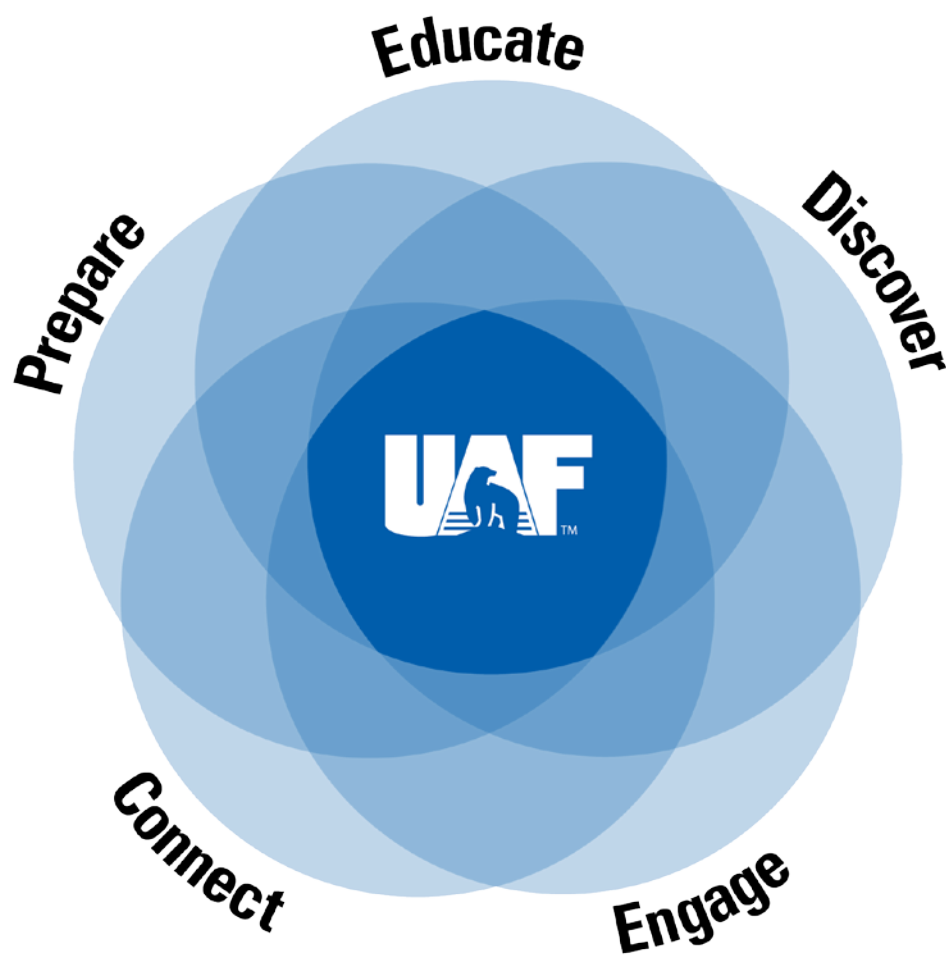

University of Alaska Fairbanks Comprehensive Self-Evaluation Report



Prepared for the Northwest Commission on Colleges and Universities
August 2011

UAF is an affirmative action/equal opportunity employer and educational institution. UAF photos by Todd Paris.



Brian Rogers, Chancellor
(907) 474-7112
(907) 474-6725 fax
uaf.chancellor@alaska.edu
www.uaf.edu

Bob Shetchik, Executive Officer
(907) 474-7489
(907) 474-7475 fax
rshetchik@alaska.edu

Office of the Chancellor

320 Signers' Hall, P.O. Box 757500, Fairbanks, Alaska 99775-7500

August 2, 2011

Dr. Sandra E. Elman
President
Northwest Commission on Colleges and Universities
8060 165th Ave. NE
Suite 100
Redmond, WA 98052

Dear Dr. Elman:

On behalf of the UAF community, I submit to the Northwest Commission on Colleges and Universities the "University of Alaska Fairbanks Comprehensive Self-Evaluation Report 2011." The new accreditation standards have provided us an opportunity to define and assess mission fulfillment and to demonstrate the integration of our core themes across the institution. Throughout the report we have endeavored to provide evidence for our assertions and to be candid with our analyses. As a result, the report and its supporting documentation provide a comprehensive evaluation of our institution.

We will be using this self-evaluation and the feedback we receive from the evaluators and the commission as the basis for continuous improvement and for our 2011-2012 strategic planning effort. We look forward to the insights and recommendations we will receive from the site evaluators this fall.

Sincerely,

A handwritten signature in black ink, appearing to read 'Brian Rogers', written in a cursive style.

Brian Rogers, Chancellor
University of Alaska Fairbanks

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Introduction

The University of Alaska Fairbanks (UAF) is the flagship institution of the statewide University of Alaska System. Established in 1917 as the Alaska Agricultural College and School of Mines, UAF today is Alaska's primary research institution and the only university in the state that awards doctoral degrees. It is one of the top 50 universities in research sponsored by the National Science Foundation and has the rare distinction of being a Land Grant, Sea Grant, and Space Grant university.

UAF promotes academic excellence, preparing undergraduate and graduate students for success in the twenty-first century and for the career, technical, and professional workforce. Many of UAF's programs are nationally accredited or certified. As both a research university and a community college system, UAF awards degrees and certificates in 127 fields. The Fairbanks campus offers a wide array of baccalaureate and graduate degree programs that afford students exceptional research opportunities. The College of Rural and Community Development, which administers the community campuses, addresses workforce, economic, and social needs of the Fairbanks area and of Alaska Native people and rural communities. It includes the UAF Community and Technical College in Fairbanks; the Interior-Aleutians Campus in Fairbanks, which serves rural, central, and western Alaska; the Bristol Bay Campus in Dillingham; the Chukchi Campus in Kotzebue; the Kuskokwim Campus in Bethel; and the Northwest Campus in Nome.

UAF's research and creative activities include an emphasis on Alaska and the circumpolar North, encompassing both contemporary scholarship and traditional knowledge, with participation of Alaska Native peoples. UAF is an international leader in research on northern issues, notably climate change and its impacts on communities. Additional key areas of research include wildlife and fisheries, marine and coastal systems, agriculture and forestry, and engineering for cold climates. Scientists study geophysical phenomena such as the aurora, seismology, volcanology, snow, ice, and permafrost. Health disparities of Alaska Native people and other health issues affecting Alaskans are growing research areas. Languages and cultures of the indigenous peoples of the North, particularly the Eskimo, Aleut and Athabaskan (Dene') peoples, and the educational issues unique to rural Alaska are important areas of scholarship. UAF is at the center of a thriving Fairbanks arts community, which engages the public through the creative works of faculty, staff, and students. Arts faculty perform, exhibit, and publish nationally and internationally.

The University of Alaska Museum of the North holds more than 1.4 million artifacts, which form the core of its exhibits and educational programs aimed at interpreting the region's environment and cultures. The Elmer E. Rasmuson Library, with a collection totaling more than 1.75 million items, is the largest library in the state. Its Alaska and Polar Regions Department is a major international repository for information resources on the North.

As a Land, Sea, and Space Grant institution UAF has a fundamental commitment to outreach and community engagement. The Cooperative Extension Service interprets and extends relevant university research-based knowledge to the public in an understandable and usable form. The Marine Advisory Program works to develop wise use and conservation of Alaska's marine and coastal resources. The Alaska Space Grant Program sponsors a broad range of opportunities to enhance teaching, research, and educational outreach within aerospace and earth sciences. Additionally, UAF serves the state's diverse population through lifelong learning programs and by fostering economic development in rural and urban communities.

Institutional Context

The University of Alaska Fairbanks (UAF) is America's arctic university. Serving a state that is by far the largest and most sparsely populated in the nation, Alaska's university system faces unique challenges and opportunities. A total of 710,000 Alaskans occupy 572,000 square miles. The vast distances, small population, large regional income disparities, and limited transportation and communications infrastructure present the university with the challenge of serving all residents equitably. The coming decade will bring major changes in Alaska's economy as the current mainstay, oil production, declines. Yet Alaska offers countless opportunities for discovery and innovation in education, research, creative activity, and collaboration with diverse peoples.

UAF serves as one of three hubs of the state system for higher education, along with the University of Alaska Anchorage (UAA) and the University of Alaska Southeast (UAS). The UA System is headed by a president who reports to the 11-member Board of Regents. Each of the three constituent universities – UAF, UAA, and UAS – is separately accredited and is led by a chancellor who reports to the president. UAF governance comprises the Faculty Senate, Staff Council, Associated Students of UAF, and the Governance Coordinating Committee. The Faculty Senate formulates academic policies, and Staff Council participates in developing policies related to benefits and working conditions. The Faculty Alliance, Staff Alliance, Coalition of Student Leaders, and System Governance Council, which includes faculty, staff, and students from all three universities, constitute governance at the statewide level.

Total UAF enrollment for fall 2010 was 11,034 students representing 49 states and 52 countries. However, 85 percent of all students and 77 percent of those on the Fairbanks campus came from Alaska. Among Alaska's three universities, UAF had the largest proportion of full-time students (43 percent) and of graduate students (20 percent). Minority groups, predominantly Alaska Native, compose about 20 percent of the student population. Many non-traditional students balance their education with family and work; the average student age is 31 for UAF as a whole and 27 for the Fairbanks campus.

Alaska's low high school graduation rate and low college enrollment rate result in 30.1 percent of the state's 19 year olds attending college (2008 data published in *Postsecondary Education Opportunity* vol. 218 August 2010). This rate is 44 percent nationally. Since 1986, Alaska has never ranked above 44th on this measure. However, its rate has improved by 8.5 percentage points since 1998 compared to 5.2 percent nationally. The six-year baccalaureate degree completion rate for first-time freshmen is about 30 percent, the lowest in the nation. UAF's retention rate for these students has improved to over 80 percent, but the university, in collaboration with the UA System, needs to further develop and implement programs to increase matriculation and timely graduation rates. Improvements can be made in financial aid, advising, and academic support. Until FY12 Alaska offered little need-based financial aid, and there is no low-cost community college system other than UA community campuses. Recent legislative funding of the merit-based [Alaska Performance Scholarship](#) and increased funding for the need-based [Alaska Advantage Education Grant](#) program are expected to improve college enrollment and graduation rates over the next decade.

The UA System's annual economic impact in the state is nearly \$1 billion, including direct and indirect payroll, student and visitor spending, and millions of dollars in goods and services paid to 1,200 Alaska businesses in more than 70 communities. Less tangible but nonetheless vital effects of UA campuses in communities include extension assistance with energy conservation, engagement with PK-12 schools, athletic competitions, theatrical and musical performances, art exhibitions, and other cultural events. Two-thirds of UA graduates remain in Alaska and fill many leadership positions in business, government, education, and community service.

Preface

Brief Update on Institutional Changes since Last Report

UAF received reaffirmation of accreditation on Jan. 11, 2002, on the basis of the fall 2001 comprehensive self-study and full-scale evaluation. That evaluation resulted in the following eight recommendations (full text of these recommendations and all referenced letters are available in our [accreditation archives](#) online):

1. Seek funding and undertake such steps as are necessary to ensure the construction of additional instructional, office, and research facilities and acquisition of state-of-the-art equipment at the Fairbanks campus and at the College of Rural Alaska (now CRCD) campuses, and at specialized research locations.
2. Address faculty compensation issues to bring salaries to levels adequate to attract and retain an excellent faculty.
3. Develop faculty and staff handbooks that collect the policies and procedures governing appointment, evaluation, scholarship, research, and artistic creation for all full- and part-time faculty and staff on all campuses of UAF. Ensure that evaluative provisions conform to the policy on faculty evaluation.
4. Take necessary steps to provide secure and fireproof storage of all student records.
5. Systematically plan for the integration of its activities, including teaching, and public service consistent with its graduate, research, and undergraduate programs, with the role of the College of Rural Alaska (now CRCD) in rural Alaskan development.
6. Review governance provisions for consideration of faculty, student and staff review and judgments in those matters in which these constituencies have a direct and reasonable interest such as the appointment of senior officials.
7. Ensure that all certificate and associate degrees contain recognizable bodies of instruction in program-related areas of communication, computation, and human relations, and that related instruction components be published in the relevant print and electronic catalogs in clear and complete terms.
8. Ensure that an assessment of student learning is conducted in all certificate and degree programs offered by the institution, including new program offerings.

The commission stated that it was satisfied with our reports on recommendations 3, 4, 7, and 8 in a letter dated Jan. 19, 2004, and satisfaction was expressed for all the remaining recommendations based on the 2006 interim evaluation. Since the acceptance of the 2006 interim report in a letter from the commission dated Jan. 19, 2007, all program and institutional changes were considered no change or minor change by the commission and were individually reported.

Major Leadership Changes since 2006

UA President Mark Hamilton named Brian Rogers interim chancellor of UAF in July 2008 and, after consultation with UAF governance, permanent chancellor in May 2009.

Following President Hamilton's announcement of his retirement after more than a decade of service, the UA Board of Regents conducted a search and selected Patrick K. Gamble as the UA System's new president in March 2010. Gamble took over the presidential duties in June 2010.

Susan Henrichs became provost of UAF in July 2007, after serving as dean of the Graduate School and vice provost from 2003-2007.

Mike Sfraga assumed responsibilities as vice chancellor for students in January 2010. He oversees a broad range of departments that serve UAF's students, including admissions, the registrar's office, financial aid, student activities, and residence life.

Mark Myers began working as the vice chancellor for research in January 2011. The vice chancellor oversees administration of the university's \$123 million-per-year research enterprise and supervises the university's standalone research institutes.

All of the deans of the colleges and schools except Carol Lewis, dean of the School of Natural Resources and Agricultural Sciences, have changed since 2006. UAF's current organizational chart is provided in Chapter 2.

Major Facilities Changes since 2006

The Biological Research and Diagnostics Facility, completed in 2006 and referred to as BiRD, consists of two levels with a mechanical penthouse. The 42,000-square-foot facility incorporates program components and facilities for laboratory animal holding and care, procedure rooms, administrative space, on-site biological waste handling, and building support space.

The Alaska Department of Health and Social Services constructed the State of Alaska Virology Lab, which opened in 2009. This state-owned building provides opportunities for collaboration between state and UAF researchers in the areas of animal and human health. The virology lab occupies the ground and upper level of the new 29,000-square-foot building. UAF occupies the basement level of the facility. The facility features labs with equipment designed to protect researchers and the public from dangerous infectious diseases. The lab is equipped to handle new techniques in virus detection. The virology lab, the only one in the state, conducts 45,000 tests each year and provides statewide viral diagnostic services that aid in the diagnosis and prevention of human diseases. Often the lab in Fairbanks is the only facility in the state with the proper equipment or expertise to test for certain viruses, such as rabies.

The Juneau Center of the School of Fisheries and Ocean Sciences is housed at the Lena Point Fisheries Facility, a cutting-edge science facility completed in 2008. The 30,000-square-foot, three-story structure houses nine laboratories, three classrooms, a teaching lab, and large saltwater tanks for studying live sea creatures. The Lena Point Fisheries Facility is co-located with the NOAA Ted Stevens Marine Research Institute, continuing a long tradition of collaboration between NOAA Fisheries and the Juneau Center.

The following new facilities are currently under construction or in planning:

- **Life Sciences Facility.** Voters around the state of Alaska overwhelmingly approved passage in 2010 of Proposition B, the statewide general obligation bond that included \$88 million for our much-needed Life Sciences Facility. The UA Board of Regents approved the final design of the facility on Nov. 9, 2010, and ground breaking took place March 30, 2011. Phase 1 of this project is currently under construction. Estimated completion is in late 2013.
- **School of Natural Resources and Agricultural Sciences (SNRAS) Research Greenhouse.** Ground breaking occurred on April 22, 2011, and completion is scheduled for December 2011. This new facility will provide new teaching and research greenhouse space for SNRAS.
- **Energy Technology Building.** Fifty thousand square feet of new office and research space is planned for the Alaska Center for Energy and Power program (ACEP). UAF will strive to achieve LEED (Leadership in Energy and Environmental Design) certification for the building. The proposed site is next to the power plant, where ACEP researchers can take advantage of the plant's large-scale power production capabilities and work closely with plant staff. The site also makes ACEP accessible to business and industry partners and university undergraduate students participating in various research and testing activities and projects. Energy Technology Test Modules are currently under construction as the first phase of this project.
- **Engineering Building.** A new engineering instructional building will be the highest priority new construction request for FY13. Classroom and instructional laboratories are needed to alleviate crowding due to the 70 percent enrollment increase in related programs since 2007.

- Heat and Power Plant Replacement. A new construction request for a replacement heat and power plant is planned for FY14.
- Student Life Facilities. Public-private partnerships are being explored to construct new dining and residential facilities.

Topics Requested by the Commission

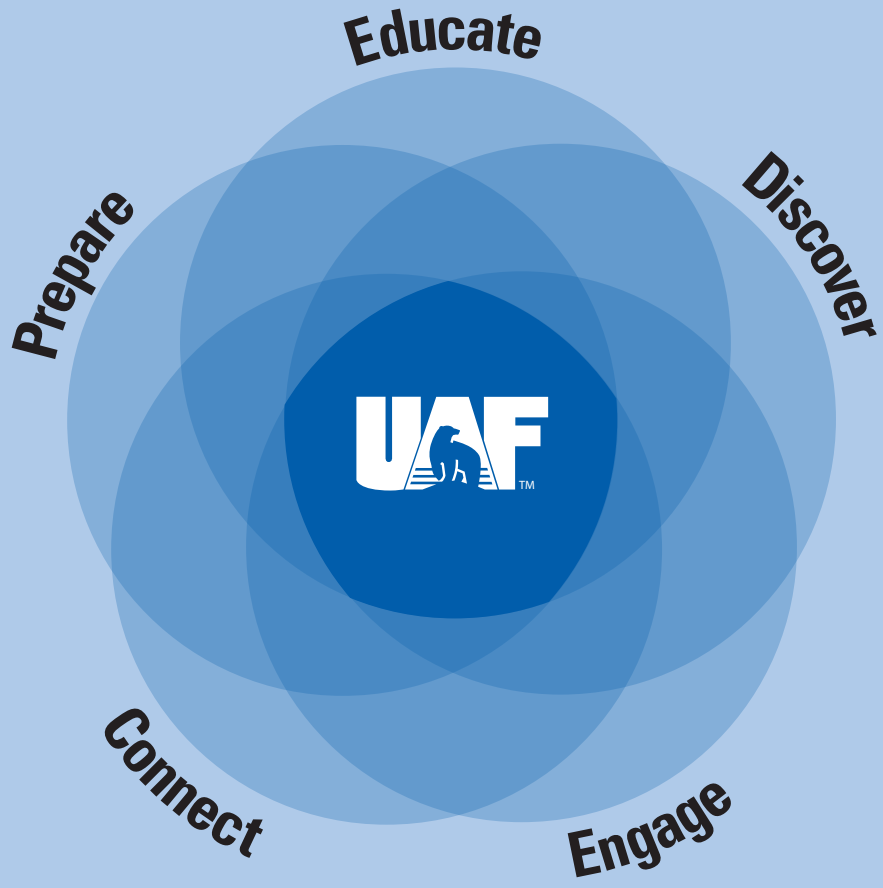
The commission has not requested that UAF address any topics.

Date of Most Recent Review of Mission and Core Themes

The UA Board of Regents approved UAF's latest mission statement in 2006. The UAF Strategic Planning Committee proposed revisions to the old mission statement (approved April 2000) during its work in FY05. Strategic planning and mission revision are planned for FY12.

The provost initially proposed core themes in January 2009, after which the Accreditation Steering Committee suggested revisions. Faculty, staff, students, administrators, and external advisory groups were asked via email and internal newsletters to provide feedback on the proposed core themes via a web-based survey. Based on the survey results, the Steering Committee proposed a new set of themes. The Chancellor's Cabinet proposed revisions and then the steering committee passed a draft to UAF's governing bodies; the Faculty Senate, Staff Council, and Associated Students of the University of Alaska Fairbanks provided input. Based upon this shared governance process, the cabinet finalized the core themes Dec. 7, 2009; they were presented to the UA Board of Regents in December 2010.

The following institutional planning documents provided guidance in establishing the core themes: the UA mission and strategic plan, the UAF mission, UAF Strategic Plan 2010, UAF Vision 2017 Plan, UAF Academic Development Plan, 2010 Campus Master Plan, and UAF Enrollment Management Plan. (See [Exhibits](#).)



Chapter One

Mission and Core Themes

Core Themes

Educate

Undergraduate and Graduate Students

Discover

Through Research, Scholarship, and Creative Activity including an Emphasis on the North and its Peoples

Prepare

Alaska's Career, Technical, and Professional Workforce

Connect

Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge

Engage

Alaskans via Lifelong Learning, Outreach, and Community and Economic Development

Chapter One: Mission, Core Themes, and Expectations

Eligibility Requirements

The University of Alaska is established by the constitution of the state of Alaska, Article VII, Section 2. The Board of Regents and its authority over the University of Alaska are established by the constitution of the state of Alaska, Article VII, Section 3. Statutory provisions related to the authority of the Board of Regents over the University of Alaska are contained in AS 14.40. The statements of these articles and law are in the [Board of Regents bylaws](#). (ER 2)

UAF's mission and core themes are defined in the following sections. The Board of Regents approved the mission statement in 2006 and the core themes were presented to the board in December 2010. The Statewide Academic Council, with the concurrence of President Gamble, decided that Regents' Policy and University Regulation did not require formal approval of the core themes. UAF's purpose is to serve the educational interests of students, to ensure that our principal programs lead to recognized degrees, and to devote our resources to support our educational mission and core themes. (ER 3)

Standard 1.A: Mission

Mission Statement

The following UAF mission statement was approved by the UA Board of Regents on June 8, 2006, and is contained in its policy (10.01.03):

The University of Alaska Fairbanks, the nation's northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF – America's arctic university – promotes academic excellence, student success and lifelong learning.

The mission statement is printed in the annual UAF catalog and on the [UAF web page](#). The mission is guided by and consistent with the following UA System mission statement (established on Oct. 6, 2000, and contained in Regents' Policy [10.01.01](#)):

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 Strategic Plan 2010](#) states the following:

As the nation's arctic university, UAF is defined by its location in the circumpolar North, Alaska's diverse cultures, rich history, unique geography, and environment. The students, faculty, staff and alumni, in honoring the public trust, commit themselves to the pursuit of excellence and work of the highest possible quality. We hold the following values to be the cornerstone of our identity as an academic community:

*Student success
Vitality and creativity of new discoveries and scholarship
Access to comprehensive higher education and lifelong learning
Sharing assets and resources with Alaska communities through active engagement
Independence of thought and action in the pursuit of knowledge
Diversity of our students and employees
Accountable for and efficient use of university resources
Promoting sustainable living in the North*

Our vision is that UAF will:

Be the university of choice for Alaska scholars

Offer distinctive opportunities in undergraduate and graduate education that take advantage of our location in the Far North

Provide excellent educational services at the point of need for Alaska Native and rural populations

Spearhead integrated research, emphasizing our complex high-latitude physical, biological and social systems

Link research discoveries with teaching, service, and community engagement

Create innovative collaborations with communities, businesses, and governments that meet state, national, and global needs

Demonstrate ways in which gender, racial, and cultural diversity strengthen the university and society

(1.A.1)

Mission Core Themes

UAF is distinctive in the UA System for its research-intensive mission; PhD programs; Land, Sea, and Space Grant status; statewide outreach through the Cooperative Extension Service and Marine Advisory Program; and service to rural and Alaska Native peoples of Interior, northern, and western Alaska.

Guided by and consistent with our mission, values, and vision, the following are UAF's core themes:

- Educate: Undergraduate and Graduate Students
- Discover: Through Research, Scholarship, and Creative Activity including an Emphasis on the North and its Peoples
- Prepare: Alaska's Career, Technical, and Professional Workforce
- Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge
- Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development

As a state research university and Land, Sea, and Space Grant institution, UAF advances (Discover) and disseminates (Educate, Prepare, Engage, Connect) knowledge through teaching, research, and public service. Because of UAF's location in interior Alaska, we have 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 our core themes with the exception of Educate. The Educate theme addresses our broad national and international instructional responsibility within which we strive for academic excellence and student success. Lifelong learning is addressed specifically in the Engage theme but is evident in Educate and Connect as well. Thus, our core themes manifest the essential elements of UAF's mission and collectively encompass our mission.

UAF aligns its research, educational, and public service activities to fulfill these essential elements of its mission through cooperation and collaboration among all of its units. For example, UAF conducts extensive climate research because climate change will have important impacts on the forests, tundra, wildlife, and fisheries of Alaska, and those will in turn impact northern peoples who rely on these environmental resources. Extension units engage the public around the state by sharing the useful information provided by research and provide a feedback mechanism for public priorities for research. In addition, the drier climate affecting interior Alaska in recent years has resulted in an increase in the number and severity of wildfires. The emergency services associate of applied science program prepares graduates for wildland fire control.

Excellent research opportunities improve the educational outcomes of undergraduate and graduate students and their degree completion rates. The interconnections among UAF's themes are too numerous to fully describe, but these examples show that all parts of the university contribute to fulfilling our mission.

Interpretation and Articulation of Mission Fulfillment

UAF is dedicated to maintaining high standards and continuously assessing mission fulfillment. The core themes are connected to our mission, vision, values, and strategic planning, as illustrated in the previous section. These connections provide the context for defining mission fulfillment using indicators of achievement for the objectives for each theme.

The rubric on the following pages identifies for each core theme a subset of indicators of achievement and thresholds indicating when mission fulfillment is surpassed (Likert scale index 5), met (index 3), or below expectation (index 1). We define mission fulfillment as achieving an average index value of 3.0 or better for each subset of indicators and having no more than one indicator in each theme below expectation. In addition, to illustrate that UAF is more than the sum of its parts, a few examples demonstrating the integration of the themes will be used to assess mission fulfillment holistically.

A subset of indicators is used to define mission fulfillment because many of the indicators are new and their utility for assessing mission fulfillment is uncertain. Ratios, e.g., publications per faculty FTE, were used whenever possible so external factors, such as major budget reductions, will not compromise our definition of mission fulfillment. This subset of indicators and the target ratios will be revised as we collect and summarize information over future accreditation cycles.

Our assessment of both qualitative and quantitative indicators will address natural variation and external factors, such as the economy, which may impact results. A few indicators (e.g., first-time full-time student retention rate and graduation rates) have natural boundaries and continuous improvement is naturally limited.

Some indicators of achievement are based on productivity; these are mandated by the UA System in our Performance-Based Budgeting process. While such indicators do not necessarily reflect quality, they are important within our state. This inclusion is consistent with our stated value to be accountable for and to make efficient use of state resources. In addition, UAA, a pilot institution in the new accreditation process, included these indicators in its indicators of achievement and definition of mission fulfillment. UA System [performance metrics](#) are as follows:

- High-demand job area degrees awarded
- First-time, full-time undergraduate retention
- Student credit hours
- Grant-funded research expenditures
- University generated revenue
- Non-credit instructional productivity

Table 1.1

Mission Fulfillment Definition Rubric by Theme					
Likert Scale	5	4	3	2	1
Theme	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation
Educate: Undergraduate and Graduate Students	More than 95% of programs have direct evidence that students are achieving intended learning outcomes.		75 to 85% of programs have direct evidence that students are achieving intended learning outcomes.		Less than 50% of programs have direct evidence that students are achieving intended learning outcomes.
	Average student performance on all programmatic national examinations with at least 5 students assessed is above the 75th percentile.		Average student performance on all programmatic national examinations with at least 5 students assessed is between the 40th and 60th percentile.		Average student performance on some programmatic national examinations with at least 5 students assessed is below the 25th percentile.
	First-time full-time undergraduate retention rate is at least 70%.		First-time full-time undergraduate retention rate is 60 to 65%.		First-time full-time undergraduate retention rate is less than 55%.
	Average senior ETS proficiency profile score is more than the 70th percentile for doctoral I and II institutions.		Average senior ETS proficiency profile score is between the 40th and 60th percentile for doctoral I and II institutions.		Average senior ETS proficiency profile score is less than the 30th percentile for doctoral I and II institutions.
	Employment placement of master's and PhD graduates in degree-appropriate positions within one year of graduation is more than 85%.		Employment placement of master's and PhD graduates in degree-appropriate positions within one year of graduation is 65 to 75%.		Employment placement of master's and PhD graduates in degree-appropriate positions within one year of graduation is less than 50%.
	Average number of independently reviewed publications is more than 1.5 per PhD graduate two years after graduating.		Average number of independently reviewed publications is 0.75 to 1.25 per PhD graduate two years after graduating.		Average number of independently reviewed publications is less than 0.5 per PhD graduate two years after graduating.
Discover: Through Research, Scholarship, and Creative Activity including an Emphasis on the North and its Peoples	Number of peer-reviewed publications per year per faculty member with research workload is more than 1.5.		Number of peer-reviewed publications per year per faculty member with a research workload is 0.75 to 1.25.		Number of peer-reviewed publications per year per faculty member with a research workload is less than 0.50.
	Grant or contract research expenditures per faculty member are more than \$200,000 per year.		Grant or contract research expenditures per faculty member are \$75,000 to \$125,000 per year.		Grant or contract research expenditures per faculty member are less than \$50,000 per year.
	Annual direct expenditures in areas of significant importance to Alaska and the North exceed 80% of research expenditures.		Annual direct research expenditures in areas of significant importance to Alaska and the North are 65 to 70% of research expenditures.		Annual direct expenditures in areas of significant importance to Alaska and the North are less than 55% of research expenditures.
	Number of creative exhibitions and performances per faculty FTE in fine and performing arts is more than 1.25.		Number of creative exhibitions and performances per faculty FTE in fine and performing arts is 0.75 to 1.0.		Number of creative exhibitions and performances per faculty FTE in fine and performing arts is less than 0.50.
	Percentage of faculty with research workloads reporting at least one paper with 12 or more citations exceeds 25%.		Percentage of faculty with research workloads reporting at least one paper with 12 or more citations is 15 to 20%.		Percentage of faculty with research workloads reporting at least one paper with 12 or more citations is less than 10%.

Mission Fulfillment Definition Rubric by Theme					
Likert Scale	5	4	3	2	1
Theme	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation
Prepare: Alaska’s Career, Technical, and Professional Workforce	Number of high-demand job area program graduates is more than 775.		Number of high-demand job area program graduates is 580 to 650.		Number of high-demand job area program graduates is less than 460.
	More than 75% of programs with state or national exams for certification have pass rates of 80% or higher.		40 to 60% percent of programs with state or national exams for certification have pass rates of 80% or higher.		Less than 25% percent of programs with state or national exams for certification have pass rates of 80% or higher.
Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge	Partnerships have significant and lasting impacts, are two-sided in terms of shared resources and responsibility, and represent every area of the state where UAF is active.		Partnerships have impact, share resources and responsibility, are lasting, and well distributed geographically.		Partnerships lack impact and are one-sided in terms of shared resources and responsibility, short lived, and poorly distributed geographically.
	Alaska Native and rural students are graduating in a proportion to enrollment at 95 to 100 % of the rate of other students.		Alaska Native and rural students are graduating in a proportion to enrollment at 70 to 85 % of the rate of other students.		Alaska Native and rural students are graduating in a proportion to enrollment at less than 60% of the rate of other students.
Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development	Non-credit instructional productivity units earned are more than 5,500.		Non-credit instructional productivity units earned are 4,100 to 4,700.		Non-credit instructional productivity units earned are less than 3,300.
	Non-credit workshops organized by CES, MAP, and AFES have more than 16,000 participants annually, and are well distributed topically and geographically across Alaska.		Non-credit workshops organized by CES, MAP, and AFES have 12,000 to 14,000 participants annually, and are distributed topically and geographically across Alaska.		Non-credit and non-CEU workshops organized by CES, MAP, and AFES have less than 10,000 participants annually or are not well distributed topically or geographically across Alaska.
	Intellectual property procedures and practices result in 4 or more non-disclosure agreements between UAF and private business.		Intellectual property procedures and practices result in 2 non-disclosure agreements between UAF and private business.		Intellectual property procedures and practices do not produce any non-disclosure agreements between UAF and private business.
	Partnerships exist with 4 or more business or community based economic development groups.		Partnerships exist with at least 2 businesses or community based economic development groups.		No partnership agreements exist with business or community based economic development groups.

Note: The rubric utilizes a 1 to 5 Likert scale index that assigns a value of 5 when the mission is surpassed, a 3 when the mission is met, and a 1 when a component of our mission is not being fulfilled. When an indicator is assessed as falling between the rubric statements for surpassing and meeting mission fulfillment, a 4 is assigned. Similarly, when an indicator is assessed as falling between the rubric statements for meeting mission fulfillment and non-fulfillment, a 2 is assigned.

(1.A.2)

Standard 1.B: Core Themes

Core Theme 1 Educate: Undergraduate and Graduate Students

Brief Description

In alignment with our mission to disseminate knowledge and promote academic excellence, student success, and lifelong learning, UAF offers educational programs for occupational endorsements, certificates, and associate, bachelor's, master's, and PhD degrees. Programs include vocational-technical, arts, sciences, and professions. Pre-college preparation is also offered to help prepare students for postsecondary education. UAF has 18 PhD programs in areas of particular strength including the sciences, engineering, psychology, indigenous studies, and anthropology, and an active interdisciplinary PhD program. The diverse collection of programs includes 167 degrees and 33 certificates in 127 disciplines. This collection of programs is a result of student, local, and state demand, our history as Alaska's first university, our strength in research, and our geographic isolation. As a Land, Sea, and Space Grant institution, baccalaureate, master's, and doctoral programs are infused with a research focus and our commitment to the state of Alaska and the northern regions.

UAF acts continuously to assess and improve the educational experience for its students. Each certificate and degree program is evaluated every five years in a program review process, which includes a review of each program's assessment of student learning outcomes. Faculty members evaluate courses in the undergraduate Core Curriculum every year. Students in every course evaluate their teachers at the end of each semester. UA Statewide conducts the Noel Levitz survey and a graduate survey, and UAF conducts the National Survey of Student Engagement (NSSE) and Community College Survey of Student Engagement (CCSSE) to gather broad student input on our programs and services. Results are used to change and improve education and related services through a continuous improvement process.

