas State University and College System as defined in 1998 state legislation. <https://www.kansasregents.org/about/policies-by-laws-missions/missions>

<sup>10</sup> Arizona Board of Regents By-Laws, Article VII, section 2  
<https://public.azregents.edu/Policy%20Manual/Board%20BYLAWS.pdf>

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## Appendix C - Comparison of System Functions

The attached chart illustrates the principal functions of systems compared to the University of Alaska System.

### Functions common to most systems

Most systems carry out basic functions necessary for the governing board to fulfill is constitutional and/or statutory responsibilities. These include:

- Staff to the governing board (clerk of the board)
- Office of the system CEO
- General Counsel
- Government/community relations
- Communications/public affairs
- Strategic planning
- Academic and student affairs policy and coordination: support of governing board decision-making on academic policy (e.g., program approval and tenure appointments), facilitating communication among campus academic and student affairs officers, monitoring institutional compliance with board policy, carrying out system-level initiatives and projects, providing information for students on system-level issues: admissions requirements, transfer policies, international student information (e.g., visas), and student financial aid.
- Institutional research, analysis, reporting, and data warehouse to meet System-level needs
- Budget and financial policy (support for system board on policy decisions; analysis, monitoring of system and institutional finances, and reporting)
- Information technology (maintaining IT infrastructure for system office functions)
- Compliance (monitoring, training re: Title IX and other federal and state laws and regulations related to safety and the environment)
- Risk management
- Audit

### Differences in functions between comparable and non-comparable systems

Beyond these points of similarity, there are significant differences between the few systems comparable to the University of Alaska and those that are not comparable.

- Systems comparable to the University of Alaska System
  - The system office
    - Plays a leadership role in leading and facilitating inter-campus collaboration in the delivery of academic programs
    - Carries out shared services functions, especially related to finance and administration (e.g., accounting, human resources, procurement, facilities management, auditing) in order to achieve economies-of-scale across the system

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- Each campus has departments/functions, especially related to shared service functions (e.g. finance and administration, human resources, and procurement) necessary for campus-level operations. However, the campus functions are linked to and benefit from the economies-of-scale of the system shared services
- Systems not comparable to the University of Alaska System
  - The system office
    - Carries out primarily the planning, policy, reporting and oversight functions necessary to support the governing board
    - Plays a limited role in leading and facilitating inter-campus collaboration in delivery of academic programs
    - Carries out financial and administration functions limited to budgeting, financial oversight, and finance policy in support of the system governing board and the system office. The system serves only a coordinating role for campus-level financial and administration functions.
    - The information technology (IT) functions tend to be limited to those essential for the system office to support the governing board's responsibilities for monitoring, reporting, and holding institutions accountable related to finance/budget, academic and student affairs, compliance, etc.
  - Each institution/campus has a full range of departments/functions of an independent entity, especially related financial and administration functions (e.g., Information technology (IT), accounting, human resources, procurement, facilities management, auditing, etc.). The system has only limited shared services among member institutions. Institutional officers share information and expertise but not to the level of achieving significant savings through shared services

Because systems comparable to the University of Alaska are designed to achieve economies-of-scale through system-level shared service functions, they have higher system-level staff levels and budgets and lower campus-level staff levels and budgets for shared service functions. Because each campus carries out a full-range of finance and administration functions, non-comparable systems achieve only limited systemwide economies-of-scale through shared services.

**State differences that make comparisons problematic**

Several differences among states make comparisons problematic:

- Degree of administrative independence from state government. The University of Alaska has a high degree of independence from state government compared to many other university systems. Even in states that grant public universities a degree of academic autonomy, state governments often retain a relatively high degree of control of functions such as human resource administration, financial management and reporting, procurement and facilities management relationships to state government. Because of this state involvement, the system functions may be different from those of systems like the University of Alaska. As examples, the University of Hawaii System, even though it is established by the state constitution, is subject to extensive legislative oversight and linked to state administrative functions related to finance, human resources and other procedural functions. Similarly, the North Dakota University System is subject to extensive state legislative administrative oversight related to finance, human resources and other procedural functions. In contrast, the state law grants the University of

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Maine System a relatively high degree of independence from state government on matters such as human resource administration, financial management and reporting, procurement and facilities management