While all our themes integrate and overlap, the Prepare and Connect themes, in particular, overlap with the Educate theme. Historically, miners, fishermen, welders, and engineers from outside the state were brought in to meet local employment demands. In cooperation with the state of Alaska, UAF is working to make more employment opportunities available to Alaskans by preparing graduates for regional and state high-demand job areas. Given the large geographic size of the state and the lack of a fully developed road system, providing educational access to rural and Alaska Native communities is vital. These special responsibilities have led us to identify two distinct themes, Prepare and Connect, to recognize and assess these special components of our mission.

The objectives and indicators for the Educate theme are given below with indicators of achievement and the rationale for each:

Objective: Meet standards for learning outcomes of academic programs

Indicator: Students achieve intended learning outcomes within their programs.

Evidence that students are achieving intended learning outcomes within their program is based on the outcomes from UAF's five-year internal program review process. The findings of the most recent review for programs with specialized accreditation are also addressed.

Regents' Policy and University Regulation (10.06) require academic program review every five years, and specific quality, productivity, and efficiency measures are addressed in that process. An institution-wide Faculty Program Review Committee examines information concerning the quality, productivity, and efficiency of each program including any specialized accreditation reviews, comments on programmatic strengths and weaknesses, and suggestions for improvement. The committee recommends whether the

program should be continued or discontinued and any improvements that need to be made. An Administrative Program Review Committee examines the recommendation and summary drafted by the Faculty Program Review Committee, asks for further information from the program if necessary, and recommends whether the program should be continued or discontinued, and any improvements that need to be made. The provost reviews the recommendations and comments by these two committees and makes a recommendation to Chancellor's Cabinet, which informs a final decision by the chancellor.

During this process the institution-wide Faculty Program Review Committee answers the following two questions for each certificate or degree program:

- What is the evidence that students are achieving the program's intended learning outcomes?
- Have curricular improvements been made as a result of the outcomes assessment process?

Our first indicator for this objective is the proportion of programs that the Faculty Program Review Committee, Administrative Program Review Committee, and provost have identified as having evidence that students are achieving their intended learning outcomes. We also look at the proportion of programs with evidence that curricular improvements have been made as a result of the assessment process.

Rationale: This indicator results from the internal program review process, which is conducted on a regular basis so the results are measurable. The results have validity because faculty external to the program, an administrative committee, and the provost, in consultation with the Chancellor's Cabinet, conduct the review much like a promotion and tenure process. The results are meaningful because achieving student learning outcomes is paramount to the Educate theme and continuous improvement is intended.

Indicator: Students perform similarly to peers on programmatic national exams.

The following state and national examinations with institutional or individual percentile outcomes are administered for specific baccalaureate programs:

- Mathematics - ETS major field test in mathematics
- Computer science - ETS major field test in computer science
- Business administration - ETS major field test in business administration
- Social work - Social work areas of concentration test
- Chemistry - American Chemical Society Examinations

Rationale: State and national exams provide a meaningful external assessment of UAF's education of students. While not all programs require such exams, a wide variety of baccalaureate programs do. Student performance in the 40 to 60 percentile range is considered similar to peers. Because these exams are administered on a regular basis and pass rates or percentile performances are available, they provide measurable evidence of educational outcomes. Exam results with specific passing levels, which are common for certificate, applied associate, and professional baccalaureate programs, are included as an indicator in the Prepare theme.

Objective: Retain and graduate degree-seeking undergraduate students

Indicator: First-time undergraduate degree-seeking students persist and graduate.

Rationale: The six-year baccalaureate graduation rates within the UA System (24 percent) and UAF (31 percent) are low by national standards (46 to 52 percent depending on the source). Completion rates for certificate and associate programs also need improvement. Although UAF has improved first-time undergraduate degree-seeking student (including certificate and associate students) retention rates over the past decade and is working hard to improve these rates, 60 to 65 percent retention is the current range.

Retention rates will be reported by preparation level. A high proportion of underprepared and non-traditional students and limited state financial aid support contribute to this problem. Degree completion rates for graduate programs are generally comparable to national levels, so these will not be reported as part of this indicator. The governor's education priorities include increasing the number of high school graduates who are prepared for postsecondary education or job training, and increasing the number of Alaska high school graduates who graduate from Alaska universities and job training programs. The university is committed to improving undergraduate degree program completion rates, so we will track the impact of our efforts to improve these rates.

Indicator: Academically underprepared undergraduate degree-seeking students complete collegiate-level coursework.

This will be assessed by the percentage of degree-seeking students with ACT math scores <23 who complete DEVM F105 or MATH F103X and students with ACT English scores <18 who complete ENGL F070 during the first year of enrollment.

Rationale: Success in the selected courses qualifies students to take collegiate-level coursework. Large percentages (~40 percent) of students entering our open admission institution need developmental coursework. Thus, helping these students become prepared for collegiate level coursework is paramount to their persistence and degree completion.

Objective: Prepare undergraduate students for further study, future employment, and contemporary life

Indicator: Seniors score similarly to their peers at other institutions on the ETS Proficiency Profile examination.

Rationale: UAF has agreed to take part in the Association of Public and Land-Grant Universities' (APLU) Voluntary System of Accountability (VSA). The VSA requires adopting and reporting the results of one of three national examinations. UAF has implemented the ETS proficiency profile examination for a sample of students during the FY11 academic year to assess its utility and will summarize student performance. This indicator aligns with the commitment to take part in the VSA and is likely to provide a valuable mission assessment tool. Because this is the first implementation of such a test, we will assess its utility for future self-evaluation reports. The average senior score will be compared to the mean score for doctoral I and II institutions, as reported by ETS, to assess similarity to peers.

Indicator: Graduates complete further higher education programs.

Rationale: UAF graduates who complete subsequent programs at other universities provide external meaningful validation that our educational programs prepare students for further study. However, because of Alaska's geographic isolation, many Alaska students continue their education at UAF. Thus, we include subsequent degree completion at UAF as additional evidence. The National Student Clearinghouse provides the mechanism to make the external component of this indicator measurable while the Banner student information system provides the internal information. Our intention is that at least ten percent of graduates go on to complete further higher education programs.

Indicator: Seniors respond similarly to their peers at other institutions to select National Survey of Student Engagement (NSSE) questions.

Senior student responses to NSSE section 11 questions on diversity, use of technology, collaboration, integration of knowledge, and solving complex real world problems are used to assess student preparation for contemporary life.

Rationale: The NSSE provides the student perspective on the experiences important to a higher education and contemporary life. This survey has been implemented in 2007 and 2009 to date. Student experiences with diversity, use of technology, collaboration, integration of knowledge, and solving complex real

world problems have been selected as a means to evaluate student preparation for contemporary life. Seniors' responses will be considered similar to peers if NSSE reported effect sizes for each question are between -.2 and +.2.

Objective: Enable master's and PhD students to master a subject area or advance knowledge

Indicator: Graduates secure jobs or continue their education.

Rationale: Because subsequent employment of master's and doctoral graduates typically is competitive and resume- and interview-based, placement of graduates provides a meaningful indicator. Similarly, admission into doctoral programs is a competitive process so master's graduates placement into these programs provides meaningful information about our graduate programs. All UAF graduate programs are asked to report on the subsequent placement of graduate students in the program review process so this information is available and measurable.

Indicator: Students produce independently reviewed research and creative products.

Rationale: Research and creative products by graduate students, especially those externally reviewed, provide a meaningful measure that graduate programs educate students to master a subject area or advance knowledge. Although this information has not been historically collected centrally, we collected it this year through the deans of colleges and schools and plan to collect it on a regular basis through the Annual Unit Plan process beginning in 2012. Thus, this information is measurable and a plan is in place to collect it regularly. This indicator also appears in the Discover theme.

Objective: Involve baccalaureate students in extracurricular and co-curricular activities

Indicator: Students participate in extracurricular and co-curricular activities.

The percentage of graduates indicating participation in student activities by type from the UA Graduate Survey, and student perceptions from the NSSE section on enriching educational experiences and supportive campus environment will be summarized.

Rationale: A college education includes out-of-class experiences and interactions in a broad array of activities. Thus, involvement in extracurricular and co-curricular activities is a meaningful component of students' education. The regular administration and summarization of the UA Graduate Survey and the NSSE make this information available. While student surveys are not direct evidence of education, positive student opinion of an institution and student participation in university activities provides valuable guidance for institutional planning, especially related to student persistence and graduation, and student support area budget allocation.

Indicator: Students participate in formal international experiences.

Rationale: Annual participation in exchanges, study abroad, and faculty-led international courses will be reported. UAF is an international research university, so we value the global exchange of ideas, knowledge, and experiences. Students are encouraged to take part in international experiences, and therefore we include this as an indicator of extracurricular and co-curricular activities.

Core Theme 2 Discover: Through Research, Scholarship, and Creative Activity including an Emphasis on the North and its Peoples

Brief Description

UAF, America's arctic university and Alaska's only Land, Sea, and Space Grant university, is Alaska's only Carnegie-classified high research activity institution. The university's faculty, staff, and graduate

and undergraduate students perform research, scholarship, and creative activity that reach across the North and beyond. Our focus on high impact, applied, locally engaged, and transformative scholarship demonstrates our prominence in the global research community. UAF has nationally and internationally recognized research programs in fields ranging from anthropology to zoology. Currently, UAF is focusing most of its new state research funding in areas of significant interest to Alaska and national needs, where federal research funding has been increasing, including climate, biomedical sciences, and energy. The research and creative work conducted is especially significant to Alaska and the circumpolar North, but our work stretches beyond the North to include many other areas of the world, and extends beyond our planet to the atmosphere and space above. Part of our mission is to educate researchers to meet the critical needs of the future; we educate graduate students and undergraduate students in the responsible conduct of discipline-based and interdisciplinary research. To that end, faculty integrate research and education by incorporating original research findings and creative work into classes, involving students in research, and collaborating with colleagues across disciplinary boundaries.

The National Research Council (2008; [A Revised Guide to the Methodology of the Data-Based Assessment of Research Doctoral Programs in the United States](#); Washington, D.C.: The National Academies Press) indicates that quality measures of research activity are publications per faculty member, citations per publication, and grants and awards per faculty member. We have used this guidance in selecting indicators for the Discover theme, but we supplement these to represent the fine and performing arts and humanities. The objectives and indicators for the Discover theme are given below with indicators of achievement and the rationale for each.

Objective: Conduct and disseminate basic and applied research

Indicator: Faculty publish peer-reviewed journal articles, book chapters, and books.

Rationale: Because the National Research Council views peer-reviewed publications by faculty members as a meaningful measure of research quality, we have adopted it as a research mission indicator. Between 0.75 and 1.25 publications per full-time equivalent faculty member in research or creative activity workload per year will indicate achievement. UAF reports publications annually to the UA System for use in preparing the Mission and Measures report for the state of Alaska. Therefore, this information is available and measurable. Because some publications take a year or more to appear in print after acceptance, a two-year lag for reporting publications is used. For example, 2008 publications were reported by faculty in 2010.

Indicator: Faculty conduct externally funded research at a rate comparable to peer research institutions.

Rationale: The [Center for Measuring University Performance](#) ranks institutions according to total research expenditures nationally among public universities, so this indicator is a nationally recognized meaningful indicator of research quality and productivity. While peer-reviewed publications provide a more direct measure of quality and outcomes than expenditures, the UA Strategic Plan 2009 lists research excellence as a goal and states as an objective “rely to a greater extent on competitively obtained financial support for research.” In addition, grant-funded research expenditure is a UA System performance metric, so this information is reported annually, making the information available and measurable. Grant research expenditures per faculty member between \$75,000 and \$125,000 per year would indicate that we are comparable to peer research institutions.

Indicator: Faculty conduct research in areas of significant interest to Alaska.

Rationale: UA in Review reports direct research expenditures in areas of significant importance to Alaska (ASIA). Annual ASIA expenditures comprising 65 to 70 percent of all research expenditures will indicate achievement.

Objective: Exhibit and perform creative works

Indicator: Faculty perform and exhibit at the state, national, and international level.

Rationale: Public productions are a widely recognized benchmark in the visual and performing arts and provide an important cultural connection to Fairbanks, Alaska, the rest of the United States, and internationally. Between 0.75 and 1.25 creative exhibitions and performances at the state, national, and international level per full-time faculty equivalent in scholarly and creative workloads per year will indicate achievement.

Articles and poems in journals and books are represented in an indicator above. This indicator provides an equivalent measure for the fine and performing arts by summarizing creative scholarship in notable state, national, and international venues. This information has not historically been collected centrally and so was collected for this report. Beginning in 2012, this information will be gathered in the Annual Unit Plan process.

Objective: Engage graduate and baccalaureate students in research, scholarship, and creative activity

Indicator: Baccalaureate students complete a research course or project.

Rationale: Undergraduate research and scholarly activity are conducted across the university as both curricular and extracurricular activity. Completing a senior thesis is a degree requirement for several academic programs and is an attractive skill-building elective for others, such as the Honors Program. 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 which may or may not be formally funded (See Undergraduate Research Committee Report in [Exhibits](#)).

The percentage of graduating baccalaureate students who have completed a research, thesis, or honors project-based course with a passing grade will be summarized using the Banner student information system. Students responding affirmatively on the NSSE question “Work on a research project with a faculty member outside of course or program?” will be summarized also. These two sources provide a meaningful and measurable assessment of baccalaureate student engagement in research, scholarship, and creative activity. This indicator is consistent with the goal to “Increase opportunities for undergraduate and graduate student participation in research” in the UA Strategic Plan 2009.

Indicator: Students produce independently reviewed research and creative products.

Rationale: Independently reviewed student products provide an external and, therefore, meaningful assessment that UAF engages students in research, scholarship, and creative activity. This information has not historically been collected centrally and so was collected for this report. Beginning in 2012, this information will be gathered in the Annual Unit Plan process.

Objective: Demonstrate leadership in research and artistic expression

Indicator: Faculty with a research workload report one or more peer-reviewed publications with at least 12 lifetime citations.

Rationale: Citations of peer-reviewed publications indicate that a paper has had an impact on the field, in part, because about half of all scholarly publications are never cited (see for example, [How Should We Rate Research Universities?](#) by Nancy Diamond and Hugh Davis Graham). Thus, citations are a meaningful measure of demonstrating leadership in research. Four UAF research units (the International Arctic Research Center, the Geophysical Institute, the School of Fisheries and Ocean Sciences, and the Institute of Arctic Biology) have been using the number of papers with at least 12 citations as a measure

of faculty performance for several years. Twelve citations was a negotiated figure among the institutes because the number of citations per paper varies considerably among fields and by the number of researchers in a field. Fifteen to twenty percent of faculty reporting at least one paper with 12 or more citations will indicate achievement.

Indicator: Faculty members hold national and international leadership positions.

Rationale: Faculty service or performance meeting at least one of the following criteria demonstrates meaningful leadership in research or artistic expression:

- National or international board member
- Editor or associate editor of a professional journal or similar publication
- National or international professional association officer
- National or international grant review panel or fine or performing arts jury
- Juror's choice, media, category choice (e.g., ceramics) 1st place or honorable mention at a national or international event

In addition, the UA Strategic Plan 2009 includes the objective "Provide venues for faculty and staff to demonstrate excellence." For this report, we asked units to list faculty meeting these criteria. In the future, the Annual Unit Plan process will be used to collect this information.

Core Theme 3 Prepare: Alaska's Career, Technical, and Professional Workforce

Brief Description

Historically, Alaska relied on out-of-state skilled workers such as farmers, miners, fishermen, teachers, welders, and engineers to meet local employment demands. Even today, almost 20 percent (19.6) of Alaska jobs are held by non-residents. Based on high-demand jobs identified by the Alaska Department of Labor and Workforce Development (DLWD), industry and business, UA and UAF are working to prepare more Alaskans for regional and state high-demand job areas. Local and regional partnerships with Native and village corporations, regional health corporations, and local businesses contribute significantly to this effort. The Alaska Career and Technical Education Plan, prepared by state and university representatives, details employment demand and identifies strategies to prepare Alaskans for employment. The pending retirements of the baby boomer generation (14.8 percent of all positions today are occupied by workers 55 years of age or older) and the potential for large-scale projects such as a natural gas pipeline create well-identified employment opportunities for qualified individuals. Growing Alaska's workforce from within saves relocation expenses and reduces employment turnover, especially in high growth or vacancy areas such as health care and education. Because the DLWD forecasts a 13.9 percent increase in jobs between 2006 and 2016, the Alaska Legislature holds UA accountable, which in turn, holds UAF accountable for preparing qualified graduates. DLWD released its 2006-2016 occupational forecast in January 2009 and provides updates periodically. The [governor's education priorities](#) include increasing the number of Alaska high school graduates who graduate from Alaska universities and job training programs. Thus, Prepare is an essential element of our mission.

Another important aspect of preparing Alaska's workforce is evident in UAF's efforts in continuing education and professional development to keep incumbent workers up-to-date in their current jobs. Changing technology, changing local, state, and federal standards, and area-specific advances require that workers spend time on upgrading training. External advisory councils provide guidance for the adequate preparation of students in many programs, helping to ensure that these changes are being addressed in the curriculum.

The UAF Academic Development Plan addresses economic and workforce development and states that it intends to “produce graduates who are job-ready in areas of high employer demand, and conduct training and research applied to the development, planning, and management activities of the state.” The following areas of emphasis are identified:

- Resource exploration, development, and management: Enhance programs that enable the state to develop and manage its natural resources effectively.
- Engineering and applied technologies: Enhance programs aimed at training engineers and technicians to meet the needs of Alaska industry.
- Educator preparation: Further develop programs that train and provide continuing education for pre-K and K-12 teachers and counselors.
- Health careers and pre-professional programs: Enhance and develop programs that prepare students for careers in health care and for post-graduate professional degree programs.
- Business leadership and entrepreneurship: Enhance programs that develop knowledge, skills, and abilities in business and accounting to increase Alaskans’ success in the global economy.

Once the university has identified an employment need, it takes a comprehensive approach to filling the need. Often career preparedness starts at the high school level – before a student sets foot on a college campus. Dual credit options and tech prep programs are examples of the university’s partnerships with school districts to offer college credit to high school students who complete approved courses.

Objective: Prepare students for jobs in Alaska

Indicator: Students graduate in Alaska Department of Labor and Workforce Development (DLWD) high-demand job area programs.

Rationale: A UA System strategic planning objective is to assess and meet Alaska’s current and projected workforce needs (see Goal 5: Responsiveness to State Needs). DLWD high-demand job area programs (HDJA) are listed [online](#). The number of graduates in high-demand job areas is directly related to meeting this goal and Alaska’s need to grow its own workforce. UAF reports the number of HDJA graduates annually in a performance report to the UA System and provides projected numbers of these graduates for future years. A five-year average number of DLWD high-demand job area program graduates between 580 and 650 will indicate achievement.

Indicator: Graduates find employment and indicate their program prepared them for employment. Specifically,

- Percentage of graduates employed as recorded in the [UA Graduate Survey](#) and of those employed, the proportion employed in Alaska.
- Percentage of graduates satisfied or very satisfied with their preparation for their career as recorded in the UA Graduate Survey.

Rationale: Because employment is the ultimate goal of the Prepare theme, the percentage of graduates indicating they are employed is meaningful. While student surveys addressing satisfaction do not provide direct evidence of preparation, they do provide a student perception that is important for persistence and graduation. The UA Graduate Survey is administered external to UAF annually by the UA System and the information is summarized on a public website.

Indicator: Students pass programmatic state or national exams.

Rationale: Many professional programs require graduates to pass a state or national examination to work in the field. UAF tracks the examination pass rates for 30 programs. The list of programs requiring such

tests and their pass rates is given in the Prepare section of Chapter 4. High pass rates on these exams indicate that UAF prepares students for jobs in their respective areas. Forty to 60 percent of the programs with state and national exams for certification will have pass rates of 80 percent or higher to indicate achievement.

Objective **Provide Alaskans opportunities to update their job skills**

Indicator: Professionals complete post-baccalaureate courses to update their job skills.

Rationale: Several UAF colleges and schools, especially the School of Education, the College of Rural and Community Development, and the School of Natural Resources and Agricultural Sciences, offer post-baccalaureate professional courses, designated with 500-level numbers, for professionals (e.g., teachers) to update and maintain their education. These courses are offered at a level distinct from graduate level courses, which are designated 600-level, and do not apply toward any degree, certification, or credential program. 500-level courses are not interchangeable with 600-level courses for graduate degree programs.

Indicator: Vocational rehabilitation students complete courses to update their job skills.

Rationale: Vocational rehabilitation funding is directly related to updating job skills. Therefore, tracking student numbers for such students is meaningful to the objective.

Objective: **Help prepare secondary students for postsecondary career pathways**

Indicator: High school students complete tech prep programs with school districts and training centers.

Rationale: The Alaska Tech Prep Consortium was formed in 2004 as a result of discussions among members of VTEP (vocational/technical education providers) to build a statewide system for tech prep and to carry out activities under the Carl Perkins Act. This was funded by federal Carl Perkins money and was passed through the Alaska Department of Education and Early Development. The purpose was to link career and technical education programs offered at the high school level to degree and certificate programs at the postsecondary level to help keep the United States competitive.

Three staff members coordinate the articulation of tech prep courses in the Fairbanks North Star Borough School District and the surrounding area. These staff members are located within CRCD, Interior-Aleutians Campus and the UAF Community and Technical College and are associated with different tech prep programs. These programs are intended to assist students preparing for high-skill, high-wage or high-demand occupations. The UA System tracks articulations in tech prep programs so indicator information is available and measurable.

Core Theme 4 **Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge**

Brief Description

This theme addresses three key elements of UAF's mission: access to higher education across a large area of Alaska with limited access, partnerships that enhance educational opportunities or delivery, and collecting, preserving, and disseminating Alaska Native and rural development information.

UAF provides access to higher education through close relationships with the communities it serves, through community campuses and centers, distance education, the Cooperative Extension Service, the Marine Advisory Program, and via the students that it recruits to the Fairbanks and UAF Community and Technical College campuses from throughout the state. Ensuring educational access for our widely distributed constituents is a key component of the Connect theme.

Community partnerships are critical to UAF’s success. Our campuses partner with Alaska Native and rural elders and leaders, school districts, cities, tribes, health corporations, and industry to enhance student educational opportunities. Our partners help us provide opportunities for sharing traditional knowledge, internships, and shared programs. For example, the Chukchi Campus has partnered with the Alaska Technical Center and the UAA Mining and Petroleum Services program to build a construction trades technology program. Students are educated so they pass the National Center for Construction and Engineering Research certification programs in the carpentry, electrical, and plumbing trades.

Early in its history as Alaska’s first university, UAF allocated resources to the study, preservation, and dissemination of Alaska Native language and culture, Alaska history, and rural development. This continues to be a significant element of our mission. For example, the Alaska Native Language Center is internationally known and recognized as the major center in the United States for the study of Eskimo (Inupiaq and Yup’ik) and northern Athabascan (Dene’) languages. Faculty and staff members provide contemporary and traditional materials for bilingual teachers and other language workers throughout the state, assist social scientists and others who work with Native languages, and provide consulting and training services to teachers, school districts, and state agencies involved in bilingual education. Our role in this area is guided by the UA Strategic Plan 2009, which indicates that we should:

- Celebrate the unique contributions to Alaska by its Native peoples;
- Continue to conduct research and provide instruction in Alaska Native languages and cultures; and
- Build on the role university campuses play as centers for cultural activity.

Educational opportunities provided by the Cooperative Extension Service, the Marine Advisory Program, and other non-credit programs are included in the Engage theme. The Connect theme focuses on student access for credit-based courses and programs related to the North and its peoples, community partnerships, and the preservation and dissemination of contemporary and traditional knowledge.

Educational opportunities provided by the Cooperative Extension Service, the Marine Advisory Program and other non-credit programs are included in the Engage theme. The Connect theme focuses upon student access for credit-based courses and programs related to the North and its peoples, community partnerships, and the preservation and dissemination of contemporary and traditional knowledge.

Objective: Partner with Alaska communities on issues of mutual interest

Indicator: Community partnerships share resources and responsibility and are well distributed geographically.

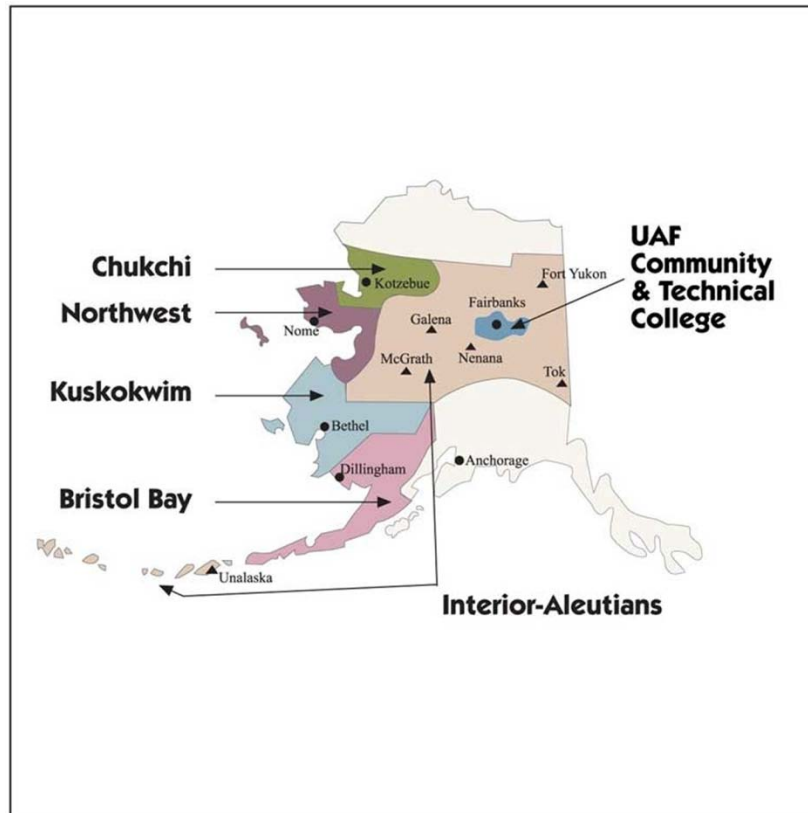
Rationale: Partnerships indicate that UAF is connecting to the communities and constituents served. The traditional knowledge of Alaska Natives aids contemporary instruction, research, and service and vice versa. While a special request was made of units to report this information this year, a template for collecting partnership information has been developed and will be used in the accreditation process in future years. A summary of significant partnerships describing the purpose, longevity, shared decision-making responsibility and resources, and the impact of partnership will be assessed to determine achievement.

Objective Provide higher education access for Alaska Native, rural, and urban populations

Indicator: Alaska Natives and male students enroll at each campus and via e-learning.

Rationale: UAF provides access to higher education to Alaska Native, rural, and urban populations in Fairbanks and throughout Alaska. Campuses are located in the major “hub” communities of western and southwestern Alaska: Bristol Bay Campus (Dillingham), Kuskokwim Campus (Bethel), Northwest Campus (Nome), and Chukchi Campus (Kotzebue). The Interior-Aleutians “campus” serves many

smaller communities in remote areas of the state. The Center for Distance Education provides e-learning opportunities regardless of location. Alaska Natives are represented at all levels of postsecondary education, ranging from vocational/technical certificates through master's and PhD programs.



Alaska Native students make up a significant minority (21.3 percent; [see Table 1.04 in UA in Review](#)) of UAF as a whole, but a majority at some campus locations. Staff travel to rural Alaska on a regular basis to provide information on academic programs and financial aid. Rural Student Services, with a staff of six, provides academic advising, study skills, career exploration, and helps students adjust to life at the Fairbanks campus.

Females outnumber males significantly in both enrollment and graduates. Therefore, UAF has implemented new programs, such as high latitude range management and construction trades technology, intended to recruit and graduate male students. Tracking male student enrollment by campus will help us assess the impact of our efforts.

UAF has campuses and learning centers in communities with population sizes that would not justify a higher education campus or center in most states. However, because of the state's limited road system and large size, rural Alaskans typically cannot commute to a nearby town to attend a community college or university. Course completions at each campus and by distance delivery represents the extent to which students in all areas of the state have access to – and take advantage of – higher education. The Banner student information system makes this information available.

Indicator: Financial aid provides Alaska Native students with access to higher education.

Rationale: Alaska has a high proportion of Alaska Native students, many of whom come from rural locations and are low-income. Because state-provided financial aid has been significantly less than other states (recent legislation is changing this landscape), funding is an important access issue for students. Tracking financial aid distribution for Alaska Native students is, therefore, an evaluation of accessibility.

Indicator: Alaska Native and rural high school students earn certificates and degrees at rates similar to other students.

Rationale: While financial aid and course completion by ethnicity and student origin (rural or not) indicate access, the ultimate goal of higher education access is degree completion. Comparing the percentage of graduates who are Alaska Native or rural students to the percentage of these categories in overall enrollment will demonstrate whether the university is fulfilling its mission of connecting to a diverse population, with an emphasis on Alaska Native achievement in education. Alaska Native and rural students graduating in a proportion to enrollment at 70 to 85 % of the rate of other students will indicate achievement; our aspiration is equity.

Objective: Engage students in learning about Alaska Native languages and cultures, and rural development

Indicator: Students complete Alaska Native and rural-related courses and programs.

Numbers of graduates will be tracked for the following academic programs:

- Alaska Native studies BA
- Alaska Native languages (Yup'ik BA and Inupiaq BA)
- Indigenous studies PhD
- Native language education AAS and certificate
- Rural development BA and MA
- Rural human services certificate
- Tribal management AAS and certificate
- Yup'ik language and culture BA
- Yup'ik language proficiency AAS and certificate

In addition, the student headcount and credit hour completion will be tracked for a collection of courses that have Alaska Native or rural content (see Alaska Native and Rural Related Courses in the Exhibits).

Rationale: As part of Alaska's state university system, UAF has a responsibility to the indigenous peoples of the state to honor and preserve their heritage, and to disseminate contemporary and traditional knowledge related to Alaska and the North. The Banner student information system makes this information available.

Core Theme 5 Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development

Brief Description

UAF's Land, Sea, and Space Grant status mandates statewide outreach as an essential element of our mission. Founded in 1917 as the Alaska Agricultural College and School of Mines, UAF engages the public through the Cooperative Extension Service and Agricultural and Forestry Experiment Station in education and outreach in agriculture and horticulture, forest management, health, home and family development, natural resource and community development, and 4-H youth development. Since UAF became a Sea Grant college in 1980, the Alaska Sea Grant Marine Advisory Program has provided extension services to foster coastal community sustainability, wise use, conservation, and enjoyment of Alaska's marine and coastal resources. Since being designated a Space Grant institution in 1991, UAF has

sponsored a broad range of programs to enhance educational outreach within aerospace, earth science, and other NASA-related STEM disciplines throughout Alaska.

Our engagement activities include interpreting and extending relevant research-based knowledge and information in an understandable and usable form, and helping to apply this knowledge to solve problems and meet challenges that face the people of Alaska. Through our engagement activities, we also bring community concerns back to the university's research and education programs. Our goal is to have an active dialogue of sharing and reciprocity between the university and Alaska communities, resulting in positive change.

UAF also enjoys an engaged constituency of lifelong learners enrolled in a wide variety of academic, cultural, and athletic activities. The enrollment of non-degree seeking students and their completion of a wide variety of credit and non-credit courses is a significant indicator of how UAF engages Alaskans in lifelong learning. UAF offers a wide variety of youth development programs for Fairbanks-based and rural students, while the Osher Lifelong Learning Institute provides learning opportunities for midlife and older adults (50+) from the Fairbanks area. Arts and music academies and events, the Science for Alaska lecture series, UA Museum of the North, and athletic events engage the public in a plethora of university activities. The Fairbanks Symphony Orchestra integrates the Engage and Educate themes; the symphony is highly valued as Interior Alaska's community orchestra and is also the university's for-credit orchestral ensemble.

Alaska's economy is heavily resource-based. It depends primarily on petroleum exploration and development. The state is home to one of the nation's and the world's most productive sustainable fisheries. Tourism and mining are secondary but important economic factors. Urban communities lack commercial infrastructure, so engagement in value-added activities is limited, and primarily associated with the petroleum and fishing industries. Many rural communities cannot be reached by road or rail and depend on air transport with seasonal ocean and river transport; these communities have extremely high energy costs. Communication infrastructure is improving but still somewhat limited. Live video communication among UAF's widely dispersed centers has achieved reliability only within the last two to three years. Smaller rural communities, with populations under 500, may not have even the most basic amenities such as adequate sanitation and efficient energy sources that would attract appropriate resource developers. UAF is partnering with local governments, Alaska Native corporations, tribal non-profit groups, and private enterprise to afford both urban and rural communities the opportunity to diversify their economies.

For several decades UAF has impacted community and economic development in Alaska communities by preparing students for employment, providing development expertise, and injecting external research funding. Efforts are ongoing to expand community involvement with the university, increase technology transfer and entrepreneurship activities, and provide training, marketing, and planning assistance to both startup and established small businesses.

The UA Strategic Plan 2009 (Goal 5: Responsiveness to State Needs) includes "Build community engagement programs. Encourage faculty, student, and staff involvement in service to Alaska's diverse communities." As a result of this system goal and our Land, Sea, and Space Grant status, the UAF Academic Development Plan states the following goal: "Sustaining Alaskan communities: In collaboration with Alaska communities and in the context of the global economy, develop more effective approaches to alternative/renewable energy, food sources and subsistence, and economic development."

The objectives and indicators for the Engage theme are as follows:

Objective: **Involve Alaskans in lifelong learning, cultural, and athletic activities**

Indicator: Alaskans complete non-credit courses and workshops.

Rationale: Workshops organized by faculty and staff of the Cooperative Extension Service, the Alaska Sea Grant Marine Advisory Program, and the School of Natural Resources and Agricultural Sciences Agricultural and Forestry Experiment Station constitute a significant component of UAF’s engagement mission. These units engage with the public across Alaska through an array of non-credit workshops directly relevant to local needs or issues. Public participation in these workshops is recorded by the units offering them but is generally not entered into the Banner system. Annual workshop participant numbers between 12,000 and 14,000 indicate achievement.

In response to individual and community demands, UAF also provides other non-credit courses, workshops, and supervisory skill seminars for local businesses and agencies, and general programs for cultural enrichment. Short-term training programs identified in this indicator help Alaskans update their job skills and are reasonable to track. UA implemented the [Non-Credit Instructional Productivity Unit \(NCU\) metric](#) in FY09 to track these activities. One non-credit instructional unit (NCU) is equivalent to 10 non-credit student contact hours. For example, delivering a 10-hour non-credit course to 150 students equates to 150 NCU. This measure considers all non-credit courses, including continuing education (CEU) courses. This information is entered in the Banner system. However, this metric does not include workshops offered by the Cooperative Extension Service, the Marine Advisory Program, or the Agricultural and Forestry Experiment Station; attendance at these workshops is addressed above. Non-credit instructional productivity units between 4,100 and 4,700 per year indicate achievement.

Indicator: Residents attend or participate in lifelong learning, cultural, and athletic activities.

Rationale: UAF Vision 2017 indicates that UAF should “Expand community access to and involvement with the university campus” and “The number of activities for the local community and the number of community members participating in these activities are measured and evaluated.” While not comprehensive, the list of indicator activities and events below provides a diverse measure of engagement of primarily the Fairbanks community:

- UA Museum of the North
- Registered public users at the Rasmuson Library
- Science for Alaska lecture series
- Large Animal Research Station tours and events
- Fairbanks Summer Arts Festival
- Fairbanks Symphony Orchestra events
- Music Department-sponsored events
- Athletic events
- Osher Lifelong Learning Institute

Objective: Communicate research-based knowledge and engage the public in defining priorities

Indicator: Research-based publications intended for the general public are distributed to Alaskans.

Rationale: Purchases, distributions, and downloads of UAF research-based products indicate public demand for these products. In particular, the number of publications by the following units will be assessed:

- UA Press
- Cooperative Extension Service

- Alaska Sea Grant College Program
- Marketing and Communications (*Aurora* magazine)
- School of Natural Resources and Agricultural Sciences and Agricultural and Forestry Experiment Station (*Agroborealis* magazine)
- Center for Research Services (*Frontiers* magazine)

Indicator: Alaskans participate in advisory board meetings and consultations with service faculty and staff.

Rationale: Advisory meetings and in-person and phone consultations provided by the Alaska Sea Grant College Program and the Cooperative Extension Service will be used to assess this indicator. Engagement requires a dialogue between those being served and service providers. Public participation in advisory meetings and inquiries received by UAF's federally mandated service programs demonstrate that a dialogue is occurring and that Alaskans view the university as a source of information. These meetings make service units aware of opportunities and provide a sounding board and valuable input for new ideas and initiatives. Public meetings allow for dissemination of information and for obtaining community input.

An important component of an extension agent's duties is to be available to community members who have questions or need assistance. The number of consultations provided by each agent is one measure of the agent's impact in the community, but more important from a program point of view is the anecdotal information on issues that are of concern to the community. When key issues are identified, agents elicit additional input and/or respond by providing written or verbal information or more formally through workshops, presentations, and training sessions.

Objective: Promote positive youth development

Indicator: Youth participate in school-age programs.

Rationale: As a Land, Sea, and Space Grant institution, UAF is federally mandated to engage youth in education. Participation numbers in the following select university-sponsored activities will be used to assess youth engagement:

- 4-H (unduplicated)
- Summer Music and Visual Art academies
- Alaska Summer Research Academy
- Rural Alaska Honors Institute
- National Ocean Science Bowl
- FIRST High School Robotics Championship

Objective: Collaborate with individuals, businesses, and agencies to diversify and grow local and state economies

This objective and the indicators below constitute a new and developing area for UAF. While preparing graduates for the workforce and employment have contributed to local and state economies for decades, purposeful partnerships and intellectual property development through patents and licensing agreements are a recent and developing focus. Feedback from evaluators of this developing area will provide further guidance to UAF.

Indicator: Partnerships involve local entities and private partners in economic development activities.

Rationale: The intent of these new activities is for UAF to be an active participant in the growth of the Fairbanks, North Pole, and state economies. Beginning in 2009, the Chancellor's Office initiated specific activities to better engage UAF in the economic development of the community. A summary of these recent activities and their impact to date constitute this indicator. Partnerships with at least two local entities or private partners indicate achievement during this early stage of development.

Indicator: Businesses engage with UAF in agreements that lead to economic development.

Rationale: The UA Strategic Plan 2009 guides UAF to do the following:

- Encourage the commercial utility and application of university intellectual property;
- Increase the number of patents filed by university supported investigators; and
- Expand interaction between university faculty and the state's business community.

Intellectual property and licensing agreements are indicators of accomplishments in this developing area.

The ultimate goal of this objective is economic return, but the number of agreements serves as an indicator to demonstrate impact as the program matures. The Office of Intellectual Property and Commercialization (OIPC), which opened in January 2011, is responsible for intellectual property development and licensing. The documents that best describe progress are:

- Invention disclosures - Indication that a university employee may have made a new discovery.
- Non-disclosure agreements - Indication that the university is engaged with business to discuss new inventions.
- Provisional patents - Indication that the university sees economic value in a potentially patentable invention.
- Patents - Indication that the US Patent Office recognizes the invention as new intellectual property.
- Licensing agreements - Indication that private industry/business sees value in a patented invention and seeks to commercialize the new product, process, or plant.

Not all invention disclosures lead to non-disclosure agreements or provisional patents. Not all provisional patents lead to patents, and not all patents lead to licensable products. We seek to average ten invention disclosures per year. From this we seek to establish seven non-disclosure agreements leading to five provisional patents. From this we seek three to lead to patents, which would lead to one new licensing agreement per year.

Since licensing agreements are an important goal of OIPC, they are an indication that the first four steps were effective. If licensing agreements are not achieved, we will analyze where in the process we are failing to get ideas to inventions to non-disclosures to patents to licenses. Two non-disclosure agreements between UAF and private business will indicate achievement at this early stage of development.

(1.B.1, 1.B.2)

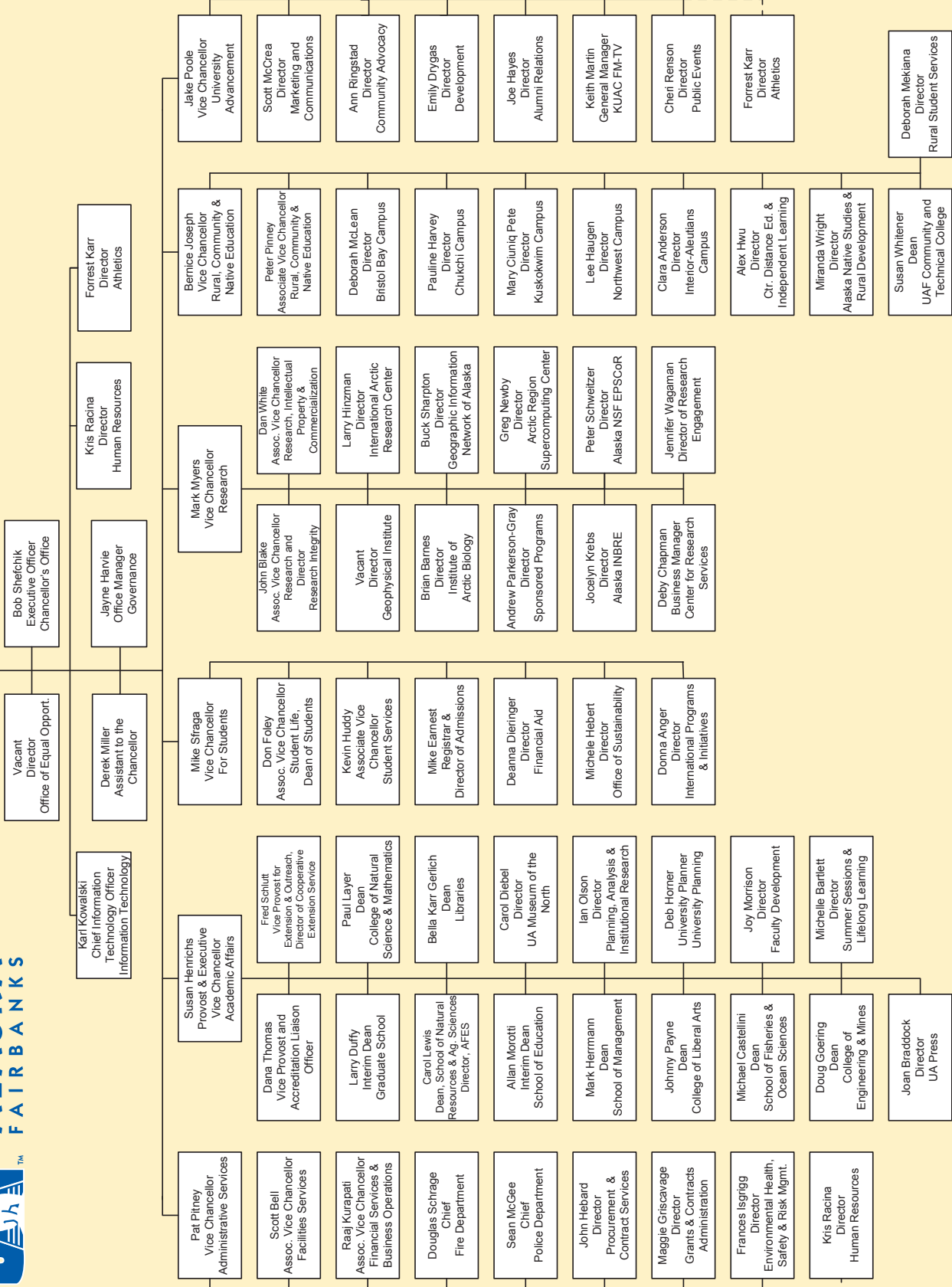


Chapter Two

Resources and Capacity



**Brian Rogers
Chancellor**



Chapter Two: Resources and Capacity

Eligibility Requirements

The following is a brief summary of how UAF meets the commission's eligibility requirements. Additional information about each of these requirements is provided in this chapter.

Higher education is UAF's primary purpose, as the mission statement indicates. Regents' Policy and University Regulation (02.02 and 10.02) delineate the organizational and operational independence and responsibility for seeking and maintaining accreditation from the Northwest Commission on Colleges and Universities. (ER 4)

The UAF mission statement refers to ... *teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples*. It goes on to say that our values include *diversity of our students and employees*, and our vision states that we will *demonstrate ways in which gender, racial and cultural diversity strengthen the university and society*. All the core themes speak to serving Alaska in an inclusive way. Regents' Policy and University Regulation provide clear guidance on non-discrimination (04.01) and how legitimate claims are resolved (04.02 and 04.08). (ER 5)

Compliance with state law, conflict of interest, nepotism, abuse of office for political purposes, and the scope and conduct of outside activities are addressed in the ethics and conduct section (04.10) of Regents' Policy and Regulation. (ER 6)

The quality and integrity of UAF is the responsibility of the 11-member UA Board of Regents. The roles, responsibilities, and authority of the board are delineated in the bylaws and policies and regulations. The Board of Regents modifies bylaws and policy and guides the strategic direction of the system. (ER 7)

UAF is led by Chancellor Brian Rogers, chief executive officer, who has full-time responsibility for the institution. The chancellor's role is described in Regents' Policy and University Regulation (02.02.015). Neither the chancellor nor the executive officer serves on the governing board. (ER 8)

The organizational chart (see Chapter 2) illustrates that UAF employs a sufficient number of administrators who manage major support and operational functions. Administrator biographies, available online, document the qualifications of these administrators. The Chancellor's Cabinet, Provost's Council, Deans' Council, Research Planning Group, Student and Enrollment Services directors, Advancement directors, and Administrative Services directors meet regularly as individual groups to collaborate internally. Twice yearly, the chancellor holds executive workshops to broaden collaboration across institutional functions and units. (ER 9)

In FY10, UAF had 652 full-time equivalent faculty distributed across its eight colleges and schools. The vast majority of these faculty members hold terminal degrees in their fields (see the table in the Human Resources section of this chapter). Faculty members are evaluated on a periodic basis in accordance with Regents' Policy and University Regulation and the collective bargaining agreements. (ER 10)

Programs of study leading to occupational endorsements, applied associate, associate, baccalaureate, graduate licensure, master's, and doctoral programs in a wide variety of fields are offered. Outcomes assessment plans and summaries are submitted on a periodic basis by certificate and degree programs. (ER 11)

The baccalaureate Core Curriculum serves as the general education component of all bachelor's degree programs as well as the associate of arts and associate of science. Baccalaureate and graduate programs also have requirements related to the field of study and degree type (e.g., BA, BS, MA, MS, and PhD). Applied associate and certificate programs typically embed related instruction in required courses or allow courses from the Core Curriculum to fulfill those requirements. (ER 12)

UAF libraries include the Elmer E. Rasmuson Library, the branch BioSciences Library, and the Keith B.

Mather Library of the Geophysical Institute. Several branch campuses have local libraries in their home communities; these are located in Kotzebue (Chukchi Campus), Bethel (Kuskokwim Campus), Dillingham (Bristol Bay Campus), and Nome (Northwest Campus). The Rasmuson Library ensures that access to online collections is available to all remote campuses and libraries. The libraries contain holdings of more than 1.75 million items and subscribe to approximately 170 online index/abstracting services and reference collections exclusive to UAF campuses. (ER 13)

UAF owns and maintains 273 buildings totaling 3,357,036 square feet and leases space in 34 additional buildings comprising 289,868 square feet. Additional buildings are currently under construction, as documented in the Preface. Equipment, computing, and communication infrastructure and training opportunities are in place to achieve our mission and core themes. (ER 14)

Academic freedom is expressed in our values statement “Independence of thought and action in the pursuit of knowledge” and is formally stated in Regents’ Policy and University Regulation (02.07 and 04.04). Intellectual freedom and independence are well exercised at UAF. (ER 15)

Admissions policies and procedures for certificates and degrees are published in the UAF catalog and on our website. UAF adheres to these policies and procedures. (ER 16)

UAF publishes an annual catalog in print and on a website that provides current and accurate information as required by the commission. (ER 17)

Budget information for the institution as a whole and for individual units is publicly available through [Financial Services](#). UA System’s Department of Cash Management handles all cash management duties including monitoring and analyzing present and future cash flows to ensure liquidity of the system, and invests available funds in compliance with established policies. The UA Office of Administration handles the issuance of all university debt. In cooperation with UAF, this office analyzes costs associated with debt to ensure long-term obligations can be met. UAF has a consistent record of financial solvency, as evidenced by a positive carry forward averaging \$11.2 million in unrestricted funds per year over the last five years. This financial history demonstrates financial stability, control of expenditures, and adequacy of financial reserves. (ER 18)

The Board of Regents utilizes independent auditors for annual financial audits of the university system. The audit is conducted in accordance with standards accepted in the United States and the standards applicable to financial audits contained in the Government Auditing Standards, issued by the comptroller of the United States. The external auditors issue a single management letter for the University of Alaska system. The vice chancellor for administrative services generates an appropriate action plan for any UAF specific items in the audit report. (ER 19)

UAF accepts and complies with the standards and related policies of the Northwest Commission on Colleges and Universities and accurately and frankly discloses information the commission may require to the best of our ability. UAF also agrees that the commission may make known the nature of any action regarding our status with the commission to any agency or members of the public requesting such information. (ER 20 and 21)

Standard 2.A: Governance

The University of Alaska (UA) System is headed by a president who reports to the Board of Regents (BOR). Each of the three constituent universities — UAF, UAA, and UAS — is separately accredited and is led by a chancellor who reports to the president. UA and UAF organizational charts provide further information on structure. UAF governance comprises the Faculty Senate, Staff Council, Associated Students of UAF, and the Governance Coordinating Committee. The Faculty Senate formulates academic policies, and Staff Council participates in developing policies related to benefits and working conditions. The Faculty Alliance, Staff Alliance, Coalition of Student Leaders, and System Governance Council, which includes faculty, staff, and students from all three universities, constitute governance at the system

level. This structure is widely understood, has defined authority, roles, and responsibilities, and provides for the consideration of the views of students, faculty, staff, and administrators. (2.A.1)

Board of Regents' bylaws and policies delineate the division of authority and responsibility between the system and the institution. 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 consultation with the regents. The chancellors have broad discretion and authority to oversee their respective multi-campus units. New academic programs and program deletions must be approved by the UA Board of Regents. Beyond this control, the authority to make academic program decisions resides with the campus chancellor, provost, deans, and faculty. (2.A.2)

Regents' Policy and University Regulation (10.02.070) authorize UAF to seek and maintain accreditation from the Northwest Commission on Colleges and Universities based on its own merits and the quality of its programs. UAF's provost and vice provost, who is also the accreditation liaison officer, are responsible for monitoring compliance with the commission's standards for accreditation. (2.A.3)

Governing Board

The 11-member Board of Regents is the lead governing body for the University of Alaska. 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 nominees elected from the campuses and serves a two-year term. Regent selections are geographically and demographically diverse. The roles, responsibilities, and authority of the board are delineated in the bylaws and policies and regulations. The regents elect a chair, vice chair, secretary, and treasurer. A standing audit committee oversees financial statements and controls within the university. Advisory committees study problems and make recommendations to the full board. (2.A.4, 2.A.5)

The Board of Regents modifies bylaws and policy and guides the strategic direction of the system. The approved [UA Strategic Plan 2009](#), created by the board, guides decision making. The strategic direction is implemented by the board through modifying policy, approving budgets and academic programs, setting priorities for capital projects, establishing tuition rates, and addressing other directives given to the president to respond to state needs. The full Board of Regents meets in public at least six times per year and has one retreat. Additional meetings of the board or its committees are held if needed. [Agendas, minutes, and other information](#) pertaining to the board are publicly available. Priority setting and performance review occur annually at the Board of Regents retreat. (2.A.6, 2.A.8)

The UA president, who manages the overall operation of the university, is appointed by and serves at the pleasure of the regents (Regents' Policy and University Regulation 02.01.010 and Article VII, Section 3, of the Alaska Constitution). Regents' bylaws (BL-12.) address performance review of the president. The board meets in executive session with the president, typically each June, to discuss his contract and performance; however, annual review is not required. As noted above (see 2.A.2), the president is authorized to adopt regulations consistent with Board of Regents bylaws and policies and to appoint the chancellors. (2.A.7)

The UA Statewide administrative unit focuses on several functions in which either the consolidation of services or a unified presence is more effective and efficient for the university as a whole. The most long-standing of these areas are land management, legal, human resources, information technology, and external relations. Other functions that work closely with the campuses include budget and finance, institutional research, academic affairs, development, and student and enrollment management. Close collaboration between the UA Statewide and UAF, UAA, and UAS is critical to the effective operations of these functions. Leaders from the campuses regularly meet with statewide staff to address issues of common concern. Some issues are best resolved with a system approach; at other times, each campus is given the autonomy to use distinctly different methods. For example, common course management and human resources software have been cost effective to purchase at the system-wide level, while differing

approaches to pursuing development opportunities are employed by UAF, UAA, and UAS.

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 Statewide Academic Council meets regularly. It includes UA Academic Affairs Vice President Dan Julius, UAF Provost Susan Henrichs, Vice Chancellor for Research Mark Myers, the provosts of UAA and UAS, the UAA vice provost for research, and the UAF, UAA, and UAS Faculty Senate chairs. This group reviews academic programs and priorities and ensures compliance with accreditation and collective bargaining agreements. Collective bargaining issues are brought up separately at meetings of the Collective Bargaining Council, a group that also includes the three provosts. 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.

Leadership and Management

UAF is led by Chancellor Brian Rogers, chief executive officer, who has full-time responsibility for the institution. The chancellor reports to the president of the UA System and has broad discretion to operate the multi-campus institution within a framework laid down by the president and Board of Regents and articulated in the UA Strategic Plan 2009. The chancellor’s role is described in Regents’ Policy and University Regulation ([02.02.015](#)).

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

- Provost and Executive Vice Chancellor for Academic Affairs Susan Henrichs determines strategic directions for academic programs through collaboration with deans of colleges and schools. The libraries, museum, graduate school, summer sessions and life-long learning, and broad-reaching Cooperative Extension Service are also under the provost’s supervision, as well as a number of support service units.
- Vice Chancellor Pat Pitney leads Administrative Services, guiding budget and financial management, police, fire department, facilities, and other administrative functions.
- Vice Chancellor for Research Mark Myers guides the development of priorities for the research mission. Institutes under the direction of this position include units that have faculty with joint appointments with colleges and schools.
- Vice Chancellor for Rural, Community and Native Education and Executive Dean of the College of Rural and Community Development (CRCD) Bernice Joseph leads the arm of the institution that provides education, mainly at the certificate and associate degree level, throughout Interior and Western Alaska, including the UAF Community and Technical College in Fairbanks. CRCD serves rural communities and an urban center. Its focus is on meeting the educational needs of Native constituents, and it delivers distance education. CRCD includes the Center for Distance Education.
- Vice Chancellor for Students Mike Sfraga directs all functions related to student services and co-curricular activities.
- Vice Chancellor for University Advancement John C. “Jake” Poole administers alumni affairs, public relations, development, intercollegiate athletics, KUAC public radio and TV, and Marketing and Communications.
- Executive Officer Bob Shefchik serves as a liaison between the Chancellor’s Office and

community and state officials and organizations. He is also responsible for implementing certain chancellor's directives within UAF. Shefchik recently retired, but continues in this position part time.

- Interim Chief Information Technology Officer Karl Kowalski oversees user and application services, infrastructure, IT investment strategy, and public-private partnerships. Kowalski is responsible for UA and UAF IT services.
- Associate Vice Chancellor for Facilities Services Scott Bell is responsible for planning, renovation, maintenance, and repair of university buildings and facilities and real property. He reports to Vice Chancellor Pitney.
- Other individuals who regularly attend cabinet meetings are UAF Community and Technical College Dean Susan Whitener, Director of Financial Services Raaj Kurapati, Director of Athletics Forrest Karr, Director of Marketing and Communications Scott McCrea, Associate Vice Chancellor for Research Daniel White, and Director of Human Resources Kris Racina.

[Biographies](#) of the above individuals provide information on their qualifications. The [organizational chart](#) provides further detail on leadership. (2.A.9, 2.A.10)

The Chancellor's Cabinet meets weekly (except when the chancellor is absent) to ensure that the institution's direction and vision are being effectively articulated and managed through all administrative and academic areas. Issues of concern and their solutions and collaboration, and support for important initiatives are discussed and coordinated. Cabinet members are responsible for implementing the mission, vision, and strategic plan. They work to accomplish the core theme objectives and ensure that the institution operates within parameters set by accreditation, policy, and strategic direction. (2.A.11)

Individuals may contact the chancellor and review communications, policies, and institutional research information on the [chancellor's website](#). The UAF Academic Development Plan, 2010 Campus Master Plan, UAF Strategic Plan 2010, and UAF Vision 2017 Plan are all available to inform the public and constituents regarding the planned future of UAF. The core values and strategic goals outlined in these plans have guided UAF in the ongoing accreditation process.

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 assist the university in explaining its mission and needs to the public and recommend changes to policies and regulations. The [Board of Visitors](#) comprises 15 members of the local and state community, many of whom have been involved with UAF over the years. A similar group, the Fairbanks Community Advisory Council, is intended to maintain a close connection to the greater Fairbanks region. The charge to the advisory council is to lend advice to the chancellor, raising issues important to the stakeholders, and fostering two-way involvement with the Fairbanks community. The [Master Planning Committee](#) 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 (05.12.030). A [Technology Advisory Board](#) advises the chancellor on the most effective use of funds generated by the institution-wide technology fee. The [Chancellor's Diversity Action Committee](#) promotes an environment where the diverse nature of all people is acknowledged, respected, and valued. The Chancellor's Advisory Committee on Native Education provides guidance and advice to the chancellor on planning, monitoring, and improving educational opportunities for Alaska Native students.

UAF has a shared governance structure to provide a voice and guidance to leadership from various constituencies. The [Faculty Senate](#) formulates academic policy and ensures maintenance of high academic standards.

The [Staff Council](#) provides an open line of communication to administration on many important issues including working conditions, professional development, and salaries.

The [Associated Students of UAF](#), a student-led governance organization, provides leadership opportunities for students and a means for students to provide opinions and information to administration.

The [Governance Coordinating Committee](#) represents all three of the above organizations with the goal of coordinating the activities and priorities of the three bodies.

Policies and Procedures

Academics

Revised or new academic policies and regulations are proposed by faculty or the administration. They are reviewed and may be approved by the Faculty Senate, and then they are reviewed by the chancellor in consultation with the provost. In some cases, they are reviewed by the president of the university system, who is responsible for changes to statewide regulation, or the Board of Regents, which may change statewide policy.

Generally speaking, students, faculty, staff, and administrators are informed of policies affecting them through e-mail, listservs, or other distribution lists. Current academic policies are also published in the annual catalog and semester class schedules, which are available in print and online. As of fall 2011, UAF no longer publishes the paper version of the semester class schedule for the Fairbanks campus; there is only an online version, which provides constantly updated information to students. Distance education, rural campus, Community and Technical College, and Summer Sessions class schedules continue to be published in both paper and online formats. Other communication methods include the student newspaper; the [Cornerstone](#) faculty and staff newsletter, the [Grapevine website](#), departmental newsletters, and staff meetings. The university automatically assigns each faculty, staff, and student an official UAF e-mail account. (2.A.12)

Regents' Policy and University Regulation (02.07) guide access to information resources provided to university faculty, staff, students, and affiliates. Guidance on the acceptable use of online resources is available [online](#) and in brochure form.

The libraries' policies regarding use of materials, equipment, and facilities are embedded throughout the [library website](#). General brochures and information on library services for [faculty](#) and [students](#) may be found online. Off-campus Library Services provides reference and research assistance to faculty, staff, and students located around the state, and it facilitates access to library materials using a variety of delivery methods. Information about libraries is included in the printed and online catalog as well as distance learning web pages and printed class schedules. (2.A.13)

Regents' Policy and University Regulation (10.04) and [Faculty Senate policies](#) direct that transfer credit is awarded to students in degree or certificate programs under the following circumstances: 1) for college-level coursework completed with a grade of C- or better at a regionally accredited institution within the United States; 2) for college-level coursework completed with a grade of D- or better at another campus within the UA System; 3) for college-level coursework earned with a grade of C- or better at institutions with which UAF has established articulation agreements; 4) from international institutions on a case-by-case basis and with faculty review; 5) for military training and service according to recommendations by the American Council on Education; 6) for valid government and professional certifications that have been reviewed and approved by appropriate faculty; 7) for adequate scores on Advanced Placement, CLEP, International Baccalaureate, and other approved exams; and 8) for life experience under UAF's Credit for Prior Learning policy. (2.A.14)

Students

Regents' Policy and University Regulation (09.02) lay out 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 a section on student conduct. Information about the students' right to know and emergency procedures is also provided.

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 dean of students is responsible for interpreting and enforcing the student code of conduct.

Through the [judicial system](#), students may appeal conduct code matters to the designated individual in the office of the vice chancellor for students. 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 judicial system also includes an ADA statement as well as contact information to request assistance during judicial proceedings.

The Faculty Senate has established processes for [grade](#) and [other academic appeals](#). These processes are stated in the printed catalog and online. (2.A.15)

UAF is an open admissions university. However, baccalaureate admission standards have been implemented to identify students who are not prepared to pursue a baccalaureate program. Students who intend to pursue a baccalaureate program but do not meet these standards are admitted as baccalaureate-intended students (also called pre-majors). Academic advisors use this information to help these students plan their academic program.

To assure reasonable probability of student success, prerequisite knowledge, skills, and abilities are assessed prior to enrollment through the ACT, SAT, ACCUPLACER, or ASSET tests. These test scores are used to place students in initial coursework, particularly in English and mathematics. Placement information is communicated through the catalog and online and through academic advisors. Registration blocking in the Banner student information system generally ensures that students do not enroll in developmental or Core Curriculum courses for which they are unprepared.

[Academic probation and disqualification policies](#) concerning both undergraduate and graduate students are published in the printed catalog and made available [online](#).

UAF publishes its admissions policies annually in the printed catalog and [online](#) on the Office of Admissions [website](#). A catalog is sent to all admitted students, and the Office of Admissions gives catalogs to students upon request. Upon admission, students are e-mailed a link to the catalog along with detailed information about advising and registration.

Admissions policies and procedures are broken into five sections within the catalog: occupational endorsement programs, certificate or associate degree programs, bachelor's degree programs, graduate degree programs, and international students. 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. Specifically, occupational endorsements, certificates, and associate degree programs require that a student be at least 18 years old or have a high school diploma or have a General Educational Development (GED) diploma.

Bachelor's degree programs require students to meet admission standards established in fall 2007. These standards require students to have a high school diploma, pass 16 credits of the high school core curriculum with a GPA of 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 Plus

Writing test or a 1290 on the SAT test. Students with a 3.0 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 Curriculum) with a C (2.0) or better to be changed to baccalaureate-admitted status.

Graduate admissions decisions are largely left to individual departments, which may have individualized requirements for admission to their programs. 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 grade point average and a 3.0 grade point average in the major. Equivalent credentials from a foreign university can be substituted. Departmental requirements are published in the catalog or on the web as needed.

In recent years, the Office of Admissions worked with the Provost's Office and the Faculty Senate to streamline the list of high school courses required for admission to bachelor's degree programs. In previous years, each school and college had its own set of requirements. Through a cooperative effort, the requirements were condensed to three parts: high school core curriculum; sciences (College of Engineering and Mines, College of Natural Science and Mathematics, School of Fisheries and Ocean Sciences, and School of Natural Resources and Agricultural Sciences); and other programs (College of Liberal Arts, School of Management, College of Rural and Community Development, General Studies [undecided or exploratory]). This has significantly streamlined the admissions process and clarified the requirements for students applying for admission. (2.A.16)

UAF's mission supports co-curricular activities that provide valuable out-of-classroom learning experiences, including more than [100 registered student clubs, honor societies, and sports groups](#). Many of these programs are supported by student activity fees as distributed by student governance (ASUAF) or through LIVE (Leadership, Involvement and Volunteer Experience) program funding. Policies, processes, resources, and guidelines for student organizations are available to participants through the student organization handbook available [online](#). (2.A.17)

Human Resources

UAF is subject to Regents' Policy and University Regulation ([04.01.- 04.11.](#)) and UA Human Resources [policies and procedures](#). UAF has autonomy to create additional policies that apply only to UAF, as long as they do not abridge UA policies. Currently there are four such [policies](#) in force, relating to employee recognition, responsible conduct of research, animals in university buildings and on university property, and alcoholic beverages.

Policies and procedures are reviewed monthly by the Human Resources Council, a UA system-wide committee with members from each major administrative unit. The UAF representative to this committee is Human Resources Director Kris Racina.

To ensure that policies and regulations are applied consistently, fairly, and equitably across the UA System, the UA and UAF HR departments create internal procedures and guidance documents for HR consultant and technician reference. UAF HR holds weekly internal staff trainings on administration of HR policies and regulations to ensure dissemination of knowledge and consistency in application. (2.A.18)

All new benefited employees attend UAF's new employee orientation, where they receive information on benefits and various sources to review their conditions of employment. Both term and continuing employees 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 and executives also receive annual appointment letters, even if they serve in continuing positions.

Throughout the year, UAF utilizes employee listserv messages as well as U.S. mail to remind or notify employees of terms and conditions of employment. Examples of these messages are the annual drug free workplace notice (mailed to employees) and the annual ethics/disclosure notice (disseminated to employees through their departments).

Procedures for evaluation, retention, promotion, and termination vary depending on an employee's status as term, pre-tenure, 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 (04.11). (2.A.19)

UAF's central HR records are maintained in a locked file room; departments that also maintain confidential records keep locked cabinets. Only employees with a legitimate need to know, as determined by HR, are allowed to view confidential personnel materials. Those employees are typically HR staff, but occasionally a supervisor may review an internal applicant's personnel file and evaluations after making a request with sufficient justification.

HR posts a [confidentiality agreement](#) for use by departments that have employees who work with confidential materials. Since many HR functions are decentralized, department employees have access to personnel materials, and UAF encourages confidentiality agreements to heighten awareness of sensitive issues. HR requires all of its regular staff and student employees to sign the confidentiality agreement and is currently pursuing the issue of making confidentiality agreements mandatory for all employees who have access to personnel materials.

In 2005, UAF stopped using social security numbers for employee identification and assigned employee I.D. numbers instead. (2.A.20)

Institutional Integrity

The [Marketing and Communications](#) office under the vice chancellor for university advancement provides central review and coordination of published materials for the public. For students, the catalog and associated websites are revised annually, with input from all offices. The Office of Admissions and Registrar and related websites are revised whenever information changes. School, college, and departmental websites are reviewed and revised as needed.

The [approval process for new academic programs](#) requires that a sample course of study and a three-year cycle of course offerings be included. Thus, new programs must demonstrate that they can be completed in a timely way. [Advising worksheets](#) showing how to complete a degree are published on the web; many of these worksheets illustrate semester-by-semester program completion plans. Students and advisors are also able to plan and track students' progress with DegreeWorks software. (2.A.21)

Regents' Policy and University Regulation (04.02, 04.04, 04.07, and 04.08) and the applicable collective bargaining agreements cover the fair and equitable treatment of constituents as well as the resolution of complaints and grievances. The Office of Research Integrity facilitates, reviews, and monitors the responsible conduct of research. The institution has an ongoing program of required training for faculty and staff on ethics and personnel issues (EEO, sexual harassment, supervisor training).

The following two issues in this area are pending.

- On July 6, 2010, an Alaska Superior Court judge ruled that UAF is required to follow its internal procedures when terminating employees for performance related reasons, rather than the non

retention alternative allowed under Regents' Policy. The Alaska Supreme Court has accepted the university's petition for review.

- As reported in the *Chronicle of Higher Education*, in 2010, two faculty members at the Kotzebue campus filed a grievance alleging that not specifically listing opinion pieces on their workloads stifles their freedom of speech. Although Chancellor Rogers revised their workloads to include the option of such opinion pieces, the faculty are pursuing the matter to arbitration without union support. (2.A.22)

The policy prohibiting conflict of interest is governed by the Alaska Executive Branch Ethics Act (Alaska Statute 39.52) and Regents' Policy and University Regulation (04.10 and 04.08). All employees with potential conflicts of interest are required to submit annual UA disclosure forms for review and approval declaring employment or outside service. Forms for this purpose for faculty, staff, and student workers are available at the [Human Resources forms page](#).

The student code of conduct, Regents' Policy and University Regulation (09.02.020), is published in the UAF catalog and on the website. Faculty and staff are governed by Regents' Policy and University Regulation and a faculty code of conduct (passed by the Faculty Senate), all of which are published on the Office of Faculty Development website. The Office of Faculty Development holds periodic workshops to publicize these codes, and includes them in new faculty orientation.