- Role of system in allocating state appropriations among institutions. A few systems such as the University of Alaska System and University of Maine System receive a lump sum appropriation which the governing board then allocates among the campuses. In other systems, the state budget includes line items for each campus within the system and the system has a limited role in allocating resources among the campuses. In these cases, the System frequently makes recommendations regarding allocation or develops an allocation model for use by the legislature. These recommendations may or not be followed (often a function of the political culture of the state).
- Collective bargaining and labor relations. Because the system governing board is the employer of record, the system office in systems with collective bargaining have larger staffs for human resources and labor relations. University of Alaska System, University of Hawaii System, the Montana University System the University of Maine System and the South Dakota Board of Regents have collective bargaining. The Nevada System of Higher Education, and the North Dakota University System do not have collective bargaining.
- Unique system functions. Systems often perform functions that are unique to the state. The Board of Regents for the University of Hawaii is also the state board of vocational education and as such performs an oversight role unlike any other system board. The University of Alaska Board of Regent's responsibilities for land management are also unique.

**Table 1. Comparison of Functions of System Offices in Systems Comparable to the University of Alaska System**

Functions	Comparable Systems			Non-Comparable Systems		
	University of Alaska System	University of Maine System <sup>11</sup>	University of Hawaii System	Montana University System	North Dakota University System	South Dakota Board of Regents
Enrollment (Headcount)	24,006 <sup>12</sup>	29,974 <sup>13</sup>	49,976 <sup>14</sup>	42,671 <sup>15</sup>	44,938 <sup>16</sup>	35,737 <sup>17</sup>
Staff to Board (clerk/secretary)	X	X	X	X	X	X
Office of president/system CEO	X	X	X <sup>18</sup>	X	X	X
General counsel	X	X	X	X	X	X
Government/community relations	X	X	X	X	X	X
Communications/Public Affairs	X	X	X	X	X	X
Strategic planning	X	X	X	X	X	X
Academic and student affairs policy and coordination	X	X	X	X	X	X

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Functions	Comparable Systems			Non-Comparable Systems		
	University of Alaska System	University of Maine System <sup>11</sup>	University of Hawaii System	Montana University System	North Dakota University System	South Dakota Board of Regents
Institutional research, analysis, reporting and data warehouse for system	X	X	X	X	X	X
Budget and financial policy (support for system board on policy decisions; analysis, monitoring of system and institutional finances, and reporting)	X	X	X	X	X	X
Information technology (maintaining IT infrastructure for system office functions)	X	X	X	X	X	X
Compliance and safety (monitoring, training re: Title IX and other federal and state laws and regulations)	X	X	X	X	X	X
Audit	X	X	X	X	X	X
Risk Management	X	X	X	X	X	X
<b>System and shared services for campuses</b>						
Comptroller (fund accounting and control)	X	X	X			
Treasurer	X	X	X			
Human resources	X	X	X	X		X
Collective bargaining and labor relations	X	X	X	X		X
Financial systems (Banner, property management.)	X	X	X			

Report to the Board of Regents' Governance Committee

Functions	Comparable Systems			Non-Comparable Systems		
	University of Alaska System	University of Maine System <sup>11</sup>	University of Hawaii System	Montana University System	North Dakota University System	South Dakota Board of Regents
Procurement	X	X	X			
Information technology (maintaining IT infrastructure for <i>both system and</i> campuses—academic program delivery, finance, facilities, IR, procurement, students, etc.)	X	X	X			
Facilities management	X	X	X			
<b>Special Functions Unique to System</b>						
Student Financial Aid (administration of system or state student aid programs or savings program (e.g., 529 savings plan))	X			X	X	
Research coordination /economic development			X	X		X
Workforce Development	X		X	X		
Vocational Technical Education	X		X	X		
Land management	X					
State Authorization of Non-State Institutions				X	X	X

<sup>11</sup> The Office of the Chancellor for the University of Maine System is located on the University of Maine campus in Orono, Maine. Systemwide service and governance employees are located at other campuses, primarily in August on the campus of the University of Maine at Augusta.

<sup>12</sup> University of Alaska System headcount enrollment Fall 2019 (AY 2020) <https://www.alaska.edu/ir/reporting/>



**Report to the Board of Regents' Governance Committee**

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<sup>13</sup> University of Maine System headcount enrollment, AY 2020

[https://public.tableau.com/profile/robert.placido#!/vizhome/Academics\\_0/StudentHeadCount](https://public.tableau.com/profile/robert.placido#!/vizhome/Academics_0/StudentHeadCount)

<sup>14</sup> University of Hawaii System headcount enrollment, Fall 2019 (AY2020).

<https://www.hawaii.edu/institutionalresearch/openingEnrollment.action?reportId=OE>

<sup>15</sup> Montana University System headcount enrollment Fall 2019.

<https://www.mus.edu/data/dashboards/headcount.html>

<sup>16</sup> North Dakota Higher Education System headcount enrollment Fall 2019. [https://ndus.edu/wp-](https://ndus.edu/wp-content/uploads/sites/6/2019/10/2019-Fall-Enrollment.pdf)

[content/uploads/sites/6/2019/10/2019-Fall-Enrollment.pdf](https://ndus.edu/wp-content/uploads/sites/6/2019/10/2019-Fall-Enrollment.pdf)

<sup>17</sup> South Dakota Board of Regents headcount Fall 2018. [https://www.sdbor.edu/administrative-](https://www.sdbor.edu/administrative-offices/academics/accountabilityReports/Documents/Enrollment_Trends_2018.pdf)

[offices/academics/accountabilityReports/Documents/Enrollment\\_Trends\\_2018.pdf](https://www.sdbor.edu/administrative-offices/academics/accountabilityReports/Documents/Enrollment_Trends_2018.pdf)

<sup>18</sup> The President of the University of Hawaii System currently also serves as Chancellor of the University of Hawaii Manoa. At times in recent years, the President has served only as system CEO and the Manoa campus has been headed by a Chancellor.

Report to the Board of Regents' Governance Committee

**Appendix D Authority of State Boards and Agencies of Higher Education<sup>18</sup>**

*	Coordinating Boards/Agencies with Authority to Coordinate all Higher Education			System Governing Board for All Public Institutions	No Statewide Board for All Higher Education		Higher Education Service Agencies (student aid, private HEI licensure, data)	
	Multiple Governing Boards for Systems and Public Institutions				Two or more System Governing Boards and Several Institutional Governing Boards	Boards for Each Public HEI		
<b>Statewide Planning Authority</b>	Yes	Yes	Yes	Yes	No state-level entity charged with authority for statewide planning/public agenda for all higher education; planning only for individual systems or institutions	Planning only for each HEI		
<b>Budget Role</b>	Consolidated or Aggregated Budget –All Public HEIs <sup>18</sup>	Review / and Recommend— All Public HEIs <sup>18</sup> <small>Error! Bookmark not defined.</small>	Limited budget role	Yes for public system	Budget role only for governing systems and public HEIs under each board's jurisdiction	Budget role only for each HEI	No authority for statewide planning or in budget process	
	AL AR <sup>18</sup> <small>Error! Bookmark not defined.</small> CO IL IN KY LA <small>Error! Bookmark not defined., 18</small> MA MD MO <small>Error! Bookmark not defined., 18</small> NM <small>Error! Bookmark not defined.</small> OH OK SC TN	NE OR <sup>18</sup> TX VA	WA <small>Error! Bookmark not defined., 18</small> WV <sup>18</sup>	AK HI ID <sup>18</sup> KS <sup>18</sup> MT <sup>18</sup> NV ND SD UT DC PR	AZ CA <sup>18</sup> CT <sup>18, 18</sup> DE <small>Error! Bookmark not defined., Error! Bookmark not defined.</small> GA <small>Error! Bookmark not defined.</small> IA <small>Error! Bookmark not defined.</small> ME <sup>18, 18</sup> MN MS <small>Error! Bookmark not defined.</small> NJ	NY <small>Error! Bookmark not defined.</small> PA <small>Error! Bookmark not defined., 18</small> VT <sup>18</sup> WV <small>Error! Bookmark not defined.</small> WY <small>Error! Bookmark not defined.</small>	MI <sup>18</sup>	AZ CA CT DE <small>Error! Bookmark not defined.</small> IA <small>Error! Bookmark not defined.</small> MN <small>Error! Bookmark not defined.</small> NH <small>Error! Bookmark not defined., 18</small> NJ <small>Error! Bookmark not defined., 18</small> NY <small>Error! Bookmark not defined.</small> PA <small>Error! Bookmark not defined., Error! Bookmark not defined.</small> WI  DC PR
<b>Totals</b>	15	4	2	9, DC & PR	12	7	1	14 DC & PR

<sup>18</sup> This is an updated version of the 2015 report created for the Education Commission of the States by Aims McGuiness (NCHEMS)

<sup>18</sup> Coordinating boards commonly develop the formulas for allocation of state appropriations and/or make recommendations for overall system funding but do not review and/or make recommendations on individual institutional budgets.