In late 2005 and early 2006, articles in the *Chronicle of Higher Education* and *Newsweek* reported accusations that the UAF School of Education required students to adhere to a left-wing "conceptual framework" (the text of which was published in the *Chronicle*). The conceptual framework in question was published by the school in 2002, revised in 2004, and communicated to students (although probably not before their arrival on campus). It was revised in 2009, and the language in question was removed. (2.A.23)

Regents' Policy and University Regulation (10.07) provide direction related to inventions, patents, copyrights, trademarks, and other intellectual properties. The regulations indicate how royalties are shared with inventors and their heirs. (2.A.24)

"UAF is accredited by the Northwest Commission on Colleges and Universities" is stated on page 1 of the catalog and on our [website](#). (2.A.25)

Under Regents' Policy and University Regulation, all contracts and agreements with external entities are reviewed by the UA System's general counsel. Contracts with external entities for educational services are limited to study abroad, National Student Exchange, and high school technical preparation, all of which are covered by contractual agreements with the courses reviewed by UAF. Effie Kokrine Charter School is an Early College High School, which offers some courses for UAF credit with instructors and syllabi approved by the responsible departments at UAF. Research agreements with external entities are likewise covered by contractual agreements. (2.A.26)

Academic Freedom

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, the [Faculty Senate handbook](#) specifies that faculty, under Article II, Section 1, part A of the Faculty Senate constitution and bylaws, have the right to "exercise academic freedom."

All faculty collective bargaining agreements acknowledge the importance of academic freedom in the academy (Article 6 for UNAC, Article 3.1 in UAFT, and article 6 in UNAC-Adjuncts).

No grievances concerning academic freedom have been filed by United Academic adjuncts. A grievance was filed by a member of UAFT, but it was not filed by the union and the union was not consulted. One academic freedom grievance has been filed by United Academics within the last four years. The faculty member's grievance has received extensive publicity ([see news site](#)). The university has declined to comment due to the confidential nature of personnel matters. (2.A.27)

With the exception of the one incident mentioned above, allegations of infringement of the academic freedom of faculty, staff, and students seem to be largely absent for the past five years. A comprehensive search of the Faculty Senate, Staff Council, and ASUAF meeting minutes for the past five years did not reveal any motions or resolutions that might have arisen in response to an infringement of academic freedom. On the other hand, the minutes of the Faculty Senate meetings contain two examples of support for academic freedom. On [Nov. 5, 2007](#), the Faculty Senate passed a motion in support of open meetings for all tenure, promotion, and comprehensive review processes. The second example of the Faculty Senate engaging in discussions of academic freedom overlapped our last accreditation period. Beginning in 2003, lengthy discussions took place in many Faculty Senate meetings. Over the course of the next three years, the senate approved a policy on classified and proprietary research and established a process to provide review of classified research. The original policy was approved on [May 5, 2003](#). However, the former chancellor vetoed the policy. The senate created a reconciliation process and over the next year, with input from students, staff, and administration, ultimately passed a modified version of the policy on [April 5, 2004](#). The motion was approved by the former chancellor. The subsequent year, in keeping with the requirements of the policy, the Faculty Senate created the Faculty Research Oversight Committee to review and make recommendations regarding classified research on campus. That motion passed the Faculty Senate on [Sept. 24, 2004](#). The motion to create the committee was vetoed by the former chancellor. The reconciliation committee continued to work on the document and discuss the issues. On [March 7, 2005](#), the Faculty Senate voted to override the former chancellor's veto.

Students are able to freely express their opinions without retribution. During spring 2010, a small group of students staged a demonstration in support of allowing concealed weapons on campus. Although university policy prohibits carrying weapons on campus, the protest was handled carefully and without incident. Students also protested the increase in tuition. The chancellor held an open forum to listen to their concerns and work on acceptable solutions. One instance of a student expressing a personal view which many found offensive on air at the student radio station resulted initially in the student's dismissal from the radio station. That was reversed and the student was allowed to return to the air; however, he subsequently resigned.

Our policies and traditions of academic freedom made us especially proud twice during the period of review. In fall 2009 an anti-gay banner was hung in Wood Center at the request of a local organization that was organizing a campus event. Many members of the UAF community challenged the message of the banner, and the chairs of the Chancellor's Campus Diversity Action Committee (CCDAC) wrote a letter to the chancellor asking that the banner be removed. In his Convocation remarks, the chancellor affirmed the freedom of speech that all members of the university enjoy, and explained that although he personally decried the sentiment behind the banner, the university's greater mission was to assure freedom of speech. The chancellor's Convocation speech can be viewed [online](#).

In the weeks leading up to Commencement 2010, some faculty, staff, and students opposed the selection of the Commencement speaker, while others applauded the choice. The two sides engaged in a lively public discussion about the issue, and key members of the university worked throughout to ensure the academic freedom of all involved. Details about this incident may be found [online](#).

Former UA President Mark Hamilton won a national award for respecting academic freedom and raising the issue a step higher by not requiring faculty to state that their opinion is their own when speaking in

public and representing the university.

The Chancellor's Office is the "stop of last resort" for members of the university community and the public who are dissatisfied. The Chancellor's Office highlights its People First principle, which is designed to empower people to forward concerns to its office. Decisions made at a lower level may be reviewed and reconsidered by the Chancellor's Office, but UAF's policies and procedures are generally applied in a consistent manner.

The Arctic Region Supercomputing Center (ARSC) is funded by the Department of Defense (DOD) and is therefore subject to federal government rules that differ from those common in academic culture. Although ARSC states that faculty, staff, and students are comfortable with this, governmental monitoring contradicts the premise of academic freedom promised by university policies. The DOD contract is ending so this is not expected to be an issue in the future. (2.A.28)

Teaching faculty learn about their academic freedom responsibilities of presenting scholarship fairly, accurately, and objectively during their initial orientation period. Faculty also have the opportunity to participate in ongoing trainings that discuss the responsibilities associated with academic freedom including various ethics workshops offered by Human Resources, the Center for Distance Education 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.

Students who believe that instructors fail to present scholarship fairly, accurately, and/or objectively have the right to complain through a formal university process, which is documented [online](#). The associate vice chancellor of student life reports that although students have occasionally expressed concern that a poor grade was related to a disagreement on beliefs, values, or opinions between the student and professor, no such claim was substantiated during the period under review.

Faculty who engage in research, creative, and scholarly activities adhere to the code of ethics, which honors and affirms each faculty member's rights and obligations to the advancement of knowledge and to intellectual honesty. This code was passed by the Faculty Senate in 1997 and is published on the Faculty Development [website](#). In addition, Regents' Policy and University Regulation cover ethical issues regarding nepotism, conflict of interest, and abuse of public office for political purposes (04.10), as well as policies concerning access to UA information resources (02.07).

Labor relations reports no cases involving faculty members falsifying data or plagiarizing during the review period, although one faculty member was terminated for [unspecified misconduct](#). Likewise, no [court cases](#) that involve falsifying data, plagiarism, or other irregularities regarding scholastic work have been reported. (2.A.29)

Finance

Financial procedures are governed by Regents' Policy and University Regulation and the Statewide Accounting 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 Internal Audit ensures compliance with these policies and regulations and follows an annual audit plan. The director of the Statewide Office of Internal Audit presents audit findings to the Board of Regents Audit Committee. (2.A.30)

Standard 2.B: Human Resources

UAF has sufficient faculty, staff, and administrators to fulfill its mission. The unit descriptions in the [Appendix](#) provide specific information on the distribution of faculty and staff. Like any institution of our size, we have some areas that could use additional human resources; position reallocation and funding requests for new positions are part of a continuous process of optimizing staffing.

Table 2.1

Regular Staff and Faculty Full-Time Equivalent (FTE) FY07 – FY11					
Year	FY07	FY08	FY09	FY10	FY11
Faculty FTE	610.8	643.4	634.1	644.6	652.4
Staff FTE	1,497.1	1,532.2	1,506.7	1,524.0	1,496.6

The authority to hire positions is largely decentralized to the units. Units assess their mission, organizational needs, and funding resources, and are empowered to hire necessary personnel to achieve objectives within the constraint of available funds. Human Resources (HR) guides and assists units in assessing their needs, writing job descriptions, training hiring authorities and hiring committees in legal processes, classifying jobs into job families and wage grades based on articulated duties, providing testing services to ensure applicant qualifications, reviewing interview questions and screening questions used to filter applicants, and monitoring the hiring process for compliance and legal outcomes.

The university moved to an [online recruitment system](#) in 2005. 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 for applicants on the UAKJobs site.

Guidance for supervisors, hiring managers, hiring committees, and applicants is located on the [public procedures website](#).

HR monitors the hiring process through its paperless automated recruitment system. At various process steps, HR review and authorization is required for the process to continue. Authorization is specifically required at the job description phase, at the job posting phase, at the request to interview stage, at the hiring proposal stage, and at the job offer stage. HR verifies compliance with law, university policy and regulation, and best hiring practices throughout the process.

UA Human Resources organizes position descriptions by [job families](#). Supervisors were asked to revise position descriptions as necessary in fall 2010; many position descriptions entered the revision process as a result. (2.B.1)

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 calendar year. Human Resources (HR) requires training for supervisors to learn best practices in evaluation and provides forms that supervisors use to evaluate staff members.

Evidence suggests that not all supervisors are conducting employee evaluations as required by policy, and/or completed evaluations are not forwarded to HR for tracking. During the self-study process, we found that the form used to evaluate staff directs supervisors to file the original signed evaluation form with HR and to give a copy to both the employee and the supervisor. There was no indication on the form that units are to receive a copy. Some units are likely unaware of when their staff have been evaluated because the unit office did not receive copies. Thus the percentage of staff who have not been evaluated is unknown.

In fall 2009 the Chancellor's Office requested that supervisors ensure compliance with the annual evaluation policy. Units were given until spring 2011 to bring their departments into compliance. In March 2009, Human Resources created a spreadsheet to record evaluations received. While progress of a sort, this mechanism was flawed because it was passive – only received evaluations were recorded. There was no mechanism to track whether all positions were being evaluated or not. In fall 2010, a mechanism was created to identify supervisors and the employees whom they supervise; this is now a Banner module and is updated by departments when assignments change. In spring 2011, a database administrator was hired with responsibility to create a database into which the supervisor's name and his or her employees are downloaded from Banner, along with the date of last performance evaluation. The database, expected to be completed in spring 2012, will trigger a notification of due dates for employee evaluations. The first outcome of the new database will be to contact supervisors who have not completed evaluations to see if they failed to send the evaluations to Human Resources, or if they truly have not completed them.

In addition to annual evaluations by their supervisor, executives are required to undergo a [Faculty Senate led evaluation process](#) every four years. The process includes opportunities for input from faculty and staff. (2.B.2)

The chancellor and vice chancellors encourage professional development. UAF has a strong culture of encouraging participation in professional associations and attending at least one conference or seminar annually. Funding for participation may come from individual units, the Office of Faculty Development (OFD), or personal resources.

The [Office of Faculty Development](#) coordinates professional development for faculty. The OFD is guided by the Faculty Development, Improvement, and Assessment Committee of the Faculty Senate. The OFD provides an extensive orientation program for new faculty consisting of two full days of events, including social events, networking with other new faculty, meeting administrators, and learning about the university's benefits programs. Webinars, guest speakers, workshops, audio conferences, networking events, and DVDs and books for checkout assist faculty in their professional development. Most OFD opportunities are focused on teaching and grant writing.

The OFD sponsors travel grants for faculty to participate in professional development activities via funding provided by one faculty union (UNAC) through the collective bargaining agreement and the university. The table below details the allocation of travel grants during the period of review.

Table 2.2

Office of Faculty Development Travel Grants FY07-FY11					
Year	FY07	FY08	FY09	FY10	FY11
Number of Faculty Receiving Awards	51	60	90	45	28
Total Amount of Travel Awards	\$37,329	\$43,510	\$71,222	\$32,786	\$20,381

The two faculty unions are United Academics – AAUP/AFT and University of Alaska Federation of Teachers, Local 2404 AFL-CIO (UAFT). The OFD conference attendance funding comes from two primary sources; UNAC - funded awards and the office's budget. In FY10, UNAC provided travel for seven faculty (\$4,723) and the office's budget provided travel for 38 faculty (UNAC faculty - \$21,513 for 29 faculty; UAFT awards - \$6,550 for nine faculty).

Awards to UNAC faculty are typically \$750, while UAFT faculty typically receive \$400. Additionally, the OFD has in recent years sent between 10 and 15 new faculty members to the prestigious [Lilly-West Teaching Conference](#), with all expenses paid by the OFD.

The vice provost leads an annual Academic Leadership Institute that involves 20 faculty, staff, and administrators in readings and discussions on university leadership issues. A variety of other faculty and executive development opportunities are funded by the provost on an ad hoc basis.

Professional development for staff members is primarily organized through Human Resources. Training opportunities for staff 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 workers, but many are designed for optional professional development. Courses and workshops are offered face-to-face, by audio conference, and/or are archived on the web. Information about professional development opportunities for staff is available [online](#).

The [employee recognition policy](#) outlines the procedure by which supervisors can reward staff who seek to develop their professional skills beyond their ordinary position description. Formal recognition is viewed as an important motivator for staff to develop their professional skills.

Faculty and staff are encouraged to develop their professional skills through taking regular UAF courses for academic credit. Staff are also encouraged to take non-credit courses to develop their professional skills, such as “Dealing with Difficult People” and classes on software programs such as Word and Excel. Regents’ Policy and University Regulation (4.06.010) provide staff and faculty with tuition waivers for credit and non-credit courses.

Professional development for administrators and executives is the responsibility of the vice chancellor, dean, director, or administrator in charge of the area. For instance, the vice chancellor for Administrative Services approves training and development requests for Finance, Grants and Contracts, Human Resources, Risk Management, etc. (2.B.3)

In 2010, UAF employed 658 full-time faculty (64.4 percent) and 363 part-time faculty.

Table 2.3

Faculty Numbers by Full and Part-Time Status (Fall 2006 – 2010)					
	2006	2007	2008	2009	2010
Full-time	631	669	651	659	658
Part-time	355	367	362	362	363
UAF Total	986	1,036	1,013	1,021	1,021
Percent Full-Time	64.0	64.6	64.3	64.5	64.4

*Faculty numbers differ from other pages because of the date the analysis was generated.

Among full-time faculty, 40 percent are tenured, 23 percent are tenure-track, and 37 percent are non-tenure-track; the latter category includes instructors, clinical professors, research professors, and other full-time term appointments. By rank, UAF employs 183 full professors, 176 associate professors, 261 assistant professors, and 401 lecturers and instructors. (Term-appointed clinical and research professors may serve at the rank of assistant professor, associate professor, or professor; instructor refers to a full-time primarily teaching position; lecturer refers to an adjunct teacher paid by the class.) The use of adjuncts varies among the colleges and schools. The number of full-time faculty and adjuncts by program is indicated in the unit descriptions for each college and school in the Appendix. Graduate teaching assistants are responsible for their own sections of freshman and sophomore core composition, core communication, lab sections, and a handful of other classes (depending on program need and graduate student qualifications), as well as providing faculty support in many other classes among programs that offer graduate degrees.

The availability of adjunct instructors is limited and irregular at all UAF campuses. Except for vocational programs in the UAF Community and Technical College, a relatively high percentage of classes are taught by full-time faculty. This represents a challenge to the university in terms of flexibility and

finances, but it also means that many programs are more stable and consistently taught than they might be otherwise. On the other hand, large gaps are left unfilled when programs are unable to timely hire key full-time faculty members required for specialized accreditation. This has occurred in programs such as accounting and the new PhD in clinical community psychology. In such cases, UAF has difficulty competing with private-sector salaries and attracting qualified candidates to Fairbanks.

As can be seen in the table below, the vast majority of permanent faculty in Fairbanks campus units have terminal degrees. UAF considers the doctorate to be the terminal degree in most academic areas, but the master of library science and master of fine arts are considered terminal degrees as well.

Table 2.4

Faculty Highest Degrees by Unit, Spring 2011*						
Degree	Unknown	Doctorate	Master's	Bachelor's	Associate	Grand Total
Arctic Region Supercomputing Center		5	2			7
Bristol Bay Campus		5	1	2		8
College of Engineering and Mines	3	45	1	1		50
Institute of Northern Engineering		15	3			18
Chukchi Campus		1	2	1		4
College of Natural Science and Mathematics		63	1	1		65
College of Liberal Arts	1	82	31	8		122
Community and Technical College	9	3	13	11	5	41
Cooperative Extension Service		6	18	4		28
Developmental Programs and Projects		2		1		2
Geophysical Institute		49	1	2		52
Institute of Arctic Biology	4	20	2	3		29
Interior-Aleutians Campus	2	1	6	4		13
International Arctic Research Center		21		1		21
Kuskokwim Campus	1	2	8	9		20
Northwest Campus		1	2			3
Office of the Provost		3				3
Rasmuson Library		1	8	1		11
Rural College		7	14	7		22
School of Education		11	13			24
School of Fisheries and Ocean Sciences		51	12	1		64
School of Management		20	4			24
School of Nat. Res. and Ag. Sciences		37	5			42
UA Museum of the North		5	1			6
Grand Total	20	455	148	50	5	678

*Faculty numbers differ from other pages because of the date the analysis was generated.

In the College of Rural and Community Development, which employs almost all of the UAFT faculty, vocational faculty may have specific credentials related to their area of instruction (e.g., welding, diesel mechanics, and airframe and powerplant) rather than an advanced academic degree. A minimum of a master's degree is expected for CRCDC faculty teaching academic core subjects such as math, English, or the sciences. In CRCDC, 18.3 percent of full-time faculty have less than a bachelor's degree, 21.7 percent have a bachelor's degree, 39.2 percent have a master's degree, and 20.8 percent have a doctorate.

As discussed under Standard 2.A, the Faculty Senate's full-time faculty representatives from all the schools and colleges establish and oversee all academic policies and approve all proposed program and curricular changes. The provost administers a regular cycle of program review that is also conducted by full-time faculty. Courses offered through the Center for Distance Education and at all campuses must be approved by the faculty in the appropriate disciplines. (2.B.4)

The collective bargaining unit agreements for faculty unions differ in the way faculty workload is addressed. Full-time UNAC faculty workloads are apportioned into 30 workload units for a nine-month

contract (40 for a 12-month assignment). Tenured and tenure-track UNAC faculty normally have a tripartite workload unless the faculty member is employed by an extension unit (the Cooperative Extension Service or the Marine Advisory Program), within which some tenured and tenure-track faculty have bipartite teaching and service workloads. UNAC term faculty are normally bipartite, carrying out research and service, or teaching and service. UAFT faculty normally have a five-part workload which consists of four parts teaching and one part service; however, tripartite workloads may also be assigned with three parts teaching, one part research, and one part service. Workloads are individually assigned by deans and directors, in consultation with department chairs and program heads, with the aim of balancing instructional needs, service requirements, and demands for research and creative activity. Faculty submit their proposed workloads in the spring for the coming year, and the supervising dean or director assigns the workload for the next academic year. In October each year, faculty (except first-year faculty) submit an annual activities report (AAR) documenting their activities for the preceding contract year. (Workload and AAR forms are available [online](#).) All evaluation (see 2.B.6 below), including tenure and promotion, is based on assigned workload percentages of teaching, research, and service. Consistent with UAF's extremely broad mission, teaching loads and other workload details vary widely across the university, as do expectations for and workload assignments to service, research, and creative activity. Departments with graduate programs generally have higher research and creative expression expectations and lower teaching loads.

The 2003 faculty satisfaction survey conducted by the McDowell Group revealed that UAF faculty are generally satisfied with their jobs and workplace supervision. A 2005 survey conducted by the Faculty Senate Committee on the Status of Women also found that faculty were generally satisfied with their workload distributions and expectations, although it did indicate differences in the level of satisfaction between men and women. (2.B.5)

Faculty evaluation at UAF is governed by Regents' Policy and University Regulation (04.04), UAF policies, regulations, and procedures, and collective bargaining agreements with the faculty unions. Evaluation varies by union and type of appointment. The provost's [website](#) provides the annual process schedule, templates, and policy information. All full-time term and tenure-track faculty, both members of UNAC and UAFT, are evaluated at the dean's level annually, and all tenured faculty are evaluated at the dean's (UNAC) or campus director's (UAFT) level every three years. In addition, there are mandatory administrative and peer reviews for tenure-track and tenured faculty. All UNAC tenure-track assistant professors have a mandatory comprehensive fourth-year review and both UNAC and UAFT tenure-track faculty must undergo review for promotion and tenure no later than their seventh year. All UNAC tenured faculty are comprehensively reviewed 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 — chancellor. The process provides access to all the evaluation data at each level of review. Regents' Policy and Regulation and the collective bargaining agreements allow for more frequent faculty evaluations if the administration decides they 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 also provides resources for faculty who want to evaluate or improve their own teaching in preparation for formal evaluation.

Regents' Policy and University Regulation provide a default set of peer unit criteria, but 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 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. (2.B.6)

Standard 2.C: Education Resources

UAF offers programs leading to 167 degrees and 33 certificates. The unit descriptions in the Appendix and the catalog list the programs offered by each college and school. All programs, from certificates to doctorates, have undergone [program review](#) on a five-year cycle for rigor, content, and centrality to mission; this process is being revised to a three-year cycle to synchronize with the new accreditation standards and cycle. Previously, individual program reviews were kept in hard copy by deans, but UAF has moved to an electronic system in which reviews will be available centrally.

All academic programs are detailed in the catalog, on the institutional website and departmental websites, and in brochures. Educational programs are required to have published objectives on those sites, and faculty are required to identify student learning outcomes on all course syllabi. All programs have specified [intended outcomes and assessment plans](#).

Courses are offered at the freshman (100), sophomore (200), junior (300), senior (400), post-baccalaureate non-degree (500), and graduate (600) levels. 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 we expect 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 new types of transcribed educational credentials. These include:

- **Occupational Endorsement, 9 – 29 credits** - Awarded for completing a series of courses that meet specific vocational needs. Since less than 30 credits are required, these will not be discussed further.
- **Post-Baccalaureate Certificate, 24 – 60 credits** - Awarded for completing a program of study including courses at the undergraduate or graduate level or both. 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.
- **Graduate Certificate, 12 – 29 credits** - Awarded for completing a series of graduate courses that constitutes a focused area of graduate study. Students must meet the requirements for admission to the Graduate School. The credits may be applied to a subsequent or concurrent master’s degree.

UAF offers approved post-baccalaureate certificate programs in the School of Education. The College of Rural and Community Development has developed occupational endorsements, many of which are available through the UAF Community and Technical College. The College of Natural Science and Mathematics offers a graduate certificate in statistics. (2.C.1)

Since 2000, all certificate and degree programs have been required to publish a student learning outcomes plan and summarize the assessment of student learning outcomes periodically. Programmatic and Core Curriculum outcomes assessment plans and summaries are posted [online](#). Student learning outcomes plans are developed, implemented, and evaluated by program faculty and approved by the provost. All

new occupational endorsements, certificates, and degree programs are required by Faculty Senate policy to include student learning outcomes plans with the submission for approval (see [new degree program request form](#)).

Since 2004, Faculty Senate [policy](#) has required that each course syllabus include course goals and specific student learning outcomes for the course. While faculty members have the academic freedom to achieve student learning outcomes in many ways, each instructor is accountable to the same set of 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. There is no review of all course syllabi each semester to ensure that student outcomes are listed. However, faculty submit example syllabi in promotion, tenure, and pre-tenure files, and failures to meet Faculty Senate guidelines are commonly addressed in their evaluation. (2.C.2)

UAF's credits and degrees follow generally accepted standards and adhere to Regents' Policy (10.04). Credit hours required to complete certificates (at least 30 credits), associates (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 requirements for the approval process for revisions, additions, and deletions.

A number of programs within UAF have specialized accreditation, indicating that they comply with accepted norms in their fields of higher education. The catalog (page 1) lists the specialized accreditations that programs have received. This information is also on the [UAF website](#).

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 10.04.100 require a minimum of 750 minutes of instruction per credit hour and that fall and spring semester must be at least 15 weeks in length. Three-credit courses typically meet three times per week for 15 weeks. Distance courses offered by audio follow this same structure. Correspondence and web-based courses are designed to achieve the same intended learning outcomes as in-person courses. Students will usually spend from eight to 10 hours per week on a three-credit-hour online semester course; typically, the same text, number of homework assignments, quizzes, papers, and exams are required. Documentation of student learning outcomes is discussed above under Standards 2.C.1 and 2.C.2.

UAF verifies the identity of online and correspondence students through student identifications and the UA ELMO password system. When new students register, a student ID is generated. After that, students can get email and Blackboard access through ELMO. All distance examinations are accessed using the student's password, or a proctor is required. Proctors must be education officials at a university, community college, or public school site, other governmental or community officials, or, if such personnel are unavailable, other people approved in advance by the director. Relatives and/or friends cannot be proctors. The Center for Distance Education [proctoring policy](#), [exam request form](#), and [letter to proctors](#) are posted online. (2.C.3)

Baccalaureate core courses are mostly at the 100- and 200-level, as are introductory courses in most disciplines. Courses with numbers below 100 do not count toward baccalaureate graduation requirements. All baccalaureate degrees require at least 39 upper-division credits (300- and 400-level). Faculty in individual disciplines are responsible for determining course depth, breadth, and course sequencing, although the program review process conducted every five years (and changing to every three years in the future) provides an extra-departmental perspective on programs. New programs and major program revisions require Faculty Senate and Board of Regents approval; all program revisions and course designator changes require at least the approval of the appropriate Faculty Senate committee.

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

Admission and graduation requirements are published in the catalog, on the [UAF website](#), and, for individual programs, on departmental and program websites. Faculty members and admissions staff communicate this information to prospective students. (2.C.4)

The [constitution](#) of the Faculty Senate codifies the rights, responsibilities, and authority of the faculty with regard to curriculum. Specifically, Article II, Section 1, Part D states that faculty “have primary authority through the senate to initiate, develop, approve, and review academic criteria with regard to the responsibilities outlined in section 2.” Section 2 further states that faculty responsibilities include the formulation of policies and regulations guiding scholastic standards, including degree requirements, curriculum review, admissions standards, and grading policy. Responsibilities of the faculty include advising the administration of the UA on academic and faculty matters. Article XI of the constitution provides the right for veto by the Chancellor's Office in section 1 and establishes a reconciliation process in section 2.

All 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 via the signature lines on all curriculum forms (Formats). New programs are approved by the Faculty Senate, then by the administration. Most course changes and degree requirement changes are approved by the chair of Curriculum Review Committee of the Faculty Senate.

Regents' Policy and University Regulation (04.04.03) stipulate the basic conditions and categories under which all UA employees are hired. Expanding on those requirements, the [provost's website](#) provides the [UAF Faculty Appointment and Evaluation Policies](#) and [Regulations for the Appointment and Evaluation of Faculty](#). Together often called the faculty handbook or blue book, they set out policy and regulations for the appointment and evaluation of faculty. These policies and regulations, in turn, form the basis for special unit criteria established by each school or college and approved by the Faculty Senate. The [template for unit-peer-criteria](#) states in Chapter II, part D that “Deans and/or directors, in conjunction with the faculty in a unit, shall establish procedures for advertisement, review, and selection of candidates to fill any faculty positions as they become available. Such procedures shall be consistent with the university's stated AA/EEO policies and shall provide for participation in hiring by faculty and administrators in the unit.”

In a few instances, specifically at rural campuses within the College of Rural and Community Development, the requirement to have faculty on faculty search committees has not been met. This may have been due to oversight of the campus director or the lack of faculty in the relevant academic area at that particular campus. The situation has been addressed by the vice chancellor and associate vice chancellor for rural, Native and community education, and is unlikely to occur in the future. CRCD reorganized from divisions to departments in FY10, in part to address this issue.

While individual faculty members are responsible for evaluating student performance in discrete classes, the faculty, collectively, take responsibility for assuring that the program's student learning outcomes are assessed, evaluated, and reported annually. Faculty also ensure that a thorough review of the program is conducted at least every five years (currently changing to every three years). The process for developing a student learning outcomes plan is posted on the [provost's web page](#), and the student learning outcomes plans are posted there as well.

A guide for developing assessment plans is posted on the [provost's web page](#), along with a template for the plan. UAF's [educational effectiveness policy](#) (outcomes assessment policy) is also linked from this page. Program faculty are involved in discussions that drive formation of the plan. Evaluation of student

performance under the outcomes plan is the responsibility of the faculty and often includes interested stakeholders within the community (e.g., advisory committee members). The responsibility for ensuring that student learning outcomes are achieved rests largely with the dean of the appropriate college or school, and ultimately with the provost.

Program review is a more extensive analysis of program effectiveness. Regents' Policy and University Regulation on educational effectiveness (10.06.02) requires UAF to conduct periodic evaluations of its certificate and degree programs. Specifically, "Each MAU (e.g., UAF) 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 five years." By board policy, the schedule for review is established by the chancellor. The schedule and the process for conducting reviews are posted on the provost's [web page](#). Faculty within the program work collectively to prepare the documents that are examined by the review committee. The review committee, appointed by the provost, consists of a minimum of one faculty within the program, two faculty outside the department, and an individual with content expertise outside the university. Compliance with the program review process is essentially 100 percent, though on occasion review has been delayed for a year or more.

UAF has always made student learning outcomes assessment a faculty (including department chair) responsibility. In the course of preparing this report, it was noticed that some of the documents that explicitly placed the responsibility for learning outcomes assessment with the faculty were not available on the assessment website following a significant revision of that site. Additional documents emphasizing that point were restored to the site in January 2011. Faculty are also responsible for the content of program review reports. (2.C.5)

Library liaisons interact with teaching faculty regarding class-related library instruction that focuses on library research strategies and the critical evaluation of information. The frequency of this type of activity varies among departments. The English Department incorporates library research into 100- and 200-level college writing classes, and the library is also involved in English TA training. Faculty and staff in the library's Alaska and Polar Regions Department provide directed instruction for classes that use the collections, and they work with instructors in anthropology and history when their students use archival collections for research projects. Instructors of graduate research methods courses often invite library faculty to give guest lectures. The use of library resources is an essential element for graduate students when writing research grant applications, research papers, theses, and dissertations. Instructors are requested to provide and discuss library resource requests with library faculty and staff when submitting new course and trial course proposals. (2.C.6)

Credit for prior learning is available for undergraduate degree-seeking students and is guided by established procedures and policies. The program is described in the [annual catalog](#), the annual undergraduate academic advising manual (p. 91), and on the [Academic Advising Center website](#). UAF's credit for prior learning process follows the Regents' Policy and University Regulation (10.04.070) on non-traditional learning. Undergraduate degree-seeking students may acquire a maximum of 25 percent of their total program requirements through credit for prior learning. Credentials are reviewed by faculty from participating departments who determine if this process is appropriate 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 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.

UAF administers and accepts credit for some introductory courses from the College Level Examination Placement and grants advanced credit, with waivers of fees, assessed through scores in the College Board Advanced Placement Tests. In addition, language credit is awarded for successful completion of accredited testing in languages not offered by UAF. Credit is also awarded for successful completion of Defense Activity for Non-Traditional Education Support (DANTES) tests as recommended by the American Council on Education. Policies for credit by exam and advanced placement are stated in the [catalog](#).

The [tech-prep program](#) allows students to earn credits toward a certificate or associate degree by completing high school career and technical education classes that have been approved by UAF for college credit. The classes available for credit vary from school to school, but in general they are taken from the following areas: applied business, automotive, airframe and powerplant, 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 supporting 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. The practical integration of general coursework and training for vocational-technical trades reflects the commitment of the university to high-quality instruction and public service. Individuals earning this degree must complete a formal apprenticeship program and hold journey-level status in trades or occupations (including occupational license or occupational certificate) recognized by the US Department of Labor, Office of Apprenticeship and Training. (2.C.7)

Transfer credit for specific courses is awarded where course content and outcomes are consistent with established courses in the UAF Catalog (see also 2.A.14). 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 are involved in assessing cases where any uncertainty occurs. Courses are transferred as substitutions for Core Curriculum courses when appropriate. Coursework taken to meet general education requirements (GERs) at another campus in the UA System are accepted toward UAF's Core Curriculum. If a student has already completed all GERs toward a degree at another UA System unit prior to transferring to UAF, the student's Core Curriculum is considered to have been met. These agreements were approved by the Faculty Senate.

UAF has a leading role in and 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 that address the needs of circumpolar communities. The University of the Arctic currently offers a bachelor's-level certificate in circumpolar studies. 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 would be evaluated as transfer credit.

In addition to the general transfer credit policies above, UAF has signed articulation agreements with institutions outside the UA System. Two of these institutions, Covenant Life College and Alaska Bible College, are located in Alaska, and the agreements were made to allow students to transfer non-doctrinal coursework to UAF. Students have performed very well at UAF after transferring from these two institutions. Credit is transferred based on a periodic review of the college catalogs, course syllabi, and faculty credentials by UAF faculty. An agreement with Yukon College in neighboring Yukon Territory, Canada, facilitates the acceptance of coursework in liberal arts and in Native language education, where the courses have been deemed equivalent to UAF courses. China University of Petroleum, Beijing, is a source of transfer students who come to finish bachelor's degree programs in engineering. A sister city agreement and a memorandum of agreement with the University of Pune in India allows for both student exchange and degree completion (transfer articulation); these agreements allow students to do their first

two years at the University of Pune and finish at UAF, or vice versa. Recently, 2+2 bilateral agreements have been signed with China University of Mining Technology Beijing and Shenyang Jianzhu University, both of China. In addition, a 2 + 3 bilateral agreement with the Mongolia University of Science and Technology was signed in 2011. The table below summarizes student numbers under these agreements by year. (2.C.8)

Table 2.5

Student Numbers Related to Articulation Agreements							
Institution	Location	Type of Agreement	2006	2007	2008	2009	2010
Alaska Bible College	Alaska, US	General Transfer	1	1	0	0	0
Covenant Life College	Alaska, US	General Transfer	0	1	0	1	0
Yukon College	Canada	Articulation Agreement	0	0	0	1	1
China University of Petroleum Beijing	China	Articulation Agreement	0	0	15	7	10
University of Pune	India	Sister City Agreement	3	3	1	5	2
China University of Mining Technology Beijing	China	Bilateral with 2 + 2	New agreement - no students to date				
Shenyang Jianzhu University	China	Bilateral with 2 + 2	New agreement - no students to date				
Mongolia University of Science and Technology	Mongolia	Bilateral with 2 + 3	New agreement - no students to date				

Undergraduate Programs

UAF affirms that the general education component of our undergraduate programs represents an integrated course of study representing both breadth and depth. The general education foundation of all baccalaureate programs and the associate of arts program at UAF is the Core Curriculum. As stated in the catalog, the purpose of the [Core Curriculum](#) is to “provide students with a shared foundation of skills and knowledge that, when combined with specialized study in the major ... prepares students to better meet the demands of life in the 21st century.” The catalog further states that through completion of the Core Curriculum, students will achieve:

“multidimensional competency in written and oral English — including comprehension of complex materials and creation of clearly organized presentations of soundly reasoned thought in both oral and written form;

a solid grasp of quantitative reasoning and mathematical application;

an intellectual comfort with the sciences — including the scientific method, frameworks that have nurtured scientific thought, traditions of human inquiry and the impact of technology on the world’s ecosystems;

an appreciation of cultural diversity and its implications for individual and group values, aesthetics and social and political institutions;

an understanding of global economic interdependence, sense of historical consciousness and a more critical comprehension of literature and the arts; and

a better understanding of one’s own values, other value systems and relationships between value systems and life choices.”