<sup>18</sup> The Governor plays a direct role in the appointment of the executive officer.

<sup>18</sup> The Massachusetts Board of Higher Education serves as the coordinating board for all public higher education. The board also has overall state-level governing responsibilities for the state universities and community colleges, not the UMass. Each of the state universities and community colleges has a governing board which functions within the overall authority of the State Board of Higher Education.

<sup>18</sup> The New Mexico entity is a cabinet-level department headed by a Secretary of Higher Education. The department has authority to review, adjust and approve public university budgets prior to submission to the department of finance and

**Report to the Board of Regents' Governance Committee**

administration and limited authority primarily to review and study but not to take formal action to approve academic programs or other institutional decisions.

<sup>18</sup> In June 2011, Oregon established a new Oregon Higher Education Coordinating Commission for planning and coordination of the whole postsecondary education sector, including the community colleges and the Oregon University System. New entity has authority to approve changes in missions but not approval of specific academic programs. In 2013, legislation was enacted

strengthening the Higher Education Coordinating Commission, transferring responsibility for the community colleges to this Commission, and authorizing public universities previously under the Board of Higher Education to have their own governing boards (three as of July 1, 2014 and the remainder as of July 2015).

<sup>18</sup> Washington State Achievement Council makes overall recommendations on finance policy and strategic budget but does not review and make recommendations on institutional budgets.

<sup>18</sup> Changes in the authority of the West Virginia Higher Education Policy Commission in 2017-2019 have severely limited its authority, especially with respect to West Virginia University and Marshall University and the West Virginia Community and Technical College System.

<sup>18</sup> State has a board/agency responsible for coordination of all levels of education (P/K-16/20). State boards/agencies New York and Pennsylvania have limited coordinating, not governing authority for public institutions. The Idaho State Board of Education has governing authority for public institutions and coordinates locally governed community colleges. The Rhode Island Board of Education has planning and coordinating responsibility for the P-20 system but not for governing public higher education institutions. The Oregon Education Investment Board has strategic planning and coordinating authority for all levels of education, including the Higher Education Coordinating Commission (see endnote **Error! Bookmark not defined.**). The Florida State Board of Education has responsibility for policy direction and coordination of state's education system, P-20. Constitutional amendment passed in November 2002 created a Board of Governors for Universities. The State Board of Education retains overall responsibility for policy coordination for all education.

<sup>18</sup> Kansas Board of Regents is a consolidated governing board for universities and coordinating board for locally governed community colleges and Washburn University.

<sup>18</sup> The Montana Board of Regents serves as the governing body for state universities and the coordinating body for three locally governed community colleges.

<sup>18</sup> One statewide board is a statewide coordinating/regulatory body for locally governed community colleges and/or postsecondary technical institutions.

<sup>18</sup> Effective July 1, 2011, the former coordinating board, the Connecticut Board of Governors, was eliminated. The new Board of Regents for Higher Education governing body for the community-technical college, the state universities formerly within the Connecticut State University System, and Charter Oak State College. The University of Connecticut retains its own governing board. The Office of Higher Education is a higher education service entity for student aid and regulatory functions.

<sup>18</sup> One statewide board is a statewide governing board for community colleges and/or technical institutions.

<sup>18</sup> Maine Maritime Academy is the only public institution with its own governing board outside a system.

<sup>18</sup> One of the boards is a statewide governing board for community colleges and/or technical institutions.

<sup>18</sup> The Rhode Island Council on Postsecondary Education is the statewide coordinating entity as well as the governing board for Rhode Island College and the Community College of Rhode Island. Effective 2020, the University of Rhode Island has an independent governing board.

<sup>18</sup> Vermont has no statutory planning/coordinating entity. Vermont Higher Education Council is voluntary.

<sup>18</sup> Michigan State Board of Education has Constitutional authority for overall planning and coordination of the state's education system, but because of the Constitutional autonomy of the state universities and local governance of community colleges, the State Board does not function as a statewide higher education coordinating agency.

<sup>18</sup> The Governor's reorganization plan in June 2011 eliminated the New Jersey Commission on Higher Education and transferred its authority and duties to a Secretary of Higher Education who is appointed by the Governor and confirmed by the Senate. The Governor's Higher Education Council serves as an advisory body to the Secretary and the Governor.

## APPENDIX 18:

NCHEMS REPORT TO GOVERNANCE COMMITTEE OF THE  
UNIVERSITY OF ALASKA BOARD OF REGENTS

# Report to Governance Committee of the University of Alaska Board of Regents



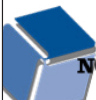
Sally Johnstone  
May 2020



**NCHEMS**

National Center for Higher Education Management Systems  
3035 Center Green Drive, Suite 150  
Boulder, Colorado 80301

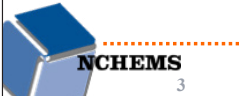
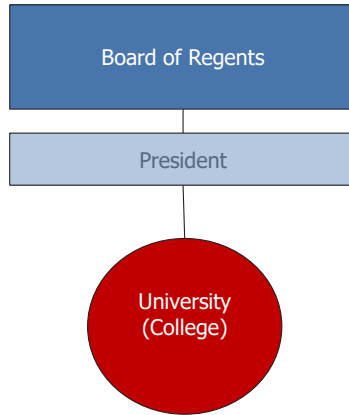
Higher education systems' origins can  
drive *reporting relationships* and  
influence the *functions* performed by  
system offices.



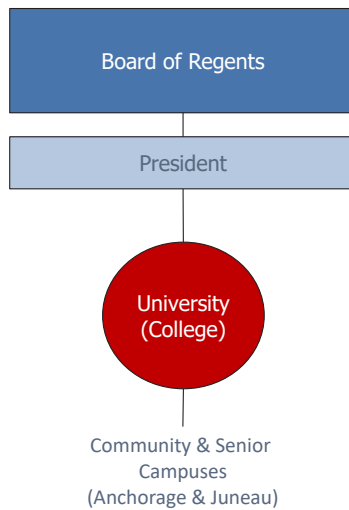
**NCHEMS**

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## Origins of University of Alaska

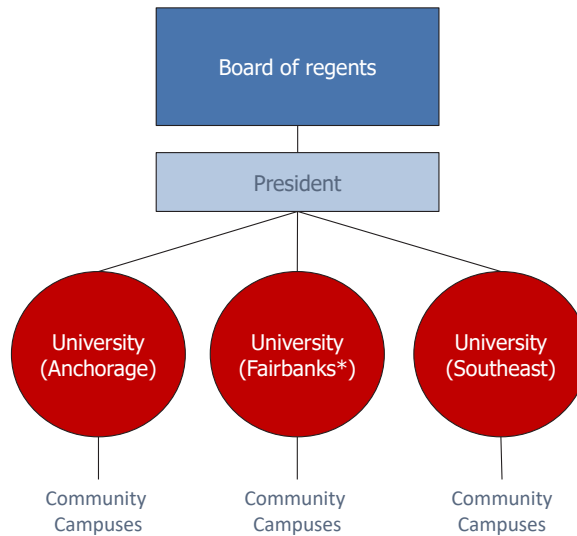


## Evolution of University of Alaska





## Current University of Alaska



\* 1975 - UA in College transformed into UAF

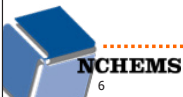
## "Systems" developing from a single *root* institution

### Statewide systems

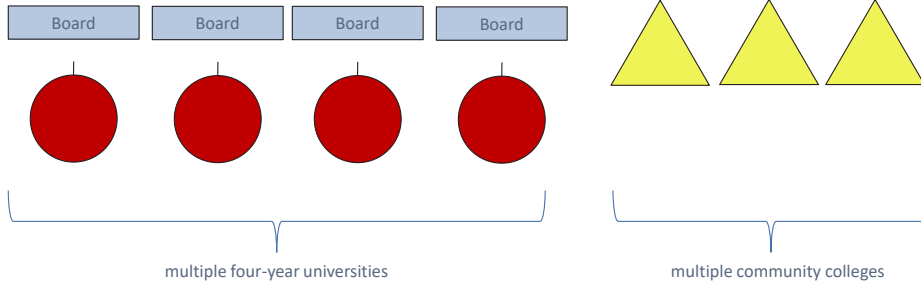
- University of Hawaii (root campus – Manoa)
- University of Nevada (root campus – Reno)