Because the transfer associate of arts (AA) degree does not include upper division courses, the Core Curriculum has been slightly modified for the AA degree. The upper division writing and oral intensive classes and the upper division ethics class are not required for the [AA degree](#).

Both the associate of applied science (AAS) degree and the certificate are focused on specific vocational and technical skills; thus the related instruction is more limited within these programs. All AAS students are required to meet the requirements for related instruction by selecting their computation, communication, and human relations courses from a [list of classes approved by the Faculty Senate](#). Within the certificate programs, students may select any of the [AAS-related instruction classes](#), or they may complete embedded, documented competencies within their technical classes. Embedded competencies approved by the Faculty Senate are either taught or overseen by discipline-specific faculty. Embedding the related 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. (2.C.9)

General education requirements are defined by Regents' Policy and University Regulation ([10.04.040](#)). Regents' policies require a minimum of 34 credits distributed among university-defined categories. 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 developed and implemented an integrated Core Curriculum of classes that all baccalaureate students must complete (transfer AA and AS graduates are considered to have met these requirements). The student learning outcomes and course classifications are defined and published in the catalog and [online](#). The Faculty Senate has developed requirements for core courses, and this information is provided to faculty through the [Academic Course and Degree Procedures Manual](#), in which policies are defined. In addition to normal program review, the core receives additional assessment, which is documented on the [provost's website](#). The associate of arts degree shares essentially the same Core Curriculum as the baccalaureate degree; the differences are listed in the [catalog](#).

The general education requirements meet not only Regents' Policy and University Regulation; they also relate well to [UAF's mission](#), which “promotes academic excellence, student success and lifelong learning,” by providing baccalaureate and associate degree students with a broad education that fosters lifelong learning. The general education requirements speak to the [core values](#) documented in our strategic plan, including “student success” and “access to comprehensive higher education and lifelong learning.” They address many of the key points in the UAF [Vision 2017 Plan](#), particularly those that seek to “ensure basic competencies of all UAF students in communication, computation and critical thinking” and “position UAF as an institution of high value and academic rigor in order to better serve the needs of our students and state.”

For individual degree programs, learning outcomes have been defined through the Student Learning Outcomes Assessment process. All plans for programs are listed on the [provost's website](#), and in addition, many programs list student learning outcomes on their department websites and/or in the catalog. It is broadly understood that the outcomes of the Core Curriculum are part of the required outcomes of every baccalaureate degree and the AA degree; however, with the exception of the AA degree, the student learning outcomes of the Core Curriculum are assessed and documented in a process separate from the student learning outcomes of the individual degree programs. [Core Curriculum assessment plans and summaries](#) are posted online. (2.C.10)

The Core Curriculum was envisioned as an integrated body of courses that complement each other and extend learning in the discipline-specific courses. To date, however, it has been difficult to create an overall student learning outcomes assessment plan that assesses that intent. Instead, the outcomes are [assessed](#) based on individual courses. Those courses are [reviewed](#) periodically to determine whether they are meeting the requirements of the core as outlined in Faculty Senate guidelines. One goal of the ongoing revision of the core is to create a more holistic student outcomes assessment plan for the core. During the 2010–2011 academic year, UAF tested groups of first-year and senior students using ETS's Proficiency Profile examination as part of the Association of Public and Land-grant Universities Voluntary System of Accountability. Together with implementation of the NSSE in 2007 and 2009, comparison of first-year and senior results from the Proficiency Profile exam forms a holistic assessment of both our Core

Curriculum and the baccalaureate experience.

The Faculty Senate is currently in the process of revising the Core Curriculum. New intended learning outcomes for general education (core) passed the Faculty Senate in [May 2011](#); these new outcomes were developed beginning with the Association of American Colleges and Universities' Liberal Education and America's Promise ([LEAP essential learning outcomes](#)). Courses and experiences that will help students achieve these new outcomes will be under consideration during the 2011-2012 academic year.

With regard to certificates and associate of applied science degrees, identification of the specific outcomes of related instruction varies among programs. The student learning outcomes assessment plans are published on the [provost's web page](#). Related instruction that is embedded in a degree-specific curriculum must be documented and approved by the Curriculum Review Committee of the Faculty Senate. The format for documenting an embedded curriculum is available from the committee chair. (2.C.11)

Graduate Programs

UAF is a Doctoral/Research - Intensive institution in the Carnegie classification, and the only PhD-granting institution in Alaska. Fifty-six master's degrees and 18 doctoral programs are currently offered, serving about 1,500-degree seeking students. Graduate degree offerings are listed in the catalog and [online](#). In keeping with UAF Strategic Plan 2010, in the last few years the Board of Regents has approved three new doctoral programs (in clinical community psychology, natural resources and sustainability, and indigenous studies), and UAF has been pursuing the goal of increasing PhD enrollment to 400 students by 2011. In FY11 UAF granted 46 doctoral degrees, its highest total ever. From 2006 to 2010, the number of doctoral students enrolled increased by 35 percent (266 to 359).

Graduate programs are designed and delivered by 22 departments, with oversight by the dean of the Graduate School. The types of master's degrees offered and their specific requirements are described in the [catalog](#). No master's or doctoral degree allows more than nine credits from below the 600-level to be counted toward the degree, and no courses below the 400-level may be counted. Proposed graduate courses are reviewed by the Faculty Senate and must represent sufficient depth to merit designation at the graduate level. Syllabi of joint upper-level undergraduate/graduate ("stacked") courses must clearly state appropriate additional requirements for the graduate level. All graduate programs have been on a five-year review cycle to ensure currency of the program in meeting its objectives. 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). Individual degree requirements are posted in the catalog by discipline. Some programs, including the MBA and MEd, meet disciplinary accreditation standards (AACSB, NCATE).

Over the last five years, the number of students enrolled in interdisciplinary PhD programs has increased substantially. Interdisciplinary graduate degrees are overseen by the dean of the Graduate School, who appoints the committees that approve admission into such degrees and composition of the thesis committee. 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.

Most graduate programs require GRE scores for admission, and all students with a baccalaureate GPA below 3.0 must submit GRE scores. Some programs also require other tests, including the GMAT and GRE subject exams. [Graduate application requirements](#) are described in the catalog. All graduate students are required to submit a [Graduate Study Plan](#) and an [Annual Report of Advisory Committee](#) to demonstrate adequate progress.

Graduate credit is granted for internships, field experiences, and clinical practices in a few programs, but no UAF graduate degrees award credit for prior experiential learning or for any learning experiences external to the students' formal graduate programs. (2.C.12 – 2.C.15)

Continuing Education and Non-Credit Programs

The [UA Strategic Plan 2009](#) “includes providing vocational and occupational instruction, the first two years of undergraduate education, preparatory and developmental instruction, and other credit and non-credit courses and programs designed to be responsive to the needs of local communities and to adult learners in particular.” This aligns with [UAF’s mission](#) to promote public service and lifelong learning. As stated in the [catalog](#), campuses provide short courses, supervisory skill seminars, and general enrichment programs for community interest for both degree and non-degree students.

UAF offers credit for regular and continuing education through variable semester options, such as intensive Maymester and Wintermester, in coordination with Summer Sessions and the UAF Community and Technical College. Individual offerings (e.g., the School of Management’s seven-week classes) are available in various units through a compressed schedule, approved by the [Faculty Senate](#) via its curriculum review, academic affairs, and calendaring oversight committees. These offerings coincide with core, degree requirement, and elective guidelines (Undergraduate Academic Advising Manual 2010–2011). Many of these courses pertain to teacher recertification, occupational endorsement, vocational and workforce development, and secondary transition to post-secondary educational environments. Some examples are Tech Prep, Rural Alaska Honors Institute, fine arts, and research summer camps. In addition, various short-term orientation and familiarization programs offered through the Office of the Registrar and Admissions are aimed primarily at high school students and do not grant credit or continuing education units.

The remaining non-credit workshops, seminars, and community interest courses reflect the engagement of the university with the state’s citizens. The breadth of this endeavor includes the Land, Sea, and Space Grant mission under a status mandated by federal law. It also encompasses lifelong learning opportunities such as Osher Lifelong Learning Institute, academic or vocational bridge pathways, and credit for prior learning. (2.C.16)

Special learning programs and non-credit continuing education courses are governed by Regents’ Policy and Regulation ([10.04.090](#), Evaluation of Student Performance and Course Level Definitions, under Sections F.1 and F.3). Faculty Senate policy dictates the process if credit is granted. Faculty propose courses, and college and school curriculum committees and their deans and the Faculty Senate approve them before they are loaded into the Banner system as “live” courses. This process is in force even if an academic unit offers a course under a designator outside its oversight. For example, where the College of Rural and Community Development (CRCDC) offers professional development courses for teachers, the same policies that govern course and instructor approval extend to the community campuses outside of Fairbanks ([CRCDC Red Book](#)). (2.C.17)

Regents’ Policy and University Regulation guide the granting of continuing education units (CEUs). In particular, policy [10.04.090](#) directs that the number of CEUs awarded is related to the amount of time required to master the material presented. One CEU is typically awarded for 10 hours of active participation in a directed learning environment with an instructor available, or for 20 hours of laboratory or experiential learning where the student’s investigation and discovery are largely independent. Granting CEUs typically stems from academic partnerships with school districts, technical training centers, and state agencies identifying a critical need for specialized instruction or skill mastery. Course proposals are vetted through the appropriate college curriculum committee for review and approval. In rare cases where the college or school does not support the proposed course offering, the faculty and administrators requesting the course are asked to reassess the learning outcomes or redirect the proposal to a more appropriate unit or at a level deemed acceptable to the unit for achieving the mission of the requesting unit. (2.C.18)

Non-credit unit productivity is one of the Performance-Based Budgeting measures UAF must report to the UA System periodically. As a result, units and campuses include non-credit offerings in their Annual Unit Plan (AUP) reporting, and such offerings are included in our indicators of achievement for

objectives of core themes. Individual units within UAF, such as the Cooperative Extension Service and Marine Advisory Program, maintain records of conference, class, and workshop attendance, activities participation, public contact, and publications distribution through class lists, evaluations, and annual federal reports. While the university uses a Performance-Based Budgeting metric for tracking non-credit activity, some units, such as the Cooperative Extension Service, do not enter registration information in the Banner information system, but rather use soft ledgers and report this information to external agencies, such as the USDA, as specifically required. (2.C.19)

Standard 2.D: Student Support Resources

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. Its holdings include more than 1.75 million items, and it has a computer lab and numerous study areas throughout the building. Many other buildings across the Fairbanks campus, such as the Wood Center, the Brooks Building, and the Reichardt Building, provide students with the opportunity to gather for social or academic pursuits. Each community campus has similar gathering areas.

The [Academic Advising Center](#), with five full-time staff and nine faculty advisors, provides one-on-one advising for students and also offers student success workshops. [Academic tutoring support](#) is available to all students on the Fairbanks campus even though it is not found in a centralized location. It includes the Developmental Math Lab, Writing Center, Foreign Language Lab, Speaking Center, Math and Statistics Lab, and Accounting Lab in addition to chemistry tutoring. Each semester, supplemental instruction is provided in courses that historically have had low rates of successful completion by students. Three computer labs are available to students, 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 as part of a partnership with the Alaska State Library.

Academic advising is required for all degree-seeking undergraduate students. See section 2.D.10 below for a full description of this requirement.

Consistent with the public land grant mission, high school students from across the state of Alaska are the major market for undergraduate programs. Undergraduate student recruitment is primarily conducted by a staff of 14, including five professional admissions counselors who work with high schools across the state, as well as with coordinators within the schools and colleges who assist in providing quality and timely information for 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.

CRCD community campus staff market their programs locally and regionally. CRCD student services staff communicate with students by phone, e-mail, and in person in the communities they serve. CRCD staff make presentations 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 CRCD campuses have programs that prepare high school students and underprepared adults for the transition to college. It is also common for these campuses and CRCD generally to include Alaska Native elders on teaching teams. Rural Student Services, also within CRCD, works closely with rural students and Admissions in the areas of recruitment, academic advising, registration, and financial aid.

[New Student Orientation](#) is held 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 with fewer than 30 credits, students participating in the EDGE program, international students (undergraduate F-1 status and international exchange in J-1 status), and UA Scholars. Because rural campus students most commonly take distance courses, orientation for these students is handled via a one-credit introductory course on how to take and succeed in a UAF-based distance education course (DEVS F102). This class orients new rural students on how to use the key components of distance-based delivery including UA e-mail, UAOnline, Blackboard, E-Live, and ELMO.

[Student Support Services](#) provides tutoring, laptop and text loans, financial support, and other social and academic programs to assist first-generation students, low-income students, or students with learning disabilities who meet federal TRIO requirements; TRIO Programs are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds.

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

The [UAF Community and Technical College](#) provides academic support for students at its downtown location with both a Writing Center and Math Lab. Classes are offered at times and locations to meet the needs of this diverse student population.

The College of Rural and Community Development offers academic programs in regions that would otherwise not have access to higher education. CRCD works closely with Fairbanks campus-based administrative units to assist students. [Rural Student Services](#), a CRCD 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.

The [Center for Distance Education](#), a part of CRCD, delivers distance education and e-learning courses across the state in a variety of formats while also providing faculty development for distance and online courses. The center has an academic advisor to assist students. (2.D.1)

Requirements specified in the catalog for enrolling students in degree and certificate programs are strictly followed, but faculty have discretion to make exceptions on a case-by-case basis with a dean's approval if warranted. The goals of the university are to "provide high quality undergraduate education for traditional and nontraditional students," to "serve as an educational center for Alaska Natives," and to "serve as a model that demonstrates how gender, racial, and cultural diversity strengthen a university and society." Although admission requirements do not vary with the individual characteristics of applicants, the university encourages and supports a diverse enrollment.

Last year the Office of Admissions and Registrar added one counselor designated to recruit under-represented populations and another to specialize 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.

Students transferring from other institutions have their earned credits evaluated by the Office of Admissions and Registrar. Transfers within the UA System are facilitated to ensure that like courses (e.g., general education requirements) count at all institutions. The UA System provides a [course transfer tool](#) for this purpose.

[Graduation Services](#), located in the Office of Admissions and Registrar, assists students in ensuring they are on track toward degree completion. [DegreeWorks](#) software, available through UAOnline, 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. (2.D.3)

Students enrolled in eliminated or modified programs may graduate with the degree under the prior requirements within the [seven-year catalog time period](#). Students are contacted when these changes occur and are advised to ensure they follow an academic plan that will accomplish completion in the requisite time. (2.D.4)

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 and professional meetings), and 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. Additionally, the Graduate School 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. Through the admissions process and after enrollment, these students receive targeted advising and assistance from the [Office of International Programs](#). Participation in international and national student exchange programs also encourages campus diversity and provides diverse experiences for students. A table of exchange agreements and numbers of students involved is given above in the section on transfer credit in this chapter.

The [University Police Department](#), located on the Fairbanks campus, helps to assure a safe and secure environment for staff, students, and visitors to campus, and collaborates with other local law enforcement units. The department employs 10 commissioned police officers, 12 student community service officers, and 10 support staff. It uses seven safety vehicles and, 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, and vehicle jumpstarts and unlocks. The department website also 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 all enrolled students, staff, and faculty each year. UAF's judicial officer and the chief of police address safety and security at New Student Orientation each semester. Local police provide safety and security for the UAF Community and Technical College and its various locations in Fairbanks, and for the rural community campuses.

The [University Fire Department](#) provides the Fairbanks campus and the University Fire Service Area (the community area near campus) with services related to life safety, protection of property and the environment, and the impacts of emergencies caused by fires, explosions, accidents, illness, hazardous materials, and storms. It is one of the few fire departments in the United States that provide protection to a campus as well as a large off-campus service area using student firefighters. The department consists of 11 full-time staff and more than 40 student firefighters. The University Fire Department operates under an area-wide mutual aid agreement and works with many other fire departments in the Fairbanks North Star Borough. The use of mutual aid helps maximize the response capabilities of the department while responding to major incidents or large disasters. The University Fire Department has a contract to provide both fire and emergency medical services in the off-campus service area. Local fire departments provide protection for the UAF Community and Technical College and its various locations in Fairbanks, and for the rural community campuses.

Facilities Services ensures that all campuses have well-lighted walking and parking areas. Emergency phones are available at widely distributed locations on the Fairbanks campus, and these are identified on campus maps.

The chancellor is responsible for funding and staffing an office of [Environmental Health, Safety, and Risk Management](#), as outlined in Regents' Policy 05.09. Associated regulations spell out guidelines to ensure a safe environment for students, staff, and faculty. This unit provides guidance on lab safety and emergency preparedness for student safety. [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 as well. (2.D.2)

UAF Catalog, Other Publications, and Online Content for Students and Stakeholders

UAF makes information available to students, their families, faculty, staff, and other constituents through its catalog in both its hard copy and online form (www.uaf.edu/catalog) and via other websites. In particular, the mission statement and the core themes (first appearance in 2011–2012) are stated in the catalog and the chancellor's web page, the "About UAF" web page, and on the accreditation web page.

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, non-resident, graduate, undergraduate, and international. The catalog also has entrance requirements for high school students.

[Grading](#) information, including the credit/no-credit 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, employment prospects, and the general purpose of the program. Additional information is commonly available on college, school, or department websites (see, for example, [electrical engineering](#)). Assessment plans for all programs with expected learning outcomes are posted [online](#). Degree completion worksheets are commonly available for undergraduate programs (see, for example, [music](#)). Because we have implemented an automated system, DegreeWorks, these worksheets will eventually be phased out. The [Academic Advising Center](#) encourages students to use DegreeWorks and the degree-planning worksheets and an Academic Planning Guide posted on its website to project time to program completion.

[Full-time faculty and administrator names](#), the person's 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 non-resident tuition and student fees related to student governance (ASUAF), athletics and recreation, course fees (see also the class schedules and registration guide), 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 not paying 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](#) and requirements can be found in the catalog and on the [Financial Aid website](#).

The [academic calendar](#) is published in the catalog and in course schedules.

UAF participates in the Association of Public and Land-grant Universities' (APLU) Voluntary System of Accountability. The APLU [College Portraits website](#) is another information resource for current and prospective students. (2.D.5)

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. [Career Services](#) also provides information and assists students and alumni with career advising. (2.D.6)

Student Records

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 if system failures or other problems occur. The UA System has an off-site disaster recovery facility in western Oregon (see 2.G Technological Infrastructure).

UAF has adopted a records retention policy to maintain necessary records while purging non-permanent 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 the Family Educational Rights and Privacy Act and Board of Regents' and institutional policy. Students own their educational records and are provided opportunities to release that record to third parties and to protect the record through directory blocks. Retention schedules for admissions, registrar, and financial aid records are outlined in the [student enrollment services records and disposition schedule](#). (2.D.7)

Financial Aid

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](#) comprises a full-time staff of 10; information about the department and financial aid services and opportunities is published on the departmental website and in the [university catalog](#).

The [UA Scholars Program](#) is a statewide merit-based program offering an \$11,000 scholarship for every student in the top 10 percent of the graduating class in every high school in Alaska. The UA Scholars Program is designed to reduce the number of Alaska high school graduates who leave for education and jobs elsewhere. Before the UA Scholars Program began in 1999, only 44 percent of Alaska's high school graduates attended college and only 44 percent of those attended a UA institution. Today, nearly 50 percent of our high school graduates go on to college, and UA enrolls 63 percent of those. In fall 2010, 755 UA Scholars attended UAF.

Financial support is also available for qualified graduate and undergraduate students through 104 [UA Foundation scholarships](#) and 546 [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.

[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 fall 2010, UAF had 209 teaching assistantships, 31 fellowships, and 336.5 research assistantships. Over the past five years the number of graduate assistantships has varied from 527 to 576.5; variation is largely due to external grant funding of research assistantships.

Approximately 1,000 [students are employed on campus](#) 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 each month. More information is available from Human Resources.

Grants provide support for both graduate and undergraduate students. These awards are for students eligible for Pell grants, Alaska Native students, and students pursuing workforce training in areas identified by the state. The most common grants issued at UAF are the Academic Competitiveness Grant, the AlaskAdvantage Grant, Bureau of Indian Affairs grants, the Edward and Anna Range Schmidt Charitable Trust grants, Alaska EPSCoR grants, Federal Supplemental Educational Opportunity grants, National Science and Mathematics Access to Retain Talent Grants, Pell grants, Student Support Services Program grants, and UA grants.

Financial Aid facilitates student access to federal and state loan programs in addition to offering a short-term textbook loan program. (2.D.8)

The Financial Aid Office works with the Office of Admissions and 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.

The US Department of Education sends UAF its default rate in September of each year for two years prior. UAF monitors the default rate by corresponding with lenders and contacting students about their default status. In addition, we have established more consistent and firm guidelines to the financial aid appeal process. In 2008, we started requiring students to provide a letter of support from an academic advisor or meet with the appeal committee. These changes contributed to decreased default rates from 8.2 percent in 2007 to 6.6 percent in 2008. Likely an effect of economic change, the unofficial 2009 default rate is 9.3 percent. (2.D.9)

Academic Advising

Academic advising is mandatory for all undergraduate degree-seeking students. As described in the 2010–2011 UAF Catalog (pp. 41, 73) and in Faculty Senate Meeting #4 (April 22, 1988), it 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 are admitted into the General Studies program and are assigned academic advisors from the Academic Advising Center. This split-shared model design of academic advising adopted by UAF in 1988 is now used by 46 percent of four-year public colleges, according to “Voices of Experience” in the NACADA Foundations of Academic Advising CD 2: Academic Advising Delivery Models, 2006 (pp. 14 – 16). UAF places Banner registration holds on students until they have met with their academic advisor and the academic advisor has approved and signed the semester registration form. (This policy was approved by the Faculty Senate, Meeting #7, Nov. 11, 1988.) Evaluation of the academic advisement program is reflected in the 2007 NSSE responses to two advising-related questions: “Have you talked about career plans with a faculty member or advisor” and “Overall, how would you evaluate the quality of academic advising you have received at your institution?” Results for these questions, reported in the NSSE Mean Comparisons August 2009 were not statistically different from “selected peers” or “Carnegie peers” results. Some departments also evaluate their academic advising programs (e.g., elementary education, Academic Advising Center), but there is no standardized survey or timeframe for departmental assessment. The Undergraduate Academic Advising Council Executive Committee is currently working on a more complete academic advising assessment process.

Faculty and staff advisors are given numerous opportunities to obtain knowledge of the curriculum, program requirements, and graduation requirements of UAF majors. All faculty and staff advisors must successfully complete online [FERPA training](#) before they can apply for advisor access to Banner, UAOnline, or DegreeWorks. Office of Admissions and the Registrar and Office of Information Technology staff conduct Banner Student, UAOnline, and DegreeWorks workshops for faculty and staff advisors. These workshops are publicized on the [OIT website](#). Sequential academic advising success workshops are offered by the Academic Advising Center for faculty and staff advisors. Customized training is also available for academic departments and community campuses as requested. These workshops are publicized on the Academic [Advising Center website](#) and through the [Faculty Development office website](#). The annual Undergraduate Academic Advising Manual is printed and distributed to staff and faculty advisors and posted on the [Academic Advising Center website](#). Staff and faculty advisors receive the annual catalog from the Office of Admissions and the Registrar in print form and can access it on the web. Furthermore, [degree program worksheets](#) for all majors and semester-by-semester educational plans for some majors are available online. All staff advisors and many faculty advisors subscribe to an [academic advising listserv](#) that publicizes advisor development opportunities and a just-in-time academic advising toolbox outlining timely advising tips and reminders. The [Cornerstone newsletter](#) and [Sun Star newspaper](#) are also used to publicize advising-related workshops and events for staff and students. Faculty and staff advisors who avail themselves of these professional development opportunities are more than adequately prepared to fulfill their advising responsibilities. Academic advising is considered part of the teaching mission for faculty and is reflected in their annual activities reports.

Students also have access to the printed catalog, degree worksheets, UAOnline, and the DegreeWorks program. Students may also attend student success [workshops](#) hosted by the Academic Advising Center on educational planning and DegreeWorks. A section on the Academic Advising Center website provides students with [academic planning resources](#) and information. When undergraduate students are admitted to UAF, they are given contact information concerning their academic advisor's department with their acceptance letter. The list of [academic advising contacts](#) is posted on the Academic Advising Center's home page. All admitted students receive a [Trail Guide](#) after admittance, but before registration. It provides students with a checklist and step-by-step instructions on how to set up their academic advising session. Once assigned, the academic advisor is listed on Banner and UAOnline. UAF also offers freshman-level courses in developmental studies, rural development, and first-year experience. These courses incorporate advising requirements and responsibilities relevant to students. Course descriptions for these courses are published in the [catalog](#). The annual [Major Mania majors fair](#) provides students with an opportunity to talk to advisors in a one-stop-shop setting. Major Mania's corresponding [Major Explorer Guides](#) and [Career Pathways brochures](#) provide additional academic and career planning information for students. (2.D.10)

Co-Curricular Activities

UAF offers a variety of activities on the Fairbanks campus for students to learn and socialize outside the classroom. Many student organizations are associated with academic programs and interests. The [Wood Center](#) is a central student gathering place supporting many student organizations and activities. The five staff in the [Student Activities Office](#) organize shows, dances, and other events. [Outdoor Adventures](#) provides rental equipment and offers opportunities for students to hike, bike, boat, and camp in Alaska. The center also organizes school-wide [annual events](#) such as International Education Week, Starvation Gulch, and Winter Carnival (see below). The 13 full-time staff members in the Wood Center assist in fundraising, organizing events, and scheduling rooms for student organizations. A games area, bowling alley, and the office for the Associated Students of UAF, are housed at the Wood Center, which also employs many students.

UAF supports more than 100 [student organizations](#) on the Fairbanks campus. Groups are organized by students and cover a wide variety of interests including academics, culture, religion, volunteerism, politics, music, theater, athletics and Greek life.

The [EDGE Program](#) offers a comprehensive first-year experience for undergraduate students living on campus, with the goal of increasing graduation rates.

Four traditional events are held annually on the Fairbanks campus: Starvation Gulch, International Education Week, Winter Carnival, and Springfest. Starvation Gulch, held since 1923, kicks off the academic year in late September; bonfires symbolize the passing of the torch of knowledge to new students. International Education Week provides students opportunities to learn about foreign cultures, international education, and exchange activities. Winter Carnival is a way for students to break the monotony of winter with invigorating and entertaining activities throughout the last weekend of February, all culminating in the Nanook hockey “Governor’s Cup” rivalry game against UAA. Springfest is a three-day weekend of recreational, social, and service-oriented activities that help students avoid “cabin fever.” All classes are dismissed on Friday of that week for this tradition.

Since 1973 Alaska Native artists, craftspeople and dancers from Alaska Native culture groups have gathered annually at the [Festival of Native Arts](#) at UAF to share with each other, the university community, and Fairbanks their rich artistic traditions. Over the years, groups from the United States and countries such as Japan, Russia, and Canada have taken part in the festival. This extracurricular event provides an opportunity for students to learn about different cultures.

Outdoor education facilities have recently been expanded. An 18-hole disc golf course was established in 2010. Each hole was sponsored by a different department or office. Discs are available for rent at Outdoor Adventures and the Wood Center Front Desk. The Student Recreation Center hosts a disc golf intramural league during each Summer Session. An outdoor climbing wall, which will also be used for ice climbing during winter, is currently under construction.

Students in rural areas are encouraged to participate in activities offered by the rural campuses and in the outreach centers across the regions. Activities include events such as the “sustainable community” movie series offered by the Bristol Bay Campus or regional Alaska Marketplaces offered at Kuskokwim and Bristol Bay campuses. Rural students also assist with fundraising and winter carnival events in the rural regions. (2.D.11)

Auxiliary Services

UAF auxiliary departments provide a wide range of services and products that enhance the educational experience and campus life consistent with the university’s mission.

The Fairbanks campus [bookstore](#) rents and sells textbooks while also offering a variety of apparel and other goods. To enhance efficiency, UAF recently outsourced Fairbanks campus bookstore operations to the Follett Higher Education Group. This transition heavily involved input from constituents including the Faculty Senate, student governance, and Staff Council. In 2008–2009, UAF contracted with Follett and implemented an online textbook ordering process, and textbooks were no longer sold on the Fairbanks campus. Many students and faculty disagreed with this change and expressed displeasure to the administration in person and through faculty and student governance. The administration responded to this input through a new contract with Follett to sell books on campus. The College of Rural and Community Development operates a separate bookstore, which provides texts and instructional resources for rural and distance students.

[Dining services](#) on the Fairbanks campus are offered at the Wood Center, Lola Tilly Commons, in the Arctic Health Research Building on UAF’s West Ridge, in the Moore-Bartlett-Skarland residence hall complex, and the UAF Community and Technical College downtown center.

UAF [Printing Services](#) offers students, faculty, and staff binding and electronic imaging services in addition to the traditional copying and offset printing.

The following auxiliary services are offered in the Wood Center:

- Outdoor Adventures rents outdoor equipment.
- Sundry Operations sells convenience items.
- The Pub serves as a venue for student performances, and connects UAF to the community.
- Recreation Operations has video games, pool tables, and an eight-lane bowling alley available for use for a small fee.

Residence Life provides safe, clean, and generally well-maintained housing facilities that meet the diverse needs of Fairbanks campus residents. However, some of these facilities are aging and no longer meet student expectations, so they are having a negative impact on recruiting and retaining students. One facility, Skarland Hall, was closed in 2010 due to a sewer line issue; this issue has been resolved and the hall reopens in September 2011. Work is planned to avoid similar issues in Bartlett Hall and Moore Hall, which are of the same age (see the Infrastructure section). Residence Life also offers conference housing for guest faculty and researchers who contribute to the intellectual climate. Kuskokwim Campus offers housing and food services for students.

The [UA Museum of the North](#) is a cultural nexus for the Fairbanks community and is open year round to residents and visitors.

The [University of Alaska Press](#), administered by UAF, is a nonprofit scholarly publisher and distributor of books about Alaska and the circumpolar regions. In addition to works intended primarily for scholars, UA Press also publishes a variety of books that make research results accessible to the public.

The Patty Center ice rink is the practice venue for the UAF hockey team, and it provides a facility for both intramural and community skating.

Student, faculty, and staff input on auxiliary services is conducted through our respective governance structures and through surveys such as the NSSE, graduation survey, dining services focus groups, and public discussions such as those held periodically by Administrative Services. (2.D.12)

Athletics

The athletic director is responsible for the management and fiscal operations of athletic programs. The director is under the direct supervision of the chancellor (since June 2011). In addition, the athletic director is guided by input from the Intercollegiate Athletic Council, a 16-member body consisting of faculty, staff, students, and community members. This reporting and advising structure ensures that the leadership of intercollegiate athletics is aligned with the strategic mission and community concerns. The mission of athletics is to initiate, stimulate, and provide competitive athletic programs while promoting educational goals for the student-athlete and enhancing the image of UAF. The competitive athletics program is an integral part of the student-athlete's educational program.

The university has the challenge of balancing the benefits derived from competing at the Division I and II levels and maintaining the integrity of the student-athlete. The sports program must provide the student-athlete with an educational, social, and physical experience that reflects the mission of the university. The essence of the student-athlete's experience must adhere to the principles of sportsmanship, ethical conduct, and compliance with rules defined by UAF and the NCAA. The division II philosophy of the scholar-athlete is applied to both division I and II levels at UAF. Academic pursuit is the prime purpose of the university, and the athletics experience must at all times be a secondary component of this process. When the athlete does not measure up as a student, or fails to display responsible behavior, athletic talent will not be of consequence. This is made clear in [UAF's Philosophy of Athletics](#).

When recruiting students, coaches follow three priorities, which are, in order, academic ability, citizenship, and athletic talent. Successful athletic teams provide local, regional, and national publicity that benefits student recruitment, stimulates alumni pride, and enhances development efforts. The pressures of having winning teams, producing revenue, and receiving wide media exposure are significant but cannot outweigh the importance of the academic pursuits of athletes.

Applicants who are also athletes are reviewed for admission according to the same standards as all other applicants and are not afforded any special consideration. Once admitted to a degree program, students must satisfy the university's requirements for satisfactory academic progress as well as initial and continuing eligibility for NCAA competition.

For the past five academic years, athletes have held an average GPA over 3.0 every year, and this number has increased from 3.03 to 3.30 in this time period. In addition, the six-year graduation rate of student-athletes is significantly better than the institutional average (50 percent vs. 34 percent).

An athlete is in a unique position to garner additional resources to support his or her education. Despite this, financial aid awards for student athletes are processed in the same way as financial aid awards for other students. If a student completes a FAFSA, the Financial Aid Office sends an e-mail and paper award letter to the student listing all types of financial aid available for a specific academic year. For students who do not complete a FAFSA but are awarded financial aid in the form of corporation scholarships, academic scholarships, and miscellaneous scholarships, a student budget is created to ensure that a student only receives financial aid up to their specific budget or cost of attendance. Athletic scholarships are entered on student accounts the same way as corporation, academic, and miscellaneous scholarships are entered. Additionally, the athletic award is entered on the NCAA compliance web-based software to ensure that a student is not receiving more than the allotted grant-in-aid amount. The budgets and amounts used for student-athletes are the same as the budgets and amounts used for all other students.

Internal collaborative and cooperative arrangements ensure oversight and information sharing regarding procedures and rule changes. For example, academic and financial aid appeals are handled by the same committees, and members of both the Advising Center and the Athletics Department annually attend the [National Association of Academic Advisors for Athletics](#) conference.