### Examples of systems within a state

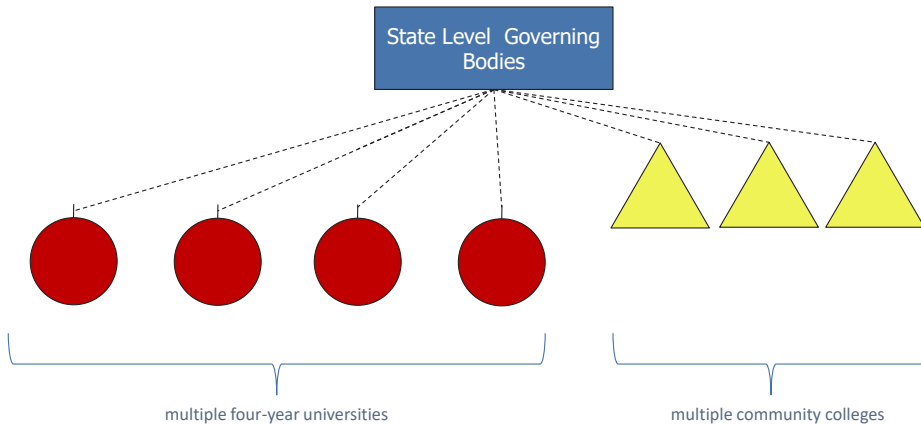
- University of California (root campus – Berkeley)
- University of Colorado System (root campus – Boulder)
- University of Illinois (root campus – Urbana-Champaign)
- University of Wisconsin (root campus – Madison)
- University of Maine (root campus – Orono)



### Most U.S. statewide systems resulted from consolidation



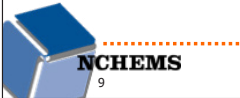
### Most U.S. statewide systems resulted from consolidation



## Examples of consolidated systems

### Consolidated systems

- Minnesota State Universities and Colleges System
- Montana University System
- North Dakota University System
- University of Arkansas System
- University of Missouri System
- University of Nebraska System
- University of Tennessee System



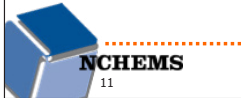
## Typical role of the system leader

- System leader is the CEO
- Supports governing board
- Oversees system staff (administrative, shared services, and academic )
- Campus CEOs report to system executive
- Decision-maker for recommendations to the governing board
- Represents university to legislature and governor



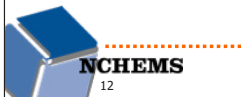
## Functions common to most system offices

- Strategic planning for state
- Institutional research analysis & data warehouse
- Budget & financial policy
- Academic & student affairs policy
- Compliance & safety
- Audits & risk management



## Additional System Functions Performed by Systems *similar* to the University of Alaska on behalf of the campuses (**shared services**)

- Comptroller (fund accounting)
- Financial systems management
- Human resources
- Procurement
- IT infrastructure (system & campuses)
- Facilities management



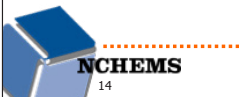
## Summary of systems office functions *similar* to University of Alaska

- Manages shared services functions, especially related to finance and administration (e.g., accounting, human resources, procurement, facilities management, auditing) in order to achieve economies-of-scale
- Leads facilitation of inter-campus collaboration in delivery of academic programs
- Campus functions linked to and benefit from the economies-of-scale of the system shared services, but manage campus-level operations



## System office functions *not comparable* to the University of Alaska

- System serves only a *coordinating* role for campus-level financial and administration functions.
- Plays a limited role in leading and facilitating inter-campus collaboration in delivery of academic programs
- Information technology (IT) functions limited to support for governing board's responsibilities for monitoring, reporting, and holding institutions accountable related to finance/budget, academic and student affairs, compliance, etc.
- System has limited shared services among member institutions. Institutional officers share information and expertise but rarely achieve significant savings through shared services



## Unique functions of University of Alaska

- Land management
- Managing the student savings program



A major role of any system is to utilize economies of scale to assure all parts of a state have higher education services as efficiently as possible.

Each state system is a complex mix of historical context and modern state needs, making simple comparisons misleading.