Athletes are required to meet both UAF and [NCAA guidelines and regulations](#). Where the two overlap and are not consistent, the more rigorous rule is applied. For example, the NCAA requires athletes to maintain a 12-unit credit load, and UAF rules require that 75 percent of courses are completed each semester. In this instance, both requirements, rather than just one, must be met by athletes, and a student who passes 12 credits with an 18-credit load would not be considered in good academic standing. (2.D.13)

Distance Education Student Identity Verification

Most Center for Distance Education (CDE) courses require that the student complete proctored examinations, one of which is the final examination. Fairbanks area students may take their exams at the CDE office. For those outside the Fairbanks area, or those who cannot schedule the exam during business hours, examination request forms are included in each course guide or found within their online course. 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 a library is preferred) and an eligible individual are needed for proctored examinations. Proctors must be education officials at a university, community college or public school site, other governmental or community officials, or, if such persons are unavailable, other people approved in advance by CDE. Relatives and/or friends cannot be proctors. Students must submit identification documents to the examination proctor. Students in distance courses are subject to the same regulations regarding honesty in their work assignments and exams. (2.D.14)

Standard 2.E: Library and Information Resources

The UAF Libraries include the Elmer E. Rasmuson Library, the branch BioSciences Library, and the Keith B. Mather Library of the Geophysical Institute. Together these libraries serve faculty, staff, and students at the Fairbanks campus, UAF's Community and Technical College, and all the institutes and programs 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 (Chukchi Campus), Bethel (Kuskokwim Campus), Dillingham (Bristol Bay Campus), and Nome (Northwest Campus). The Rasmuson Library ensures that access to online collections is available to all remote campuses and libraries.

The acquisition, preservation, organization, and dissemination of information resources, including general and special collections, are relevant to each of UAF's core themes of Educate, Discover, Prepare, Connect, and Engage. Library programs and services also reflect the university's mission emphasizing Alaska, the circumpolar North, and their diverse peoples. Specifically, the Alaska and Polar Regions (APR) collections support learning and research on a broad range of circumpolar topics, and form the largest collection of Alaska materials in all formats and media. Collections are available to the public on-site and through digital delivery and interlibrary loan services.

Library resources are sufficient to meet the needs of researchers and students. Users report positive experiences related to access and availability of electronic journals. Units have good working relationships with librarians and the librarian liaison program, and they make regular use of library facilities for training. The libraries' electronic reserve services provide online access to course materials while users cite interlibrary loan services as a reliable way of obtaining more specialized materials not owned or not accessible online. The library is consistently very responsive to requests for material purchases, but one unit expressed concern regarding a freeze on book purchases and how this might affect student work. The book budget was frozen in fall 2009 due to an apparent library unit deficit, and then partially restored in March 2010. Although budget shortfalls may continue to be a concern, the libraries intend to restore the book budget as much as possible in the next fiscal year and fund it adequately and securely.

The libraries contain holdings of more than 1.75 million items and subscribe to approximately 170 online index/abstracting services and reference collections exclusive to 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.

In recent years, the libraries have focused on acquiring access to electronic journals and books, resulting in total subscriptions of more than 54,000 online serial/journal titles and 88,000 electronic books. A 2009 review of the six highest-use databases shows more than 478,000 full-text downloads. It is estimated that article downloads from all databases could total between 1.5 and 2 million in 2009. Interlibrary loan use dropped significantly after access to a scientific journal collection was added to the online collections. Although difficult to compare, the following samples of online book use during 2009 provide a feel for the interest and relevance of these resources:

- Nearly 37,000 chapters were downloaded from Safari Tech, a collection of current IT books.
- EBL (Electronic Book Library) was accessed for 1,064 book downloads, with 1,711 uses in the last quarter of 2009 just after purchasing the collection.

Extensive online access to library materials is the norm for faculty, staff, and students, and it is particularly relevant and important for the College of Rural and Community Development. Some CRCD campuses and learning centers have no access to library collections and services other than that described above in this section. In addition, the 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 Off-Campus Services for research assistance and to

facilitate access to materials. 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 Rasmuson Library building is open 86.5 hours a week, with extended hours during final exams and reduced hours during semester breaks and summer sessions. The main floor offers a 24-hour study space with a student computer lab; wireless networking is available throughout the building. The BioSciences Library is open 74 hours a week. It offers interlibrary loan and reserve services and wireless networking.

Reference and research assistance are available in person at the Rasmuson and BioSciences libraries, as well as by phone, e-mail, and live chat. Special collections such as Government Documents and the Alaska and Polar Regions collections provide individual in-depth research assistance to researchers and others.

The 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 8 a.m. to 5 p.m. Monday through Friday, as well as interlibrary loan services. After-hours access is permitted by magnetic card for GI and IARC faculty, staff, and students. The libraries provide full access to collections and services to GI and IARC researchers, faculty, and staff and work with the Mather Library to support their information needs. (2.E.1)

Planning for library and information resources takes place in several ways. The dean of libraries reports to the provost and is a member of Provost's Council (deans and institute directors) and Deans' Council. The library management group, composed of the dean and library administrative department heads, meets weekly to discuss overall library management issues. The faculty, reference, and collection development groups meet monthly. A strategic planning process took place in 2007–2008.

The Collection Development Resources Group, a standing committee made up of librarian liaisons to academic departments, meets monthly to review existing resources, evaluate new resources, run trial subscriptions, and assess and prioritize each resource in terms of supporting academic and research programs. The collection development officer (CDO) works with the Geophysical Institute library to coordinate material purchases and participates in the college and school curriculum councils' review of new or updated courses and programs. The CDO is also an ex-officio member of the Graduate Academic Advisory Committee. Librarians in the liaison program solicit input and purchase suggestions from faculty within academic departments and institutes. They work cooperatively to prepare specialized accreditation reports, participate in site visits, and provide relevant library information addressing questions posed by accreditation boards.

Typically, books are purchased following a "profile" with an academic bookseller that is based on programs and areas of research. The profile purchases are supplemented with librarian liaison selections and faculty, staff, and student purchase requests. This process is currently in flux due to the bookseller merging with another company, but we expect that purchasing profiles will be reinstated and revised shortly. Potential purchases of journals, databases, and other materials are considered by the Library Collection Development Group, a standing committee that discusses faculty and liaison requests and prioritizes them for future consideration. The libraries participate in a statewide collection development plan that includes UAA, UAS, the Alaska State Library, the Alaska Resources Library, the Anchorage Municipal Library, the Juneau Public Library, and the Fairbanks North Star Borough Library.

The CDO office is centrally located in the Rasmuson Library building, and the library website provides an online method for [submitting purchase requests](#), while [liaison information](#) is provided on the library web page.

In 2007, the libraries instituted a recurring user survey based on a survey developed and used by the University of Washington Libraries. Every three years, faculty, graduate students, and undergraduate students have the opportunity to respond to a survey geared to their specific interests and issues regarding

library resources and services. Results of the 2007 and 2010 surveys showed overall high satisfaction rates with library collections and services and a relatively small percentage indicating dissatisfaction with collections.

Based on comments from the 2007 survey, specific actions were taken in several areas: the book collections in Japanese studies and current Scandinavian history were strengthened; Safari Tech, a full-text database of information technology books, was expanded; Lynda.com, a database of computer and software training videos, was added; a rich site summary feed was developed for Goldmine (library catalog); patron-placed holds were implemented in Goldmine; a link resolver was installed to simplify access to full-text materials across databases; and a federated search engine was implemented, allowing multiple database searches with combined results (regardless of vendor). Expanding online journal access has been a high priority for the libraries in recent years and has been addressed within the capacity of the budget. Specific actions resulting from the 2010 survey are currently under discussion.

Survey respondents indicated fairly high overall satisfaction levels with library services and collections. Satisfaction results are summarized in the table below:

Table 2.6

Library Survey, 2007		
Percentage of Satisfied and Very Satisfied Responses		
	Year of Survey	
Constituent Group	2007	2010
Faculty	80.5	88.7
Graduate Students	89.7	95.5
Undergraduate Students	96.6	94.9

2007 comments relating to overall satisfaction revealed some concerns about collections, mostly regarding online journal access. Increased satisfaction rates of faculty and graduate students in 2010 are likely due to improved online access; the slight dip in undergraduate satisfaction is believed to be a sampling error. A standing Library Assessment Committee of four library faculty and one staff member representing all library departments is responsible for survey implementation, analysis, and recommending actions. That committee is working with the UAA and UAS libraries to implement LibQual, a tool created by the Association of Research Libraries allowing national comparisons, in fall 2011. This new approach will allow more specific follow up regarding areas of dissatisfaction and make it more inclusive of all library users. (2.E.2)

The Library Science Department offers multiple sections of Library and Information Science ([LS 101](#)), a Core Curriculum course required for the baccalaureate, associate of arts, and associate of science degrees. Students may fulfill this requirement by testing out, completing the course in a classroom or online setting, or completing the course via the Center for Distance Education. The College of Rural and Community Development offers LS 100 for rural students with intermittent access to a local library and the Internet. Some rural campuses offer the course depending upon available qualified instructors.

Librarian liaisons offer [course-related library instruction](#) designed around class content and specific assignment requirements. Additional library instruction is available upon [request](#) for individuals and small groups. The English Department collaborates closely with its librarian liaison to incorporate library instruction into its graduate teaching assistant training, encouraging TAs to do the same in English 111 and 211 courses. Librarians regularly offer informational training sessions through the Office of Faculty Development and the Graduate School. (2.E.3)

The collection development officer regularly analyzes collections using the Online Computer Library Center WorldCat collection analysis program, comparing holdings to peer institutions. This comparison results in adjustments to materials acquisitions and recommendations to librarian liaisons. Faculty input

regarding collections and services is regularly sought and welcomed by the CDO and liaisons.

As mentioned in the response to Standard 2.E.1 above, the use of electronic journals, books, and other online resources is extensive, aligning well with survey responses that indicate an overwhelming preference for online journals. Other indicators of use of resources and facilities are compiled annually, and some have been selected as library performance indicators for UAF's performance-based budgeting process.

The libraries' IT Department, with the Office of Information Technology, moved authentication for access to online library resources to Shibboleth. This helps the libraries work toward a consistent sign-on (UAF Google Mail user ID/password) to university resources and services, and ensure confidentiality of personal information. Networked public workstations are maintained with special software (DeepFreeze) to prevent users from making changes to the system. The libraries' integrated library system, which includes the library catalog and check-out system, has been reviewed to identify and remove personally identifiable information (e.g., SSN). This process may move us closer to synchronizing the library check-out system with Banner, automatically populating the system with current student, faculty, and staff information. (2.E.4)

Standard 2.F: Financial Resources

The following figures will give a sense of the scale of UAF's financial structure.

- The total FY11 state-authorized operating budget is approximately \$434.8 million (includes intended receipt authority; actual determined September 2011), of which \$158.8 million (36.5 percent) is state-appropriated funds.
- The total FY11 capital budget is \$151.6 million, of which \$2.1 million (1.3 percent) is state-appropriated general funds. FY11 is unusual in that the capital budget includes \$148.1 million in federal American Recovery and Reinvestment Act of 2009 funding for the Alaska Region Research Vessel *Sikuliaq* and \$1.4 million in other external funding. The FY12 capital budget will be exceptional as well because \$88 million in revenue is to be obtained through state issue of general obligation bonds for construction of the Life Sciences Classroom and Laboratory Facility. For comparison, capital budgets for FY08, FY09, and FY10 were \$28.4 million, \$13.9 million, and \$30.0 million, respectively. In FY10, the governor committed to \$37.5 million for deferred maintenance annually for the UA System for five years; this is likely to mean about \$22 million annually for UAF, based on the UA formula for deferred maintenance).
- Primary sources of revenue are, in order of size, state appropriation, federal receipts, tuition, and indirect cost recovery. These sources represented 74 percent of total revenue received in FY10.

Budget information for the institution as a whole and for individual units is publicly available through [Financial Services](#). Individual unit descriptions in the appendix provide further unit budget descriptions.

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, and invests available funds in compliance with established policies. The UA Office of Administration handles the issuance of all university debt. In cooperation with UAF, this office analyzes costs associated with debt to ensure long-term obligations can be met.

UAF has a consistent record of financial solvency, as evidenced by a positive carry forward averaging \$11.2 million in unrestricted funds per year over the last five years. This financial history demonstrates financial stability, control of expenditures, and adequacy of financial reserves.

Annual financial planning begins with a thorough assessment of projected revenue and expenses. Budgets are based on this assessment, and adequate reserves are employed. (2.F.1)

The Budget and Cost Records office plays a key role in the preparation of the budget and the technical aspects of compiling the overall budget submission. The office assists units in developing realistic revenue and expenditure projections based on anticipated enrollment and restricted fund activity.

The director of budget and cost records, together with the associate vice chancellor for financial services and the vice chancellor for administrative services, holds meetings twice each fiscal year with school/college/department executive leadership and their fiscal staff. The provost also attends the meetings with Academic Affairs units. 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.

Each academic unit also submits an annual unit-level report to the provost on enrollment and projected research activity. (2.F.2)

The budget process is conducted in light of several key documents: the UA Statewide guidelines for budget development (including definition of initiative areas and criteria for partitioning increments), the UAF mission statement, the UAF Vision 2017 Plan, the Academic Development Plan 2007–2012, the Enrollment Management Plan 2009, and the 2010 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 Cabinet, using these same documents plus input from administrators, faculty, and students, determines the annual budget submission and any internal reallocations of budget. Unfunded previous year budget proposals are considered before new additions. The Chancellor's Cabinet 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 departments, schools, and colleges in light of their own strategic plans and goals, as influenced by the overall institutional strategic plan 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 consisting of faculty, staff, and executive leadership and chaired by the provost advises the chancellor on fiscal and budgetary matters. This group meets monthly during the planning process to review the operating and capital budget guidelines and recommend priorities for the annual budget request.

Much of the budget increment requested each year is to address the university's fixed costs increases. Historically, UA was permitted by the Governor's Office of Management and Budget to request approximately 60 percent of employee salary and benefit increases; this was recently revised to 50 percent by the legislature. It is expected that the remaining 50 percent will be covered by increased revenue from tuition, grants and contracts, and other sources. UAF receives additional state funding for fuel costs each year, based on its actual expenditures. Other fixed cost increases for commodities and services are not covered by the state.

After reviewing input from the Planning and Budget Committee, faculty, students, and his cabinet, the chancellor submits the final operating and capital request to the Statewide Office of Budget Development. UAF's budget request is rolled together with requests from UAA, 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 delete lower-ranked requests to keep the total UA budget request within a limit that is based on assessment of the political climate. (2.F.3)

Since July 1995, the university has used the SunGard Banner finance system. SunGard is considered the industry leader in administrative software and is used by about 1,400 institutions of higher education worldwide. The Banner system is extremely proficient in generating 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 Internal Audit, which is independent with respect to reporting line and position in the organization, conducts audits of the internal controls over university business processes. (2.F.4)

UAF bases its capital budget request on its campus facilities master plan. That plan is formed around UAF's mission and is designed to meet the institution's goals, objectives, and long-term needs. Capital requests for new or renovated facilities reflect construction, furnishing, and equipment costs. Related operating requests reflect the cost of operating any new facilities.

UAF may participate in debt financing of capital assets in accordance with Regents' Policy. All capital debt financing requires extensive review and approval by the chancellor, UA vice president for finance, and the Board of Regents. The vice chancellor for administrative services maintains a detailed schedule of ongoing and projected debt service requirements. The university president and his executive staff review the schedule twice each year.

Regents' Policy requires UAF to maintain total debt service of 5 percent or less of total unrestricted revenue. In FY09, total debt service was 2.2 percent of unrestricted revenue. The university debt rating is Aa3 with Moody's Investors Service and AA- with Standard & Poor's. (2.F.5)

UAF adheres to standard fund accounting principles, which mandate the clear and distinct delineation of the various fund types employed in the management and operation of the organization. All auxiliary operations are financially separated from general operations and are not supported by the general operations in any but very rare circumstances of a unique and non-recurring nature. General operations do not rely on auxiliary operations to balance budgets or fund activities. (2.F.6)

The Board of Regents utilizes 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. Final approval of the selected firm must be obtained from the Board of Regents Audit Committee. The audit is conducted in accordance with auditing standards accepted in the United States and the standards applicable to financial audits contained in the Government Auditing Standards, issued by the comptroller of the United States. The external auditors issue a single management letter for the University of Alaska system. The UA System vice president for finance 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. (2.F.7)

Fundraising activities are governed by Regents' Policy and University Regulation (05.14) and conducted in accordance with guidelines and procedures outlined in the [UA Foundation Manual](#). Activities comply with governmental requirements and are conducted in a professional and ethical manner. The Development Office adheres to the code of ethical principles and standards of the Council for the Advancement and Support of Education. All funds received from donors are subject to specific agreements and are deposited individually into the University of Alaska Foundation. All payments between the university and the foundation are by check. Each foundation agreement creates a separate account within the foundation so that donors may stipulate their wishes and the foundation is able to report on each agreement.

The University of Alaska Foundation is a legally separate and distinct non-profit 501(c)(3) corporation. It was established in 1974 to solicit, accept, manage, invest, and disburse gifts made to benefit the UA System and its programs and students. The role of the foundation and its relationship with UAF is defined by the foundation's articles of incorporation and bylaws and by Regents' Policy. The foundation is governed by a 20- to 30-member volunteer Board of Trustees. Its president is the chief executive officer, responsible for the planning, leadership, and management of the foundation. The UA president and the

UAF, UAA, and UAS chancellors serve on the board. As of August 1, 2011, the UA System vice president for University Relations serves as president of the foundation. The accounts within the foundation are overseen by the treasurer, who is appointed by the university president following consultation with the chair of the Board of Trustees. The treasurer has a direct reporting obligation to the board chair and the Board of Trustees for financial activities at the foundation. The foundation is audited annually by an independent certified public accounting firm. The audited financial statements appear in the [foundation's annual report](#).

A [memorandum of understanding](#) dated Nov. 11, 2007, between the University of Alaska and its Board of Regents and the University of Alaska Foundation and its Board of Trustees, defines the relationship between the university and the foundation. (2.F.8)

Standard 2.G: Physical and Technological Infrastructure

Physical Infrastructure

Approximately 51.8 percent of the 6.7 million gross square feet in facilities in the UA System is within UAF. More than half of these facilities are administered by the Fairbanks campus. The remaining ones are located in other communities and at the Bristol Bay Campus in Dillingham, the Chukchi Campus in Kotzebue, the Kuskokwim Campus in Bethel, the Northwest Campus in Nome, the UAF Community and Technical College in Fairbanks, and the Interior-Aleutians Campus in Fairbanks, Fort Yukon, and Tok. The table below summarizes the number of buildings and gross area at UAF's various locations.

Table 2.7

Buildings and Gross Area by Location				
Campus or Center	Location	Number of Buildings	Average Age (Years)	Gross Area (Square Feet)
Fairbanks Campus	Fairbanks	156	37	2,866,800
Ag. & Forestry Exp. Station	Fairbanks, Delta	17	35	48,868
Ag. & Forestry Exp. Station	Matanuska	24	43	89,888
Ag. & Forestry Exp. Station	Palmer	7	45	22,653
Fishery Industrial Technology Center	Kodiak	2	19	21,156
IAB Reindeer Station	Cantwell	1	40	518
Poker Flat Research Range	Chatanika	24	23	35,760
SFOS Juneau Center (Lena Point)	Juneau	1	2	31,085
SFOS Halibut Cove	Homer	2	52	2,115
Seward Marine Center	Seward	8	31	37,338
Toolik Field Station	Toolik Lake	1	12	1,671
High Power Active Stimulation of Aurora for Ionospheric Research Site	Two Rivers	2	25	3,762
Bristol Bay Campus	Dillingham	1	29	10,523
Chukchi Campus	Kotzebue	1	34	8,948
Interior-Aleutians Campus	Fairbanks, Fort Yukon, Tok	4	28	25,415
Kuskokwim Campus	Bethel	7	26	51,680
Northwest Campus	Nome	14	30	20,760
Community and Technical College	Fairbanks	1	48	78,096
UAF Total	All	273	31.1	3,357,036

The unit descriptions in the Appendix identify the facilities used by each unit. In addition, the Postsecondary Education Facilities Inventory and Classification Manual has been used to summarize and classify space by type.

The space utilization analysis conducted by Perkins + Will (P+W) in 2009 (contained in the 2010 Campus Master Plan) provided a solid foundation upon which to base decisions about new construction, renovation and repurposing of older buildings, and space allocation. As indicated in the fall 2009 and fall 2010 Operating Reviews, research lab and service space are the most constrained, followed by study and library areas. Other space types with a deficit include office and athletics. The most significant surplus space is in teaching labs and classrooms. The apparent surplus in teaching labs is being further investigated. One reason for the surplus is the fact that College of Natural Science and Mathematics faculty who have combined teaching/research labs (teaching in the academic year and research in the summer) coded these as teaching labs in the functional use survey. They did so because there was no other option. Some teaching labs, therefore, are in fact mixed use. Highly specialized teaching laboratories are essential even though they are used only a fraction of the time. As a result, smaller-enrollment programs must have more teaching lab space per student than larger programs.

The P+W space analysis acknowledged both deficits and surpluses, and it reiterated significant issues of quality and location relative to space. The 2009 Fall Financial and Performance Review noted that “In most cases, instructional laboratories or classrooms would need substantial renovation if re-purposed for research.” This point was demonstrated during recent efforts to identify space on campus to accommodate units displaced by the closure of the west wing of the University Park building (about 10,000 square feet of classroom and office space) and reduce off-campus leases.

Most underutilized spaces require significant renovation to meet code and provide basic functionality. In addition, contiguous space in any significant amount is virtually impossible to find. Efforts to ensure optimal utilization of space must be supported by financial resources to renovate the space appropriately.

The [2010 Campus Master Plan](#) (Fairbanks) presents short-, mid-, and long-term scenarios for campus development. Direction for new construction as well as renovation, repurposing, and reassignment are included to deal with current space issues. The recommendations of the plan relative to buildings are based on the space analysis, as well as current and anticipated increases in research and enrollment.

Master planning for the community campuses is handled separately from the Fairbanks master plan. The UAF Community and Technical College completed its most recent master plan in 2009. [Master plans for the remaining community campuses](#) were last completed in 2006 and are scheduled to be updated in 2011-2012 under the Board of Regents review cycle. Recent community campus updates include the 2011 purchase of a building for Bristol Bay Campus expansion and \$9.5 million in Federal Title III funding for renovation and repair of five CRCD campuses.

UAF hopes that research lab and teaching space in the new Life Sciences Classroom and Laboratory Facility will be completed by 2013. However, the new space will provide only a fraction of the required assignable square footage in research space indicated in the P+W space analysis. Life Sciences will provide 21,647 assignable square feet (research labs, offices, and support) of the total deficit of 146,410 asf. This is about 15 percent of the space required to meet current research needs. The renovation of the southwest wing of the Arctic Health Research Building (AHRB) was completed in June 2010. This project does not add research space but will provide contemporary space designed to accommodate today’s research processes and equipment. The project utilizes existing renovation and repair appropriations. Funding to renovate the space in AHRB vacated by the State Virology Laboratory is not yet available; however, the lab is being used for surge space until the above mentioned project is completed. The space will continue to be used as it is until funding (\$58 million) is secured. Recently UAF received a \$7.5 million American Recovery and Reinvestment Act facilities grant from the National Institutes of Health. Of that amount, \$3.6 million will be used to build 1,566 square feet of research laboratory and office space in the AHRB “atrium,” an open area between the building’s wings. The remaining \$3.8 million will be used to renovate facilities at the Kuskokwim Campus.

A report by Ira Fink and Associates, Inc., [UA Engineering Plan 2010](#), describes the space needs of UAF's engineering programs. This report was commissioned because the UA Board of Regents planned and acquired state funding to double the number of graduating engineers. The realized increase in student numbers in engineering programs at UAF has resulted in a documented space deficit of 25,835 assignable square feet for these programs.

Conoco Phillips donated \$500,000 to the College of Engineering and Mines in 2011. These funds will support a specialized petroleum engineering laboratory and student scholarships.

A first draft of revised research space guidelines is being reviewed by the provost and the vice chancellor for research. The new guidelines will be implemented in FY12.

The most immediate and critical repair and replacement issues are inadequate and antiquated electrical distribution systems, inadequate and antiquated electrical equipment within the Atkinson Building (power plant), and failing campus sewers. Operating funds have been used to repair two recent sewer line failures on an emergency basis. These infrastructure problems have been high priorities in the renovation and repair request for years and remain critical needs. The most serious issue within the five-year timeframe is the need to replace the Atkinson Building (power plant), at an estimated cost of more than \$150 million. This facility is close to its design life of 50 years. Most buildings have no source of heat or cooling other than the co-generated steam from the plant, and a failure in winter could force the campus to close for an extended period. These renovation and repair and construction projects are critical to the survival of the Fairbanks campus.

The aging campus life facilities and residence halls are having a negative impact on recruiting and retaining students. Failures like those that forced the closure of Skarland Hall in 2010 are likely to recur. If one or both of the largest halls (Bartlett and Moore) were forced to close, UAF would not be able to accommodate the residents on campus and would be forced to secure alternative accommodations (e.g., hotels) at substantial expense. Research and teaching facilities also require renovation and repair. In the Elvey Building, the electrical distribution system and other issues, such as asbestos, will require a major renovation. Teaching and research laboratories in parts of the Arctic Health Research Building (the vacated virology space), the Irving I and II buildings, and the O'Neill Building are antiquated, often dating from the 1960s and 1970s with little improvement. Major renovation of Irving II and O'Neill is not considered to be economically practical, but in the absence of new construction, some repairs must be done to improve the quality of these facilities. Their current state hampers recruiting of both faculty and students, especially graduate students. Insufficient funding to keep facilities functional and up-to-date negatively impacts our ability to maintain research programs and to recruit and retain students.

The Provost's Office and deans are working with the registrar to ensure that large classes are taught in classrooms of the correct size. UAF is quite limited in large classroom space, and demand for these rooms is exceeding supply as enrollment grows. UAF continues to teach some small classes in rooms that are larger than needed, but only if all larger classes have been appropriately accommodated.

The closure of University Park's west wing has resulted in reassignment of units to other buildings on campus and to other space within the building. Only three units — the UAF Community and Technical College, the School of Education, and the Osher Lifelong Learning Institute — occupy space in the building. Space in the Bunnell Building was reassigned to accommodate the indigenous studies PhD program, cross cultural studies, and the Alaska Native Knowledge Network. This included one underutilized classroom. The Art Department is also being displaced, and its needs are being met by repurposing one of the older faculty residences on campus. Studio space in that facility will be adequate for students in the master of fine arts program for the foreseeable future. Finally, Environmental Health, Safety and Risk Management is being moved to the Aurora Drive facility. None of these relocations is without cost. Efforts to reduce the amount of leased space have been stymied by the condition of most of the spaces under consideration and by the lack of contiguous and adequately sized space.

One way in which UAF has been dealing with the lack of sufficient space is by leasing off-campus facilities. UAF currently houses 15 of its Fairbanks academic, research, and administrative programs in approximately 135,000 square feet of leased space, or 3 percent of its total space. Leased space contributes to UAF's mission fulfillment at locations that do not have a campus. For example, it helps the Cooperative Extension Service and Alaska Sea Grant fulfill their Land Grant and Sea Grant service missions. The total annual cost is \$1.2 million. UAF is trying to reduce and consolidate leased spaces in an effort to decrease operating expenditures and to bring units into closer proximity. Lease consolidation could offer program benefits in terms of shared resources and improved accessibility to the public. The efforts include finding alternatives for the most expensive space and attempting to acquire a large vacant facility in proximity to campus or in the downtown core area. These efforts will be a continued focus as operating budget pressures continue. Below is a summary of leased space. (2.G.1)

Table 2.8

Off Campus Leased Space		
Campus Name / College	Number of Leases	Square Feet
Bristol Bay Campus	2	2,116
Dillingham	1	1, 263
King Salmon	1	853
College of Rural and Community Development	2	16,994
Anchorage	1	4,104
Fairbanks	1	12,890
Community and Technical College	5	205,063
Fairbanks	5	89,930
Barnette Street Parking Garage	1	115, 133
Fairbanks Campus – various locations are administered from this campus	18	59,184
Anchorage	2	10,005
California	1	374
Cordova	1	360
Delta	1	1,105
Fairbanks	7	36,356
Homer	1	305
Kodiak	1	4,474
Nome	1	1,200
Palmer	1	2,205
Petersburg	1	500
Soldotna	1	2,300
Interior-Aleutians Campus	5	5,266
Fort Yukon	1	1,920
Galena	1	1,000
McGrath	1	626
Togiak	1	1,020
Unalaska	1	700
Northwest Campus	2	1,245
Shishmaref	1	960
Unalakleet	1	285
Grand Total	34	289,868

Use, Storage, and Disposal of Hazardous or Toxic Materials

Environmental Health, Safety, and Risk Management (EHS&RM) integrates a wide range of external environmental health, safety, and risk management rules, regulations, and best practices into the university's education and research mission. This unit provides technical environmental health, regulatory, and related safety and operational risk management services. It helps the faculty, staff, and students develop and implement programs, including training, emergency response, analysis of specific environmental problems, and operational risk assessment. In matters of actual or potential regulatory enforcement action, investigations, or employee complaints, EHS&RM coordinates the university's response to external regulatory agencies concerned with workplace health, safety, and environmental compliance. **Policy 601** guides non-radioactive hazardous materials management and requirements before personnel may acquire, transport, use, or dispose of any radioactive source or material. This policy is laid out on the EHS&RM website and addressed in training. Regents' Policy and University Regulation (05.09) addresses authority, financing, and roles and responsibilities for risk management, and environmental health and safety within the UA System.

Based on the volume of waste generated per month, the Fairbanks campus is regulated as a "large quantity generator" of hazardous waste. Extended sites are regulated as "conditionally exempt small quantity generators (CESQGs)." UAF Hazardous Waste Management, CESQG Waste Management and Introduction to Hazardous Waste Management, [a power point presentation](#), is used for training personnel. UAF has a chemical hygiene plan as required by OSHA under 29 CFR 1910.1450 "Occupational Exposure to Hazardous Chemicals in Laboratories" and a hazard communication program as a "Right-to-Know" program required by OSHA under 29 CFR 1910.1200.

As a large quantity generator, UAF conducts shipments of hazardous waste every 90 days to EPA-permitted facilities in the lower 48. The current contract for hazardous waste disposal services is with Philip Services Inc. Uniform hazardous waste manifests document these shipments. Every two years, UAF submits a hazardous waste report to EPA Region 10.

The [University Fire Department](#) also has information regarding storage requirements for hazardous materials (primarily flammable liquids). (2.G.2)

Physical Development

Regents' Policy and University Regulation (05.12.030) require a campus master plan for each campus and require that each plan be reviewed and updated on a five- to seven-year cycle. The Master Planning Committee (MPC), an advisory committee to the chancellor, assists in implementing and updating [campus master plans](#). Campus master plans support the academic, strategic, and capital plans, providing a framework for their implementation. These plans identify the existing and preferred uses for campus land, buildings, landscapes, open space, and pedestrian walkways. They address vehicular circulation systems and conceptual plans for development and improvement.

Since its last accreditation visit, UAF has successfully completed two campus master planning cycles. The firm of Wallace, Roberts, Todd, LLC, was retained to lead the planning effort that began in 2000. The resultant 2002 Campus Master Plan emphasized the existing campus layout, including the identification of specific building sites, new approaches to circulation and parking, and the creation of open spaces and plazas. Unlike earlier plans, the 2002 plan offered specific action steps to achieve stated goals and provided a clear direction for the overall future development of campus.

Three adjunct plans that focused on particular aspects of the Fairbanks campus (circulation and parking, campus landscape, and the North Campus area) were crafted following the approval of the 2002 plan. In addition, the firm of Brailsford and Dunlavey was hired to lead the process for the 2005 Campus Life Master Plan. This report focused on student life issues, including recommendations for improvements to housing, dining services, and location of the bookstore.

A five-year update of the 2002 plan was conducted by the Master Planning Committee. However, the Board of Regents gave no formal approval because it was in the process of modifying policies governing campus master plans. These policies were adopted in 2008 (05.12 – Capital Planning and Facilities Management; and 05.12.030 – Campus Master Plans). As a result of the modifications, UAF, UAA, and UAS were required to develop updated plans by 2010.

The firm of Perkins + Will was chosen to lead the 2009–2010 campus planning effort at UAF. Using the 2002 master plan as the foundation, a more robust analysis of space needs was conducted. Core requirements of the new plan included a focus on sustainable initiatives as well as the identification of ways in which to better connect the two ends of campus. The goal of improving integration of teaching and research led to the development of more infill along the central spine of campus. UAF's 2010 Fairbanks campus master plan was approved by the Board of Regents in 2010. (2.G.3)

Equipment

Students, faculty, staff, and administrators have the equipment they need to meet the objectives of our core themes and mission. Research grants often provide the equipment needed for the Discover, Connect, and Engagement themes. The provost's instructional equipment fund and Technology Advisory Board allocations are the major sources of funds for equipment for Educate, Prepare, and Engage. The [Alaska Training and Vocational Education Program \(TVEP\)](#) also supplies funding for equipment needed by workforce development programs. In-kind gifts, especially to the College of Rural and Community Development and the Department of Computer Science, contribute to the Connect and Educate themes. Academic department chairs and directors identify needs and notify supervisors of equipment needs and prepare proposals to the Technology Advisory Board and the provost. Deans and directors are responsible for using any unallocated fund balances to meet the highest priority needs not met from other sources. An equipment inventory for each unit is available for evaluator review, and an institution-wide inventory is provided in the [Exhibits](#).

The [UA Statewide Property Manual](#) directs the ways in which equipment is used and accounted for. UAF's Central Receiving and Property unit maintains [annual inventories](#) of all controlled 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 sensitive (firearms and vehicles) items and a small number of miscellaneous items (e.g., agency owned equipment) that need to be accounted for and tracked for various other reasons. (2.G.4)

Technological Infrastructure

Networks and Telecommunications

The Office of Information Technology (OIT) provides analog and digital telephone services throughout the Fairbanks campus. In 2007, OIT began a study, planning, and analysis process for updating its existing infrastructure and private branch exchange (PBX) and transitioning to unified communications. This transition began during the summer of 2010 with replacement of the existing PBX and will continue over the next six years. The Fairbanks campus will then migrate from traditional PBX technology to voice-over internet protocol (VoIP) unified communications. The unified communications platform will permit a variety of voice services as well as layered applications such as emergency notification systems and automated call distribution.