## Legal framework for authority, roles, & responsibilities

### Alaska Constitution

- University is one legal entity regardless of number of accredited institutions
- Board of Regents has “title to all real or personal property” and authority to “formulate policy”
- Board appoints president who “shall be the executive officer of the board



## Legal framework for authority, roles, & responsibilities

### Implementing statutes give president duties:

- Giving “general direction to the work of University of Alaska... subject to approval of Board of Regents”
- Appointing and supervising positions established by Board of Regents

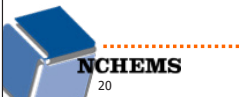


## Legal framework for authority, roles, & responsibilities

- President's statutory duties cover the full legal entity, including the accredited institutions
- Scope of President's duties determined by Board of Regents
- Board accomplishes administrative oversight of institutions and system primarily through the President

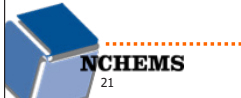


All systems with origins similar to the University of Alaska have had to define explicitly the roles of the system chief executive officers (CEO) and the campus CEOs.



### Common characteristics include:

- Statements or policies defining the roles and responsibilities of the campus CEOs and the system-level CEO regarding both the campus-level and the system-level. In most cases this is clear, concise, and easy to find in a public document (or website).
- Campus CEOs advise the system CEO on critical actions, but the system CEO makes the final decisions. The campus CEOs do have a responsibility to contribute to the system-level priorities and initiatives.
- All campus CEOs report to the system CEO and to the governing board through the system-level CEO.



**Discussions of reporting and governance usually occur when there is a crisis.**

**There is no doubt that the University of Alaska is facing one.**



Questions?



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## APPENDIX 19:

### GUIDE TO ACRONYMS

## GUIDE TO ACRONYMS

**AA:** associate of arts

**ABS:** Alaska Budget System

**AS:** associate of science

**AAS:** associate of applied science

**AFES:** Agriculture and Forestry Experiment Station

**ASUAF:** Associated Students of the University of Alaska Fairbanks

**BLaST:** Biomedical Learning and Student Training program

**BOR:** Board of Regents

**CANHR:** Center for Alaska Native Health Research

**CBA:** collective bargaining agreement

**CEM:** College of Engineering and Mines

**CES:** Cooperative Extension Service

**CEU:** continuing education unit

**CITO:** chief information technology officer

**CLA:** College of Liberal Arts

**CNSM:** College of Natural Science and Mathematics

**CRCD:** College of Rural and Community Development

**CTC:** Community and Technical College

**EAP:** emergency action plan

**EHS&RM:** Environmental Health, Safety, and Risk Management

**ELIF:** Engineering Learning and Innovation Facility

**EOP:** emergency operations plan

**EPSCoR:** Experimental Program to Stimulate Competitive Research

**ETS:** Educational Testing Service

**F&A:** facilities and administrative costs rate

**GER:** general education requirements

**GF:** general fund

**GI:** Geophysical Institute

**HR:** Human Resources

**IARC:** International Arctic Research Center

**ICR:** indirect cost recovery

**IDEA:** Inclusion, Diversity, Equity, and Accessibility task force

**INBRE:** IDeA Network of Biomedical Research Excellence

**IPEDS:** Integrated Postsecondary Education Data System



**KCE:** knowing, connecting, empowering

**LMS:** learning management system: e.g., Blackboard

**MAP:** Marine Advisory Program

**NDAC:** Nanook Diversity and Action Center

**NILOA:** National Institute for Learning Outcomes Assessment

**NSSE:** National Survey of Student Engagement

**OEM:** Office of Emergency Management

**OFA:** Office of Finance and Accounting

**OFD:** Office of Faculty Development

**OIPC:** Office of Intellectual Property and Commercialization

**OIT:** Office of Information Technology

**OLLI:** Osher Lifelong Learning Institute

**OMB:** Alaska State Office of Management and Budget

**PAIR:** Planning, Analysis, and Institutional Research

**PBC:** Planning and Budget Committee

**PDP:** Postsecondary Data Partnership

**RHA:** Residence Hall Association

**RSS:** Rural Student Services

**RU/H:** research universities, high research activity (Carnegie classification)

**SEP:** strategic enrollment plan

**SLOA:** student learning outcomes assessment

**SNRE:** School of Natural Resources and Extension

**SSS:** Student Support Services

**UA:** University of Alaska

**UAA:** University of Alaska Anchorage

**UAF:** University of Alaska Fairbanks

**UAS:** University of Alaska Southeast

**UNAC:** United Academics union

**URSA:** Undergraduate Research and Scholarly Activity

**VPALO:** vice provost and accreditation liaison officer

**VSA:** Association of Public and Land-Grant Universities' Voluntary System of Accountability