Community campuses receive private branch exchange services from their local telephone provider. This service allows a central call-in number with extensions throughout the campus. As central UAF telecommunications are upgraded to VoIP, rural campus network connectivity will be evaluated for applicability of VoIP technology.

OIT operates the university-wide area network (WAN) between the three Alaska universities. The network includes the University of Alaska, the WAN for UA Southeast community campuses Sitka and

Ketchikan, and the WAN and local area network (LAN) for community campuses that fall under the purview of UAF: Nome, Dillingham, Kotzebue, and Bethel. WAN connections between UAF, UAA, and UAS are OC-3 circuits running at 155Mbps. WAN connections to community campuses on the west coast of Alaska are load-balancing satellite frame-relay T1s. The School of Fisheries and Ocean Sciences' Seward WAN connection is a DS-3 (45Mbps) and runs between Statewide/OIT point-of-presence in Anchorage and Seward utilizing an AT&T Alascom circuit. LAN connections within the community campuses are available at 10, 100, and 1000 speeds using either fiber or copper, depending on user equipment and need. The LAN backbone for UAF's Fairbanks and community campus networks is gigabit fiber, which is periodically reviewed for future proofing (selection of media and formats likely to ensure continued accessibility), responsive to utilization and customer need. As a result, UAF will be upgraded to a highly redundant voice, video, and data converged network with 10G fiber backbones. This project is set to begin during the 2011–2012 academic year. Unofficial network reliability provided to customers has, on average, exceeded 99.99 percent. The Fairbanks campus has more than 13,000 ports. At community campuses, the number of ports varies between 100 and 500.

Effective, fast, and easy-to-use wireless has been and continues to be a goal for OIT at all of its locations. At most locations, the wireless network "UAFnet" is available and allows university affiliated personnel (and guests in some locations) quick and easy access to local network and Internet resources. UAF continues to experience areas of reduced wireless access due to the size of the Fairbanks campus and the concrete and steel construction of most of our buildings. We continue to identify these areas and remediate by increasing the number of wireless access points.

The Arctic Region Supercomputing Center (ARSC) serves the computational needs of UA and the Department of Defense (DOD) as a shared resource and allocated distributed center within DoD's High Performance Computing Modernization Program. DOD funding was significantly reduced during FY11, and ARSC and UAF have adjusted as a result. ARSC computational systems and resources include a wide range of high performance computing, storage, and visualization technology. ARSC operates "Midnight," a 12-teraflop Sun Linux cluster. The future of Midnight is uncertain given the recent change in funding. However, UAF is in the process of installing a smaller (5-teraflop) computer called PACMAN funded through NSF. PACMAN, an acronym for the Pacific area climate monitoring and analysis network, is a Penguin computing cluster composed of Opteron processors with 2032 cores and a 109 TB Panasas version 12 file system. Other resources include a StorageTek SL8500 robotic tape library capable of storing more than three petabytes of data and an extensive suite of software packages and tools to support our user community. ARSC's computer systems are located in the Butrovich Computer Facility, a 12,000-square-foot data center that accommodates a diverse combination of hardware, from supercomputers to blade servers, from network gear to electrical and environmental infrastructure equipment. The data center is staffed 24 hours a day, 365 days a year, to monitor availability of critical computing resources, environmental conditions, and the university's wide area network. Redundant power, cooling, and monitoring applications maintain critical functions and mitigate potential problems.

The data center hosts dedicated and virtual servers that support both UA and UAF mission-critical applications and functions. These include Banner, UAOnline, Blackboard, Polar Express, DNS, databases, administrative and student file and print services, web services, distance education, departmental applications, and more. More than 200 servers are housed in the data center. Other equipment located in the facility connects campuses across the UA System, both to each other and with the rest of the world, using LAN/WAN for interconnectivity across a network (100 mbps to 1000 mbps) interface. Thirty-six terabytes of Internet small computer system interface-based storage provide shared file storage for departments, students, and various application owners. Additional support is provided for the 13 servers and nine terabytes of storage at the Barrow Arctic Research Consortium (BARC).

The centralized location of UA/UAF computing resources provides a high level of security, redundancy, and performance. The Butrovich Computer Facility is continually reviewed to maintain its status as a state-of-the-art facility dedicated to providing the highest quality data services to the University of Alaska community.

A 2009 donation to the University of Alaska by Alaska Communications Systems provided a geographically distributed location in western Oregon for an off-site disaster recovery facility. During the 2010-2011 academic year the university completed phase I of this project establishing this site online as a cold back-up. This means that systems can be restored in a short period of time from data and services that are backed up at the off-site facility. During the 2011–2012 academic year, the university plans to transition this to a warm site, meaning that redundant systems can be turned on and traffic can be rerouted to the facility for critical systems. During 2012–2013, the university hopes to update this facility to a hot failover site, meaning that within hours, all critical systems and functions can be rerouted to that facility with minimal downtime.

UAF has fully implemented a robust network-attached storage (NAS) and storage-area network (SAN) infrastructure. It is housed in a 7X24X365 data center facility, supporting 36-terabyte NAS storage and a portion of 80+terabyte SAN storage for applications, enterprise applications, and distributed network storage for students, faculty, staff, and departments.

Classroom Technology

All university-scheduled, general-use classrooms on all campuses are equipped with wireless access. On the Fairbanks campus, 50 classroom and lab spaces, called smart classrooms, are equipped with instructional technology at varying levels. Smart classrooms are categorized in three tiers, each of which has an increasing level of technological sophistication. Tier I classrooms contain basic computer projection, DVD/VCR, and audio (amplification, speakers) capabilities. Tier II includes all tier I equipment with the addition of an in-room computer and document camera. Tier III includes all tier I and II equipment plus one or more of the following: digital displays, SMART Boards, videoconference capability. A \$1 million upgrade to smart classrooms is currently underway.

OIT operates and maintains four public computer labs on the Fairbanks campus. An additional 48 computer labs of varying sizes and capabilities are distributed among academic departments. These labs are typically specialized in their use as either instructional labs or student use labs with department-specific software, accessories, and capacities. Each community campus has a computer lab, as does the Interior-Aleutians Campus (IAC) Tok learning center. The computer lab descriptions may be found on each campus's website.

IT Service Delivery

OIT, a merged unit composed of UAF and UA staff, is guided by system principles and campus principles, rooted in the strategic areas of focus at UAF. OIT provides university consumers with technology, tools, and resources to support and enhance learning, research, and outreach. The unit is led by the chief information technology officer (CITO) for the UA System. It comprises the following five key areas of support, each led by an executive director who reports to the CITO:

- **User Services (US)** works with students, faculty, and staff to ensure delivery of IT services. User Services is the first point of contact to assist with technology needs. It provides help desk assistance, training, and desktop support. User Services is an integral part of UAF's instructional delivery through academic computing support (smart classrooms, computer labs, Blackboard) and videoconferencing for distance education. User Services hosts several events that showcase new technologies for learning and research. These include the annual Rural Sites Training Conference, Faculty Spotlight, and TechFest.

- Applications Services (AS) programs academic and business solutions for the university system. These solutions include applications such as Banner, campus solutions such as e-mail and calendaring, and individual department solutions. AS implements an integrated vision to facilitate and enhance the University of Alaska's teaching, management, and service missions. AS continues to modify Banner to accommodate new payroll and student financial aid regulations. Additionally, AS works closely with the UA Scholars Program to improve the security of student personal information. AS will continue working toward a single sign-on environment for online UA resources.
- Infrastructure Technology Services (ITS) provides the foundation and security for all deployed systems including networks, telephones, and servers. The university requires continuous operation of these critical systems, which are available and monitored 24 hours a day, 365 days a year. ITS participates in internal and external reviews resulting in identification of single points of failure and security vulnerabilities.
- Technology Oversight Services (TOS) provides leadership in strategic planning, project management, and technology innovation. Working closely with the CITO, TOS oversees the planning and implementation of OIT services throughout the UA System. One of the challenges for TOS is to summarize technology services in a clear, concise format to allow both OIT and the university to measure the quality of these services.
- OIT Central Operations includes the executive officer and the IT Business Office. The executive officer is the OIT chief financial officer responsible for financial management, strategic planning and alignment, and management of the OIT Business Office. Business Office responsibilities include fiscal operations, procurement, human resources, travel, and recharge center coordination. Serving as the OIT liaison to UA and UAF executive management, the executive officer coordinates and reviews all OIT budget requests and business plans.

OIT maintains an IT service catalog that outlines specific services, how to access them, and any associated costs. All services are offered to students, faculty, and staff with clear definitions and service-level expectations.

The UA System provides UAF's Banner administrative applications (e.g., student information, finance, accounting, and HR). 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. The UAF OIT Support Center provides user support to UAF users of these applications with the assistance of UAF-based enrollment services and financial services support groups.

Key Teaching/Learning Services

OIT's Campus Technology Services (CTS) group supports UAF faculty in the use of technology for teaching and learning. CTS provides instructional technology to classrooms, labs, and auditoriums. Lecture capture services as well as event capture and multimedia streaming are available in a few locations.

UAF's Center for Distance Education provides instructional design and multimedia development services for faculty. It provides a wide range of professional development training in the use of instructional technology and course development through its iTeach seminars.

UAF has operated the Blackboard course management system to support instruction since fall 1999. Course shells, student information, and faculty accounts were manually input into the database until 2005. Today, the Banner system automatically populates Blackboard™ with course shells and enrolls students and instructors based on course/enrollment data. Instructors simply activate their Blackboard course shells to begin using the embedded tools and upload course content. Since 1999, student usage of Blackboard

has increased 614 percent. In fall 2010, 705 instructors used Blackboard for 1,172 courses serving 7,047 students.

Since 2007, UAF, UAA, and UAS have shared a consolidated eLive! license, with UAA hosting services for all three universities.

UAF has utilized videoconferencing technology for more than 10 years. The specific technology has evolved over time. Today, UAF uses H.264, which is efficient in its use of bandwidth, and H.239, for content sharing. Videoconferencing has improved significantly over time and now has cleaner pictures and less pixelization than in the past.

During its last accreditation evaluation, UAF had two video endpoints on the Fairbanks campus. Today there are more than 40 video rooms in 20 different buildings on nine different campuses or locations. The School of Fisheries and Ocean Sciences, with locations at Fairbanks, Juneau, Kodiak, and Seward, was the innovator in videoconferencing and is still the leader in videoconferencing hours used.

In FY09, UAF had more than 5,500 hours of videoconferencing with 5,400 hours of that for academics in distance education. UAF educators routinely conference with colleagues at international sites such as New Zealand and Antarctica, at national sites such as Washington, D.C., with organizations such as NASA, and at numerous statewide locations. It is common for an instructor in Fairbanks to teach students at UA extended campuses across the state as well as K-12 sites such as Glennallen, the Lower Yukon School District, and the Bering Strait School District. Administrative users have saved time and money by conducting meetings, training sessions, and interviews via videoconference.

OIT monitors the state of technology infrastructure assets, including campus networks, inter-campus bandwidth, commodity Internet and Internet2 bandwidth, enterprise application services performance, and network storage. Capacity planning is based on measurement of system performance in relation to trends in utilization. (2.G.5)

IT Training and Faculty Development

In 2009, OIT consolidated training resources and created the Faculty and Staff Training and Development office to bring focused and purposeful technology training to faculty and staff throughout UAF. OIT adjusted its model of training from come-to-us, lab-based training to go-to-you departmental-based training. That shift has proven successful.

The OIT Support Center's Faculty and Staff Training and Development group promotes innovative learning, research, and outreach by imparting the knowledge to leverage technology resources to staff and faculty. The group has an emphasis on faculty development and engagement in addition to the existing efforts in corporate-style training. Various campaigns have been launched to ease the transition into new technologies, and all have been well received. In addition to face-to-face training, we offer distance training using Elluminate Live! to reach out to the faculty and staff who are unable to attend in person. E-learning resources include SkillSoft portal and AtomicLearning. Face-to-face training ranges from introductory to more advanced courses about learning management systems, how to create and incorporate multimedia products for instructional use, the use of smart classrooms and videoconferencing classrooms, proprietary enterprise systems, collaboration tools and business productivity tools, and web content management systems. A total of 393 hours of training was offered in FY2010 in 241 sessions attended by a total of 1310 participants. The high number of sessions and participants reflects the adoption of the Google Apps for Education suite that year. Typically about 100 training sessions are offered in a given year with 500 to 700 total participants attending.

The Center for Distance Education's faculty development efforts are manifested through direct development and collaborative course design. CDE's team of six instructional designers provides direct faculty development opportunities focused on contemporary pedagogy, the learning community, and information fluency using new and emerging technology. These are offered in formats ranging from one-

hour brown bag sessions to the iTeach series of three- to five-day intensive, hands-on clinics. CDE also coordinates faculty development activities with outside specialists from a variety of places such as OIT, the School of Education, UAA, UAS, and educational institutions in other parts of the United States and Canada. In addition to participating in various faculty development events and opportunities produced by other UAF entities, CDE provides up to four hours of instructional design consultation each academic year for any UAF faculty member who requests it. CDE has developed an end-to-end course design and revision framework that involves a significant amount of faculty development based on the needs of a particular content expert and course. This individualized development for instructors working directly with CDE includes topics such as authentic assessment, creating peer-to-peer learning opportunities, activity design, social networking, social media, and sound pedagogical use of instructional platforms such as Blackboard and Elluminate Live. (2.G.6)

Technology Planning and Input

UAF's principal IT governance structure is the Faculty and Student Technology Committee (FAST). A strategic governing body for IT services FAST is charged with developing and implementing a strategic technology plan for UAF. The chancellor appoints this group annually based on nominations from the chief information technology officer, deans and directors, and other governance groups. Appointments are for one or two years with the goal of creating overlap in membership and continuity in the committee's guidance and initiatives. Working groups are sometimes formed to investigate and make recommendations on technology issues. Recommendations are forwarded to the chancellor for approval and/or adoption.

UAF IT governance interfaces with system governance at the level of the UA Portfolio Management Team (PMT). The PMT consists of representatives appointed by each chancellor and by UA Statewide executives. It serves as the governing body for resource assessment and allocation for IT projects. The PMT reviews projects and makes recommendations to the system IT Executive Council (ITEC). It provides strategic direction for the system and funding for system-wide automation projects.

The UA Program Management Office supports IT governance and methodology by helping to monitor and review the portfolio of all system-wide IT projects. Goals are to establish a common language for project management; increase communication across the university community about projects; increase efficiency by incorporating a process for planning for projects and thinking through an entire project before starting rather than responding to surprises; monitor project progress against pre-determined metrics; establish a set of best practices over time; and standardize reporting and training. (2.G.7)

UAF's technology fee (\$5 per credit to a maximum of \$60) and network fee (2 percent of tuition) provide base funding for technological infrastructure and replacement planning. The [Technology Advisory Board](#) solicits proposals and provides recommendations to the chancellor for the best use of the funds generated by the technology fee. Based on these two funding sources and allocated general funds, OIT is expected to equip and maintain smart classrooms, some general use computer labs, and the network. In addition, UAF has a tech refresh program for updating desktops.

Several research institutes have their own network and desktop refresh plans. The technology infrastructure and support for the institutes and the School of Fisheries and Ocean Sciences are funded through external research grants and the associated indirect cost recovery.

Due to the distributed nature of technology funding at UAF, the institution, to date, lacks 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 it plans for updates accordingly. (2.G.8)



Chapter Three

Institutional Planning

University of Alaska Planning Documents

University of Alaska System	
UA Strategic Plan	www.alaska.edu/bor/strategic-plan-2009/
UA Academic Master Plan	www.alaska.edu/files/opa/AMP-2011.pdf
UA Engineering Plan 2010	www.alaska.edu/facilities/Engineering/FINAL_UAEngineeringPlan.pdf
UA Health Plan	www.alaska.edu/health/
UA Mission Statement	www.alaska.edu/bor/policy/01-01.doc
Alaska Career and Technical Education Plan: A Call to Action	www.alaska.edu/files/research/SOA-DOL.pdf
Statewide Academic Council Operating Plan	www.uaf.edu/accreditation/reports/exhibits/
UA Teacher Education Plan	www.alaska.edu/files/research/Teacher Prep Planpdf_012011.pdf
University of Alaska Fairbanks	
UAF Strategic Plan 2010	www.uaf.edu/strategic/2010/
UAF Academic Development Plan	www.uaf.edu/provost/general-information-1/academic-plan/
2010 Campus Master Plan	www.uaf.edu/mastplan/
Annual Unit Plans	www.uaf.edu/accreditation/reports/exhibits/
Enrollment Management Plan 2009	www.uaf.edu/ses/staff-resources/EMPlan2009.pdf
UAF Master Plans	www.uaf.edu/mastplan/
UAF Outreach and Engagement Plan	www.uaf.edu/files/accreditation/UAFOutreachPlan7-11to6-12.pdf
UAF Vision 2017 Plan	www.uaf.edu/vision2017/
UAF Mission Statement	www.uaf.edu/uaf/about/mission/
UAF Performance Report	www.alaska.edu/swbir/budget/budget_planning/meetings/financial_review_fy10/FY10UAF_Report.doc
CRCO Enrollment Management Plan FY07	www.uaf.edu/rural/pdfs/faculty-pdfs/CRCO_Strategic_Enrollment_Management_Plan.pdf
CRCO Strategic Plan 2006-2010	www.uaf.edu/rural/about/plan/strategic-plan-crcd-2006-/

Chapter Three: Institutional Planning

Standard 3.A: Institutional Planning

Comprehensive Planning

The 2001 UAF Self-Study noted that planning in the 1990s “was driven by the need to develop immediate strategies to address the fiscal crisis” (UAF Self-Study, 2001). During the last decade, however, long-range planning has moved into UAF’s institutional culture and is evolving into a systematic, integrated process. The university’s plans provide a solid foundation for carrying out the institutional mission, yet the university is able to respond to unexpected changes in circumstances.

In 2003, the Board of Regents developed UA Strategic Plan 2009, which provides long-range goals for the system. The goals include student success, educational quality, research excellence, faculty and staff strength, responsiveness to state needs, technology and facility development, and diverse sources of revenue. UAF is expected to align its strategic plan within these broad-based goals. The UA strategic plan will be revised in 2011.

UAF Strategic Plan 2010

Using the mission statement as its guide, UAF developed a broad-based plan—UAF Strategic Plan 2010—which identifies six strategic pathways and accompanying goals that have guided the university’s development over the past five years. UAF Strategic Plan 2010, which was approved by the regents in 2006, uses some of the elements of UAF Strategic Plan 2005 for guidance, but the aim was to write a more concise, user-friendly document. A committee of faculty, staff, alumni, students, and community members undertook the strategic planning process. (3.A.1, 3.A.2)

The pathways are:

1. Teaching and learning for student success
2. Research and scholarship
3. Enrollment and retention
4. Community engagement and economic development
5. Advancement and philanthropy
6. Faculty and staff development

The strategic plan will be revised in 2011-2012 and it will be based on the core themes, objectives, and indicators identified through the current accreditation process, with any necessary updates.

UAF Vision 2017 Plan

In 2007, the chancellor convened the UAF Vision Task Force to solicit broad-based input from the community on the university’s future. Comprising 55 leaders from Alaska, the Lower 48, and the university, the task force was charged with making recommendations on how UAF could position itself to become the world’s premier arctic research and teaching university by 2017, when the institution will celebrate its 100th anniversary. The task force report and the strategic plan were merged to create the vision 2017 plan. The provost and each vice chancellor provided expected end results, objectives, targets, strategies, unit responsibilities, budget impact, and status updates for each of the six pathways, as appropriate to their unit. The vision plan presents a clear road map for the university to follow over the next seven years. In 2010, the Chancellor’s Cabinet completed a status review and implementation plan for Vision 2017. The Vision Task Force Final Report and the UAF Vision 2017 Plan are included in the materials sent to evaluators and are available [online](#). (3.A.2)

It is anticipated that the [UAF Vision 2017 Plan](#) will provide much of the foundation for the strategic planning effort in 2012. The vision plan includes significantly more detail relative to objectives, measureable activities, and budgetary implications than the strategic plan.

Transition Team Reports

In May 2008, incoming Interim Chancellor Brian Rogers asked a diverse group of individuals to assist him in identifying strategic priorities that should be addressed within the two years of his interim appointment. Committees addressed administrative services, athletics, child care, community economic development, community engagement, enrollment management, facilities services, faculty/curriculum, information technology, KUAC, philanthropy, research administration, student services, and sustainability. Committee reports discussed the major strategic priorities within each area. The Steering Committee examined the reports to identify three levels of priorities:

1. NOW strategic priorities – actions that should be accomplished or initiated within the next 30 days;
2. 90-day strategic priorities – actions that should be completed or initiated by Dec. 1, 2008;
3. Two-year strategic priorities – actions that should be accomplished or initiated within two years.

Many key actions identified in the transition plan have been accomplished. For example, a joint HR redesign process involving UAF and UA ended, and substantial improvements have been made in UAF's HR processes. Development of a one-stop shop for student services is well underway, with most such services now housed on the first floors of the Eielson Building and adjacent Signers' Hall. Financial problems of KUAC, Athletics, and the bookstore have been addressed. Both KUAC and Athletics have reduced operations, and additional state general funding has been allocated to each. The bookstore has been outsourced to a contractor, Follett Corporation. Students approved a sustainability fee, and a campus sustainability coordinator has been hired and is already active on several fronts, including recycling. Certain issues, such as improving on-campus child care availability and revision of the Core Curriculum, have required more time, but work continues.

In 2009, then-President Hamilton, after consultation with campus constituencies, changed Chancellor Rogers' interim position to a continuing position. This meant that the two-year timeframe around the original transition plan was extended, and some elements have become part of longer-term strategic planning.

Academic Development Plan

The [UAF Academic Development Plan 2007–2012](#) was adopted in 2007. Its four focal areas are directly related to the mission statement, the strategic plan, and the vision plan. The areas are:

- Building on academic excellence
- Economic and workforce development
- Northern peoples in a global context
- Northern sciences

The plan was developed by a working group that comprised administration, faculty, and staff, most of whom were also members of Provost's Council. The plan expands upon the strategic plan, which contained few specifics relative to academic programs. UAF aims to sufficiently include academic planning in the 2012 strategic planning effort, so a separate academic plan will not be necessary.

Annual Unit Plan

At the school, college, and institute levels, the [Annual Unit Plan](#) (AUP) process was implemented in 2007. Designed to serve several purposes, it requires academic and research units to identify both short- and long-term goals and provide yearly progress updates. All goals must relate to the UAF Academic Development Plan and the UA Academic Master Plan as well as to appropriate goal(s) of the strategic plan; links to mission core themes were required beginning with the 2011 AUPs. The plans also serve as a single source of information for a variety of reports required by different audiences.

Research Development Plan

A new research development planning effort will be undertaken in fall 2011. This coincides with the appointment of a new vice chancellor for research. To date, a formal research plan has not been created, although each research institute takes part in the annual unit plan process, and institute directors lead planning in their areas.

Enrollment Management Plan

The Division of Student Services revised its enrollment management plan in 2009 (see Enrollment Management Plan 2009 in [Exhibits](#)). Specific goals were identified: new and transfer student recruitment; student success, retention, and persistence; improvement in enrollment processing; and reducing enrollment barriers.

Enrollment management planning has been a significant challenge over the past decade. The university's recruitment efforts are influenced by UAF's northern location, characterized by cold temperatures and limited light during the academic year; the relatively small western, northern, and interior population, compared with south central Alaska; a campus that has some outdated facilities and a backlog of deferred maintenance; a state program that lends funds to students who attend out-of-state higher education institutions; and a very limited need-based scholarship program. Alaska is ranked 51st out of 50 states (and the District of Columbia) based on the amount of need-based aid available to students from the state (Alaska Commission on Postsecondary Education). UAF internally allocates about \$300,000 per year (1 percent of tuition revenue) to need-based aid. While UAF is the only doctoral-granting institution in the state and conducts the majority of the research in the UA System, its sister institution to the south, UAA, has grown faster in the last decade and competes for state funding.

Recently the Division of Student Services developed a recruiting plan, which is intended to replace enrollment management plans. UAF's recruitment plan for 2011–2013 was refined based on market demographics, enrollment trends, and institutional capacity. It focuses on a 2–3.5 percent increase in overall enrollment per year, with specific priority target areas and goals in the following segments: first-time full-time freshmen (concentrated in Alaska markets), transfer students (outside of Alaska), UA Scholars, and international students. The results of initial actions will drive changes in the recruiting plan, with the intent to make recruiting nimble and responsive to changing conditions and to evaluate the effectiveness of various strategies. UAF will also have to be nimble and responsive to adapt to the 2011 implementation of the state of Alaska merit-based [Alaska Performance Scholarship](#) and increased funding of the need-based [AlaskAdvantage grant program](#).

Development Plan

The UAF Development Plan, while confidential in nature, emphasizes building individual philanthropy, with a focus (albeit not exclusive) on alumni and friends. Development's primary responsibility is to build donor relationships, and its goal is to raise private funds from corporations, foundations, and individuals to support UAF's mission. This is done with the collective help of senior leadership, faculty, and staff. UAF's FY12 fundraising goal is \$11M, raising \$5 million in philanthropic research dollars and

the remaining \$6 million from in-kind and cash gifts. The goal is to retain the existing donor base while increasing individual giving. UAF's FY12 fundraising priorities fall under the categories of academic excellence, pre-college outreach, cutting-edge and global research, workforce development and high-demand jobs, and indigenous people and culture. Additional fundraising needs outside of these categories can be achieved through other donor-centric fundraising opportunities and strategic discussions (see Development Funding Priorities in [Exhibits](#)).

Outreach and Engagement Plan

The vice provost for outreach led an outreach and engagement planning group to develop a one-year plan (see UAF Outreach and Engagement Plan in [Exhibits](#)) that will guide development of longer term planning over the next year. This group concluded that most of what UAF currently offers is outreach, one-way flow of information; it does not offer engagement, which is defined by shared direction, governance, and responsibility. The group identified six major recommendations to help move UAF along the path from outreach to an engaged institution. One of these recommendations is to prepare to apply for Carnegie Foundation for Advancement of Teaching Community Engagement Classification.

Campus Master Plan

A campus master plan for the UAF Fairbanks campus was completed in 2002 with the following goals:

- Create an efficient and attractive campus environment conducive to learning.
- Improve community access to the UAF Fairbanks campus.
- Make vehicle circulation and parking simple and direct.
- Promote safe and efficient travel throughout campus for pedestrians and non-motorized uses.
- Highlight natural assets of campus and the unique northern environment.

Specific actions related to the goals were developed, and the plan guided campus growth during the ensuing years. Specific building sites as well as designated open spaces were included in the plan; these were particularly important to campus planning. A five-year revision was completed in 2005; however, due to changes in regents' policy and guidelines regarding campus master planning, the revision was never formally approved.

A revised 2010 Campus Master Plan (see 2010 Campus Master Plan in [Exhibits](#)) was completed in 2010 and will be in effect until 2017. Approved by the regents in June 2010, the plan builds on many of the concepts that were introduced in the 2002 plan. New approaches to integrating research and teaching facilities and more detailed space planning were included. In addition to the consultant team from Perkins + Will, the Master Planning Committee and a small working group guided the development of the plan. Public involvement, including the campus constituencies as well as the local community, was ensured through a variety of venues. These included a public review session and ongoing web-based information and feedback options.

The campus master plan includes the following revised goals:

- Support the integration of teaching and research through building location and use, circulation, and open space.
- Ensure the campus environment enhances both the academic and student life experience.
- Improve access to and circulation within the campus.
- Preserve and highlight the unique natural and cultural aspects of UAF's northern location.
- Enhance space quality and maximize effective utilization.
- Employ best practices in sustainability for northern environments.

Resulting in part from increased planning funds, the 2010 Campus Master Plan has more detail than the 2002 campus plan and includes a series of campus maps that illustrate short-, mid-, and long-term priorities. A matrix listing the plan goals and accompanying actions based on the same priorities is

provided in the 2010 Campus Master Plan. This makes the implementation of plan goals easier to evaluate. The Master Planning Committee conducts periodic reviews to ensure that campus development is occurring according to the stated goals and actions. The UAF Community and Technical College completed a facilities master plan in 2010. Other CRCD campuses are in the process of revising their [facilities master plans](#) (last updated in 2006), with presentations to the Board of Regents scheduled for June 2012.

Chancellor's Cabinet

The [Chancellor's Cabinet](#), consisting of the chancellor, provost, vice chancellors, executive officer, and some associate vice chancellors, is a vehicle for information exchange and decision making. The cabinet periodically engages in formal and informal assessments of progress relative to UAF's official planning documents, and individuals or groups of the members are charged with actions relative to those plans. The cabinet is also responsible for collectively addressing emerging circumstances not considered by the longer-term plans. An example would be the withdrawal of Department of Defense support of the Arctic Region Supercomputing Center.

For the past five years, UA has conducted a system-wide operating review each fall. Each of the UA institutions presents an extensive collection of data that is used to evaluate fulfillment of its mission. Most of UAF's data are collected centrally through its [Planning, Analysis and Institutional Research](#) arm, and the data are used in a variety of ways throughout the year. All deans and directors are required, through the mechanism of the annual unit plans, to include the most recent data in their evaluation of progress. The provost incorporates the AUP information into the operating review. Similarly, the data and other information contained in the AUPs are used in annual reporting to the State of Alaska Office of Management and Budget in both the Alaska Budget System (ABS) and Missions and Measures reports. The state posts the UA System ABS along with some elements of the Mission and Measures report [online](#); specific UAF elements are indicated as such at that source. ABS reports must be backed up by current budgets submitted to the state. (3.A.3)

Future planning must be informed by data. In fall 2008, UAF implemented a revised baccalaureate admission standard because graduation data showed that the least qualified group of students formerly admitted had only a 3 percent chance of graduating within six years. In another data-driven effort, UAF has implemented supplemental instruction in certain 100- and 200-level classes for which successful completion rates were less than 70 percent, with subsequent improvement. Most recently, significant changes in recruiting practices were made based on data analysis. The extent of the research space deficit was illustrated even more clearly through analysis of the space data collected during the most recent campus master plan process.

Budget Planning

The UA Strategic Plan 2009, UAF Strategic Plan 2010, and UAF Vision 2017 Plan 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 fully described in Chapter 2 (see 2.F.3). (3.A.4)

Emergency Preparedness and Contingency Planning

Environmental Health, Safety and Risk Management is responsible for [emergency preparedness](#). This includes the emergency response to a variety of events related to emergency situations, including fires, hazardous spills, flooding, earthquake, weather storms, explosions, or acts of terrorism.

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 plan and individual department emergency action plans. The university, therefore, requires

university units (e.g., departments) to develop detailed emergency action plans. The university's all-hazards emergency operations plan includes a chain of command establishing the authority and responsibilities of campus officials and staff members, and requires that colleges, units, and departments designate building safety coordinators with the authority to modify emergency procedures and commit resources for emergency preparedness and recovery. The Fairbanks campus completed a simulated significant disaster exercise in July 2011 and will implement recommendations for emergency preparedness emerging from the exercise.

UAF has adopted the National Fire Protection Standard 1600, Standard on Disaster/Emergency Management and Business Continuity Programs, 2010 Edition. This was determined to be the best practices from three separate specialties: emergency management, disaster management, and business continuity management. The result is a single integrated approach to the emergency management cycle of prevention, mitigation, preparedness, response, and recovery.

As described in Chapter 2 (section G.5), the University of Alaska has a geographically distributed computer information storage location in western Oregon for an off-site, disaster recovery facility. During FY11, the university brought this site online as a cold back-up, meaning that systems can be restored in a short period of time from data and services being backed up there. During FY12, the university plans to transition this to a warm site, meaning that redundant systems can be turned on and traffic rerouted to the facility for critical systems. During FY13, the university anticipates updating this facility to a hot failover site, meaning that within hours, all critical systems and functions can be rerouted to that facility with minimal downtime.

During the past year, UA Statewide has required us to engage in enterprise risk management. This has involved the cabinet in identifying the most serious risks to continuity of operations and developing plans to mitigate those risks. The potential failure of UAF's only source of heat and affordable electricity, the 50-year-old Atkinson Power Plant, was identified as the most serious risk. The approach to mitigation is two-fold: (1) direct 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) intensify efforts to plan, permit, and secure funding for a new heat and power plant.



Chapter Four

Core Theme Planning, Assessment, and Improvement

Core Themes, Objectives, and Indicators

Educate: Undergraduate and Graduate Students	
Objective	Indicators
1. Meet standards for learning outcomes of academic programs.	1. Students achieve intended learning outcomes within their programs.
2. Retain and graduate degree-seeking students.	2. Students perform similarly to peers on programmatic national exams.
	3. First-time undergraduate degree-seeking students persist and graduate.
3. Prepare undergraduate students for further study, future employment, and contemporary life.	4. Academically underprepared undergraduate degree-seeking students complete college-level coursework.
	5. Seniors score similarly to their peers at other institutions on the ETS Proficiency Profile examination.
	6. Graduates complete further higher education programs.
4. Enable master's and PhD students to master a subject area or advance knowledge.	7. Seniors respond similarly to their peers at other institutions to select National Survey of Student Engagement questions.
	8. Graduates secure jobs or continue their education.
5. Involve baccalaureate students in extracurricular and co-curricular activities.	9. Students produce independently reviewed research and creative products.
	10. Students participate in extracurricular and co-curricular activities.
	11. Students participate in formal international experiences.

Discover: Through Research, Scholarship, and Creative Activity including an Emphasis on the North and its Peoples	
Objective	Indicators
6. Conduct and disseminate basic and applied research.	12. Faculty publish peer-reviewed journal articles, book chapters, and books.
	13. Faculty conduct externally funded research at a rate comparable to peer research institutions.
	14. Faculty conduct research in areas of significant interest to Alaska.
7. Exhibit and perform creative works.	15. Faculty perform and exhibit at the state, national, and international level.
8. Engage graduate and baccalaureate students in research, scholarship, and creative activity.	16. Baccalaureate students complete a research course or project.
	17. Students produce independently reviewed research and creative products.
9. Demonstrate leadership in research and artistic expression.	18. Faculty with a research workload report one or more peer-reviewed publications with at least 12 lifetime citations.
	19. Faculty members hold national and international leadership positions.

Prepare: Alaska's Career, Technical, and Professional Workforce	
Objective	Indicators
10. Prepare students for jobs in Alaska.	20. Students graduate in Alaska Department of Labor and Workforce Development high-demand job area programs.
	21. Graduates find employment and indicate their program prepared them for employment.
	22. Students pass programmatic state or national exams.
11. Provide Alaskans opportunities to update their job skills.	23. Professionals complete post-baccalaureate courses to update their job skills.
	24. Vocational rehabilitation students complete courses to update their job skills.
12. Help prepare secondary students for postsecondary career pathways.	25. High school students complete tech prep programs with school districts and training centers.

Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge	
Objective	Indicators
13. Partner with Alaska communities on issues of mutual interest.	26. Community partnerships share resources and responsibility and are well distributed geographically.
14. Provide higher education access for Alaska Native, rural, and urban populations.	27. Alaska Natives and male students enroll at each campus and via e-learning.
	28. Financial aid provides Alaska Native students with access to higher education.
	29. Alaska Native and rural high school students earn certificates and degrees at rates similar to other students.
15. Engage students in learning about Alaska Native language and culture, and rural development.	30. Students complete Alaska Native and rural-related courses and programs.

Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development	
Objective	Indicators
16. Involve Alaskans in lifelong learning, cultural, and athletic activities.	31. Alaskans complete non-credit courses and workshops.
	32. Residents attend or participate in lifelong learning, cultural, and athletic activities.
17. Communicate research-based knowledge and engage the public in defining priorities.	33. Research-based publications intended for the general public are distributed to Alaskans.
	34. Alaskans participate in advisory board meetings and consultations with service faculty and staff.
18. Promote positive youth development.	35. Youth participate in school-age programs.
19. Collaborate with individuals, businesses, and agencies to diversify and grow local and state economies.	36. Partnerships involve local entities and private partners in economic development activities.
	37. Businesses engage with UAF in agreements that lead to economic development.

Chapter Four: Core Theme Planning, Assessment, and Improvement

Eligibility Requirements

Student learning outcomes assessment plans and reports for each certificate and degree program and the baccalaureate Core Curriculum are posted on the provost's website (see Student Learning Outcomes Assessment in [Exhibits](#).) These plans and reports are periodically updated as part of the program review process. (ER 22)

The 37 indicators in this chapter and the mission fulfillment rubric in Chapter 5 indicate the extent to which we achieve our mission and core themes. In addition, the UA System has established an annual [performance assessment process](#) that requires UAF to report on performance metrics and submit plans and targets for improvement. These public reports address internal and external factors that may affect performance and mission fulfillment. (ER 23)

Introduction

Core theme planning, assessment, and improvement for the Educate, Discover, Prepare, Connect, and Engage themes are addressed in this chapter. Chapter 3 summarizes institutional planning – the foundation for core theme planning. Because the themes, objectives, and many of the indicators of achievement are new, full alignment of institutional planning with these will occur in the strategic planning process that will begin in fall 2011. The assessment of educational programs is addressed in the Educate theme section. This report forms the baseline for new indicators, so the improvement sections primarily address indicators for which historical information is available. The next cycle of review will provide the basis for broader discussion.

Many of the theme sections address holistic assessment. Chapter 5 addresses this topic in detail.

Educate: Undergraduate and Graduate Students

Core Theme Planning

In the UAF mission statement, the phrases *disseminates knowledge through teaching* and *promotes academic excellence, student success and lifelong learning* make it clear that education is a primary purpose of the institution.

Leadership in Planning

Provost and Executive Vice Chancellor for Academic Affairs Susan Henrichs is the chief academic officer, responsible for providing overall leadership, coordination, and quality assessment for educational programs. Academic deans report to the provost and serve as an advisory group in planning and decision making. Vice Chancellor for Rural, Community and Native Education Bernice Joseph leads the College of Rural and Community Development (CRCD), the rural campus community college operations which provide primarily certificate and associate programs; she serves as a member of the Chancellor's Cabinet so that coordination with the provost is ensured. The Deans Council and department chairs provide input and coordinate educational activities among the colleges and schools. Faculty carry out the educational mission of the university through their teaching, research, and service responsibilities, while the Faculty Senate provides a mechanism for the formulation, revision, and oversight of academic policy.

Planning

Education of undergraduate and graduate students is a major goal in institutional planning. The [UA mission](#) and [UA Strategic Plan 2009](#) make clear statements about teaching and learning including student success, educational quality, and faculty and staff strength, all of which contribute directly to the goal of educating students. UAF is required to demonstrate that our plans closely align with system-wide mission and goals. Planning processes are closely tied to the [UAF mission statement](#) and [UAF Vision 2017 Plan](#). These plans drive the [UAF Strategic Plan 2010](#), the [2010 Campus Master Plan](#) for physical facilities, the [UAF Enrollment Management Plan 2009](#) for student recruitment and retention, and the [Academic Development Plan 2007-2012](#). The UAF Strategic Plan 2010 is slated for revision in 2012 following the accreditation site visit report. At the same time, the strategic plan and the UAF Vision 2017 Plan will be merged. The vision plan is significantly more developed, with goals directly related to undergraduate and graduate education that include specific objectives, targets, strategies, responsible units, budget impact, and status updates. Annual budget planning begins with unit (e.g., college or school) proposals for increments. A campus-wide committee reviews the proposals and ranks them. This ranking is passed to the Chancellor's Cabinet, where final decisions are made. Unit budget summaries are available as background information on the [Financial Services website](#). Planning for FY12 did not follow all the steps of this process because the UA System submitted a budget proposal with mainly fixed cost increases and a few increments for existing programs. (3.B.1)

The College of Rural and Community Development, in both its [Strategic Plan 2006-2010](#) and [Strategic Enrollment Management Plan](#), addresses the Educate theme as it relates to community campuses. The Strategic Plan section on academic, career, and technical education identifies six goals related to teaching and learning. The Enrollment Management Plan identifies a goal of student persistence and retention that focuses on increased course completion rates and certificate completion.

The UAF [Academic Development Plan 2007-2012](#) states: "The top priority of the University of Alaska Fairbanks is to provide high quality education at both the undergraduate and graduate levels." The Academic Development Plan theme of Building on Academic Excellence emphasizes learning support services for student success, the development of honors and leadership programs for well-prepared students, enhancing programs that prepare students for careers and further study, and expanding options for out-of-classroom learning activities. The plan serves as a guide for academic units and programs (school, college, institute, campus, etc.) as they develop Annual Unit plans. The Annual Unit Plan presents accomplishments, describes end results of strategies and targets with measurement/assessment tools, and provides current status and budget impact of items for the upcoming year and beyond. Unit plans must incorporate core themes and demonstrate alignment with the Academic Development Plan, UAF Strategic Plan 2010, and UAF Vision 2017 Plan. (3.B.2)

The new indicators, [Annual Unit plans](#), reports from the office of [Planning, Analysis and Institutional Research](#), [UA in Review](#), the program review process, and [enrollment summary reports](#) are designed to consistently collect information relevant to overall goals and objectives related to the Educate theme. This information is used to facilitate the evaluation of accomplishments and to guide planning. (3.B.3)

Some highlights of accomplishments related to planning and the Educate theme are provided below:

Based on direction from UA and the UAF Chancellor's Cabinet, the College of Engineering and Mines Annual Unit Plan 2009-10 set a goal of doubling the number of engineering graduates by 2012, using various strategies for recruitment and enrollment coupled with advising and tutoring support (Prepare theme). The end results reported in the 2011 annual unit plan showed a 16 percent increase in undergraduate majors in AY 2009-2010, in line with the 2012 goal. Engineering students excel in national and regional competitions ([UAF Performance Report](#); Educate theme).

The College of Natural Science and Mathematics Annual Unit Plan describes the long-term need for the Life Sciences Classroom and Laboratory Facility, which aligns well with the [2010 Campus Master Plan](#),

[UAF Vision 2017 Plan](#), and the [UAF Strategic Plan 2010](#). A state-of-the-art teaching and research facility will enhance students' learning experiences in the sciences, strengthen student recruitment and retention activities, and promote undergraduate research opportunities. The Campus Master Plan "seeks to strengthen the academic experience for students by fostering the integration of teaching and research facilities" as shown in its top short-term priority to construct and occupy a Life Sciences Classroom and Laboratory Facility. Ground breaking occurred in spring 2011 with an estimated completion date of 2013.

The College of Liberal Arts recently collaborated in the development of two PhD programs with an emphasis on the North and the needs of Alaska: The PhD program in clinical-community psychology with rural, indigenous emphasis (began in 2006) is jointly delivered and administered by the departments of Psychology at UAF and UAA, and the joint PhD program in indigenous studies is sponsored by the Graduate School in collaboration with the College of Liberal Arts, the School of Education, and the College of Rural and Community Development. The College of Liberal Arts Annual Unit Plan 2011 indicates increased numbers of graduate students in these programs, and the first cohort of PhD students in the psychology program is moving toward graduation. Both programs need faculty to adequately support and deliver the programs. The psychology PhD is preparing a self-study to apply for accreditation as a clinical psychology program through the commission on accreditation of the American Psychological Association.

The College of Rural and Community Development has recently added two certificate programs supportive of life in Alaska. The veterinary science certificate program meets the critical need for animal care in rural Alaska and is a first step to additional education and training in this area. The ethnobotany certificate program provides training related to Alaska native plants. It recognizes cultural knowledge and deepens students' connection with the natural world. The certificate prepares students for rural-based jobs and serves as a first step to additional educational opportunities. Both programs align with the [CRCD strategic plan](#), the [UAF Vision 2017 Plan](#), and the [UAF Strategic Plan 2010](#). Students have access to educational programs targeted to fill jobs important to their communities and reflective of Alaska Native culture.

The baccalaureate Core Curriculum is being revised based on recommendations from the Faculty Senate General Education Revitalization Committee. In May 2011 the Faculty Senate approved the committee's recommendation to adopt a new set of intended learning outcomes based on the Association of American Colleges and Universities Liberal Education and America's Promise (LEAP) essential learning outcomes, with alignment with UAF's mission.

As demonstrated above, planning for the Educate theme is comprehensive, is based on relevant information and review processes, and results in deliberate and meaningful change.

Assessment

Objective: Meet standards for learning outcomes of academic programs

Indicator: 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 [program review](#) aimed at understanding and improving learning and ensuring that academic programs are meeting the standards for student learning outcomes. The process was streamlined from previous years; it now 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. The results of the program review process will be made available in hard copy in the evaluator work room;

these documents are not being posted electronically because some include FERPA-protected information. Outcomes assessment plans and the most recent annual summaries for all programs are posted on the [provost's website](#). Programs with specialized accreditation report the most recent results in program review.

All of the 200 distinct programs offered at UAF have learning outcomes assessment plans in place, and 191 (95.5 percent) have assessment summaries posted on the [provost's website](#). Of the nine summaries not provided, three are related to new programs that have no summary data to report as yet, and the rest are interdisciplinary programs with few students.

The 2010-2011 program review indicated that 89 percent of programs are using multiple measures of student outcomes, and 82 percent show direct evidence of student learning (a table is provided in "Assessing the Assessment"). The latter percentage indicates that we meet the mission expectation criterion in the mission fulfillment rubric (82 percent is within 75 to 85 percent). 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. Sixty percent of programs have used assessment results to improve the curriculum.

Specialized accreditations are addressed in the Assessment of Programs and Degrees section later in this chapter.

Indicator: Students perform similarly to peers on programmatic national exams.

The following table summarizes student performance on state or national exams by program for 2009-2010.

Table 4.1

State or National Examination Results 2009-10			
Academic Program	Test Administered	Number of Students Completing Test	Summary of Student Results
Business Administration BBA	ETS Major Field Test in Business	26	Mean = 163.3 compared to national 153.1
Business Administration MBA	ETS Major Field Test for MBA	20	Mean = 250 compared to national =248.8
Chemistry/Biochemistry BS	Chem 434W's administration of the DUCK08 ACS standardized exit examination	7	Scores ranged from the 74th to 99th percentile, average 89th percentile nationally
Chemistry/Biochemistry BS	American Chemical Society Examinations Institute Organic Chemistry Form 2004 (two-semester)	28	Mean = 41.3 (based on 70 possible) Compared to national 39.2
Chemistry/Biochemistry BS	American Chemical Society Examinations Institute First Semester General Chemistry Form 2005 (one-semester)	89	Mean = 38.4 (based on 70 possible) Compared to national 40.3
Computer Science BS	ETS Major Field Test in Computer Science	11	100% above national median, 44% in top 10% nationally
Mathematics BS/BA	ETS Fields Test in Mathematics	5	2 students in 95th percentile, 1 student in the 80th percentile, 2 students in the 60th percentile
Social Work BA	Social Work Areas Concentration Test	8	overall performance standard score 488 (45th percentile)
Social Work BA	Social Work Areas Concentration Test	9	overall performance standard score 493 (47th percentile)

Several programs have used state and national exams for many years; these are reported in [Annual Unit plans](#) and program reviews. Additional test result information is provided in the Prepare theme summary, including student pass rates on state or national certification or licensing exams. For example, the average exam pass rate among 73 engineering students was 74 percent compared to a national average of 68 percent.

Some exams only report means, so percentile placement was not always reported; this made it difficult to assess the mission fulfillment rubric. Six of nine mean program exams had scores above the national mean; the three below the mean appeared to be well within the 40th percentile mission rubric criterion end point. UAF is meeting the mission fulfillment criteria for this indicator.

Summary: 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 results of state or national exams administered in 2009–2010 show students meeting or exceeding national performance scores for all programs administering such exams. Thus, there is clear evidence that this objective is being fulfilled.

Objective: **Retain and graduate degree-seeking undergraduate students**

Indicator: First-time undergraduate degree-seeking students persist and graduate.

Undergraduate student retention rates are summarized in the table below. This information has been collected and assessed for many years and reported in multiple publications such as Annual Unit plans, the UAF Performance Report, and others. Data are collected from Banner and summarized [online](#) by the Office of Planning, Analysis and Institutional Research.

Table 4.2

Annual Retention Rates (percentage) for Various Undergraduate Groups by Academic Year					
Undergraduate group	2006-07	2007-08	2008-09	2009-10	2010-11
Community and Technical College Associate-level Full-time first-time freshmen	46.5	39.9	44.7	47.1	52.6
Rural associate-level Full-time first-time freshmen	33.3	30.0	41.7	65.0	33.3
Baccalaureate-intended (premajor) All campuses Full-time first-time freshmen	37.6	49.4	51.5	52.8	58.3
Baccalaureate, all campuses Full-time first-time freshmen	77.4	75.4	76.5	81.5	82.8
Part-time first-time freshmen All campuses	39.2	42.8	41.8	47.4	43.1
UA Scholars, all campuses Full-time first-time freshmen	77.8	83.8	81.7	82.7	76.9
New full-time transfers All campuses	57.4	55.2	61.7	61.0	62.4
Total full-time first-time freshman retention (reported as UA metric)	65.7	63.9	66.5	66.7	69.2

The average first-time full-time freshman retention rate over the past five years is 66.4 percent, so the mission fulfillment Likert score of 4 is achieved; 66.4 percent falls between 65 and 70 percent.

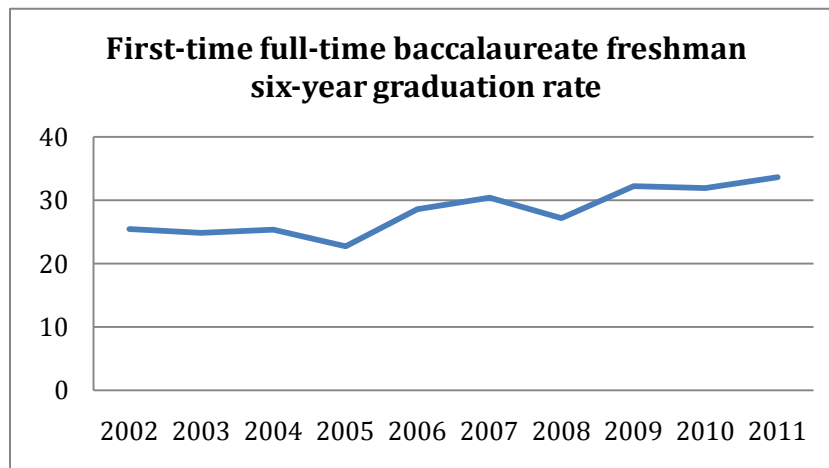
Internal reallocations have been directed toward retention of baccalaureate degree-seeking students on the Fairbanks campus, including matching funds for the federally funded Student Support Services TRIO program and funding for Supplemental Instruction and freshman seminars. Community campus retention has been addressed with state general-funded positions, which replace the services provided via Title III

grants. A dedicated financial aid advisor was recently added for the Community and Technical College.

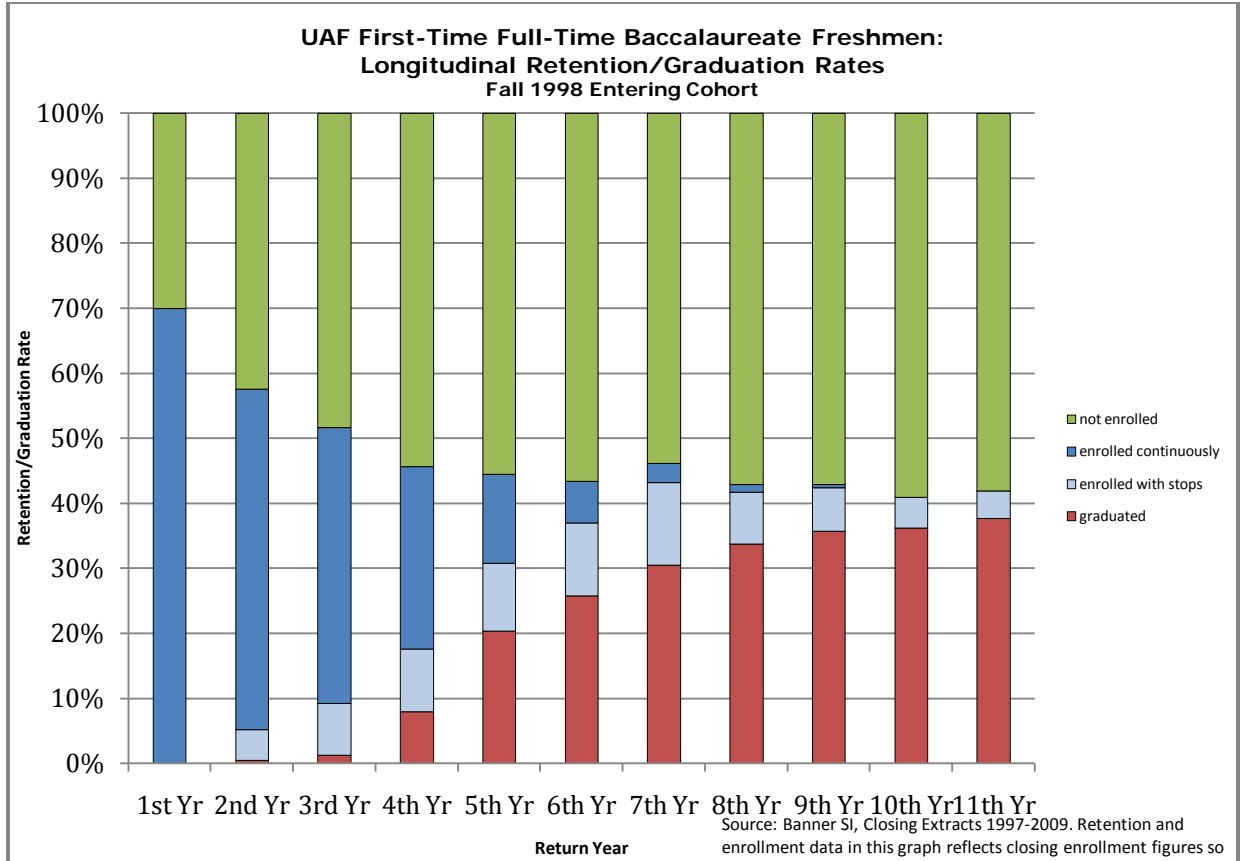
Retention efforts are aimed at both successful and currently unsuccessful students using collected data in planning and decision-making processes. The data show that retention of first-time, full-time freshman degree-seeking students (the UA metric) has increased from 2006-2007 to 2010-2011, when it reached an all-time high of 69.2 percent. The retention rate has been generally increasing over the past decade with improvement 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 persistence (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.

Six-year graduation rates (about 30 percent) are below those of most peer institutions (46 to 52 percent) due to very permissive admission standards prior to 2008, lower standardized test scores of admitted students, and longer time-to-degree ([UAF Performance Report](#)).

As the graph below illustrates, the percentage of first-time, full-time baccalaureate degree-seeking freshmen graduating with a bachelor's degree in six years has improved significantly over the past eight years.



Time-to-degree also affects graduation rates. As with most universities, nearly all UAF's attrition occurs in the first two years. The majority of departing students have failing grades (with GPAs below 2.0), and lose eligibility for financial aid. After the third year there are no significant losses of students – they either continue to enroll or they graduate. About 36 percent of all baccalaureate-seeking first-time full-time freshmen entering in the fall of 1998, 1999, or 2000 had graduated by 2010. The interpretation of this pattern is that a typical student enrolls shortly after high school and attends full-time for several years (provided he or she is academically successful). Then, with mounting student loan debt, he or she gets a full or part-time job, and takes only one or two classes per semester until graduating much later.



Indicator: Academically underprepared undergraduate degree-seeking students complete college-level coursework.

The proportion of academically underprepared students completing developmental math and English courses and going on to complete college-level coursework within one year is summarized in two tables below by admission status (associate, baccalaureate-intended, and baccalaureate). Baccalaureate-intended (also called pre-major students) are students who applied for a baccalaureate program but did not meet the admission criteria.

Table 4.3

Percentage of Underprepared Students (ACT<23) Completing Collegiate Math Course within One Year					
Program level	Academic Year of First-Time Enrollment				
	2004-05	2005-06	2006-07	2007-08	2008-09
Associate	9	16	6	9	19
Baccalaureate-intended (pre-majors)	6	13	7	12	12
Baccalaureate	22	25	26	33	30

Table 4.4

Percentage of Underprepared Students (ACT<18) Completing Collegiate English Course within One Year					
Program level	Academic Year of First-Time Enrollment				
	2004-05	2005-06	2006-07	2007-08	2008-09
Associate	33	19	16	19	24
Baccalaureate-intended (pre-majors)	31	32	20	33	38
Baccalaureate	22	27	26	39	24

Applied associate of science students typically have their computation-related instruction requirement embedded in required courses, so their completion rate of collegiate mathematics is low; they simply do not take these courses. There has been some improvement in the rate of underprepared baccalaureate students completing collegiate math over the past five years, but otherwise no positive or negative trends are evident given the variability inherent in these data.

Baccalaureate-intended students (pre-majors) must complete 14 credit hours, 9 of which must be from the Core Curriculum, at the 100-level or above with a 2.0 grade point average or better to be placed into their major. The rate at which these students are achieving full admission to baccalaureate programs by their second year increased significantly, from 19 percent in FY06 to 44 percent in FY10. Success in this endeavor can be attributed to several factors: a change in admission standards, increased support in advising and for the Student Support Services Program, and the implementation of mandatory course placement based on placement test scores ([UAF Performance Report](#)).

Summary: Student retention rates have improved over the past decade. The 2010-2011 retention rate of 69.2 percent exceeds the 60 to 65 percent range in the mission fulfillment rubric. Retention of baccalaureate-seeking students is above 80 percent ([UAF Performance Report](#)), and more underprepared students are successfully transitioning to baccalaureate programs by their second year.

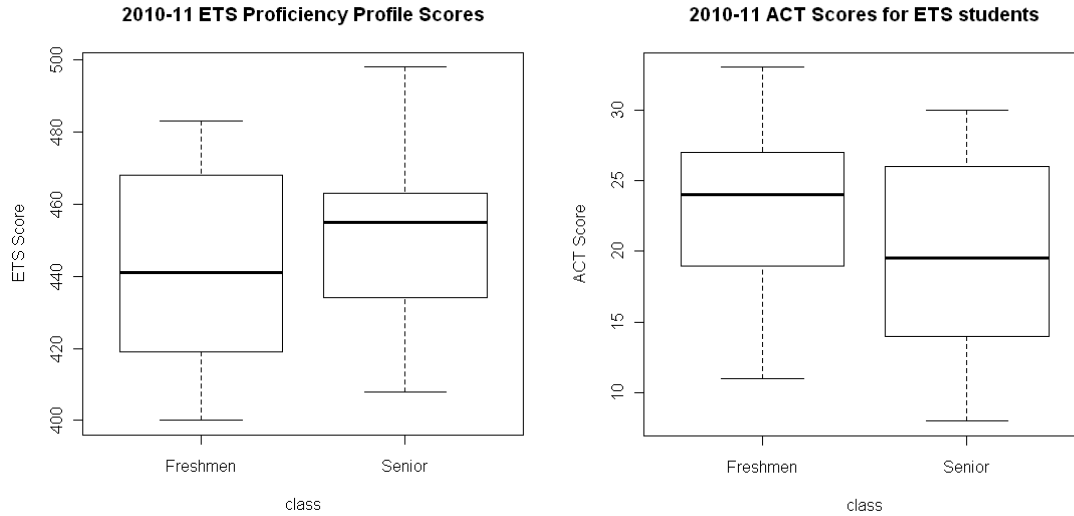
Objective: Prepare undergraduate students for further study, future employment, and contemporary life

Indicator: 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 47 freshmen and 52 seniors during the 2010-2011 academic year. Freshman students in fall 2010 first-year seminars and spring first-year English courses (ENGL 111X, 211X, and 213X) were asked to take the exam. A broad selection of faculty members teaching senior-level courses were asked to have their students take the exam. An incentive of \$25 for taking the exam was provided to encourage participation. Thus, students taking the exam were self-selecting. The sample size we achieved was too small for analysis by ETS, which would have included more detailed sub score summaries. We conducted the following analyses ourselves.

The ETS Proficiency Profile was administered by [32 doctoral I and II institutions](#) between 2006 and 2010. The mean institutional senior score for these institutions is 448.46. UAF's mean senior score was 449.7 placing us between the 54th and 56th percentile. Therefore, UAF senior baccalaureate students are performing similarly to those at other doctoral granting institutions.

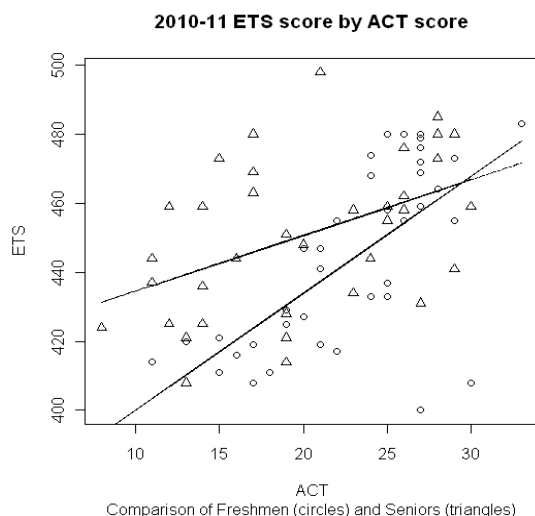
ETS Proficiency Profile scores were higher for seniors than for freshmen, as the box plot on the left below illustrates.



ACT scores (generally taken the year immediately prior to first enrollment) were recorded for 38 seniors and 41 freshmen completing the ETS Proficiency Profile. ACT scores for freshmen were higher than those of seniors for those completing the ETS Proficiency Profile, as the box plot above right illustrates. This implies that the learning gain illustrated in the ETS box plot above is actually larger than demonstrated in that plot.

An analysis of covariance was conducted for the Association of Public and Land-Grant Universities Voluntary System of Accountability (VSA) to determine if there was a significant difference between ETS Proficiency Profile scores after adjustment for the ACT score. ETS and the VSA recommend having 200 freshmen and 200 seniors in the study so that the results are valid. Given the small samples in this first year of application, we are concerned about these issues but describe the outcome of the analysis below with some reservation. We will have to determine a better way to encourage students to take this exam in the future.

Given their ACT scores, seniors had significantly (p -value = .003) higher ETS scores than freshmen. The graph below demonstrates that for seniors with ACT scores below 29, ETS scores are higher than those of freshmen with the same ACT score (top line at left side of graph). However, for entering students with ACT scores of 30 or greater, there is little or no difference in ETS scores. Furthermore, the learning gains decline as ACT rises (difference between the two lines looking left to right).



This analysis will be useful in the ongoing revision of the Core Curriculum.

Indicator: Graduates complete further higher education programs.

In preparation for this report, Planning, Analysis and Institutional Research conducted a study of FY06 graduates. The study began with the 1,049 students receiving academic credentials (certificates, licensure, and degrees) from UAF that year; 125 of these graduates earned subsequent academic awards at UAF within four years. In addition, FY06 graduates were tracked using the National Student Clearinghouse, and 39 graduates were recorded as having completed subsequent programs from another US institution within four years; three of these students completed more than one subsequent program. Programs completed by these 39 graduates are described in the table below.

Table 4.5

FY06 UAF Graduates Subsequently Earning a Degree Elsewhere									
UAF degree	AAS	Bachelor's	DVM	Grad Cert	JD	Master's	PhD	voc cert.	Grand Total
AA	1	1						1	3
AAS						2			2
Bachelor's	1	2	1		2	17	1		24
Certificate		2							2
Grad Licensure						1			1
Master's					1	2			3
Unknown				1		2	1		4
Total	2	5	1	1	3	24	2	1	39

Seventeen FY06 UAF baccalaureate students completed a master's degree, one earned a veterinary degree, two earned law degrees, and one earned a PhD elsewhere within four years.

The total number of FY06 graduates receiving a subsequent academic award within four years was 164, or 15.6 percent of that year's graduating class.

Indicator: Seniors respond similarly to their peers at other institutions to select National Survey of Student Engagement questions.

NSSE questionnaires were sent to 874 seniors; 288 completed the questionnaire. As the table below illustrates, [UAF seniors' responses](#) generally are similar (effect sizes in the -.2 to +.2 range) to standard peer institutions with respect to the four educational and personal growth measures used for this indicator.

Table 4.6

UAF Senior Responses to Select NSSE Questions			
Question	UAF Mean	Standard Peer Mean	Effect Size
11(g) Using computing and information technology	3.14	3.12	.03
11 (h) Working effectively with others	2.81	2.99	-.20
11 (l) Understanding people of other racial and ethnic backgrounds	2.29	2.40	-.11
11 (m) Solving complex real-world problems	2.56	2.61	-.06

Additionally, UA has collected and analyzed UAF student responses in a [UA Graduate Survey](#) since 2006. The table below shows the percentage of responses satisfied or very satisfied over time with respect to overall academic experience, overall education, intellectual growth, personal growth, and preparation for a career.

Table 4.7

Graduate Survey Responses 2007–2010 Percentage Satisfied or Very Satisfied				
	2007 N=258	2008 N=316	2009 N=331	2010 N=350
Overall academic experience	80	89	85	85
Overall education	86	90	87	89
Intellectual growth	85	88	85	90
Personal growth	88	87	85	84
Preparation for your career	56	72	70	69

High proportions of UAF graduates are satisfied or very satisfied with their educational experience. The 2009 NSSE summary and recommendations from an ad hoc committee named by the provost that reviewed this summary are posted in the [Exhibits](#).

Summary: Preliminary data from the ETS exit exam indicate that student performance increased significantly by graduation. Fifteen percent of our graduates continue and complete further educational programs. Most students are satisfied or very satisfied with their educational experience, and overall NSSE survey results compare well with standard peer institutions. Based on these data, UAF is meeting expectations in preparing undergraduate students.

Objective: [Enable master's and PhD students to master a subject area or advance knowledge](#)

Indicator: Graduates secure jobs or continue their education.

Tracking of employment or continuing education for master's and PhD graduates is reported in the Survey of Earned Doctorates and by individual UAF units. Employment records (see Graduate Student Employment and Continuing Education Records in [Exhibits](#)) for AY 2009–2010 demonstrate that master's and PhD graduates have a high rate of employment appropriate to their discipline: 76 percent are employed in their field of expertise, 1 percent are employed outside of their field. Twelve percent of master's graduates continued their education in PhD programs, while the status of 11 percent is unknown.

Indicator: Students produce independently reviewed research and creative products.

Although also reported under the Discover theme, it is appropriate to note here the intellectual contributions (see Graduate and Undergraduate Student Independently Reviewed Research and Creative Products in the [Exhibits](#)) made by graduate students to their disciplines. These include 228 independently reviewed publications and creative products for calendar year 2009. PhD graduates average 2.7 independently reviewed publications within two years of graduation.

Summary: The number of master's and PhD students completing their program of study, obtaining employment in their field of expertise, and advancing knowledge through their scholarly and creative output beyond the thesis, clearly shows student success in mastering a subject area and advancing knowledge in their disciplines. Employment of PhD and master's students meets mission expectations, and the publication rate for PhD graduates far exceeds mission expectations.

Objective: Involve baccalaureate students in extracurricular and co-curricular activities

Indicator: Students participate in extracurricular and co-curricular activities.

Table 4.8

Percentage of positive responses to the UA Graduate Survey question "While you were attending UA, did you participate in any of the following groups or activities?"				
	2007 N=258	2008 N=303	2009 N=331	2010 N=350
Participated in at least one activity	69	59	63	61
Did not participate in any activities	31	41	37	39
Clubs/organizations related to your major	34	33	26	33
Student activities	33	22	28	23
Academic honors programs	15	9	15	12
Non-varsity sports	22	18	19	15
Student leadership	16	6	8	6
Service organizations	12	5	8	7
Minority student groups	9	7	7	6
Performing arts	8	9	13	9
Religious groups	11	7	4	5
Student media publications	8	6	5	4
Student government	6	5	4	5
Student alumni association	5	4	4	3
Political or issue group	5	2	4	2
Residence hall council	9	6	5	3
Fraternity or sorority	1	4	2	1
Varsity sports	3	3	4	3
Outdoor clubs	1	6	8	7
ROTC	2	2	1	1
Student judicial board	1	1	<1	0

The [UA Graduate Survey](#) information summarized above illustrates that a majority (59 to 69 percent) of UAF students over the past four years have participated in at least one extracurricular activity or group. Participation in outdoor clubs has grown in recent years, in part because of expansion of UAF's Outdoor

Adventures program. Participation in non-varsity sports, student media publications, and religious group participation appears to be declining.

The “Additional Collegiate Experiences” and “Enriching Educational Experiences” sections (6 and 7) of the National Survey of Student Engagement provide more detail about student participation in extracurricular and co-curricular activities. The table below illustrates 2009 survey sample results and compares UAF with the standard peer group.

Table 4.9

2009 Select NSSE Results			
National Survey of Student Engagement Question	UAF Mean	Standard Peer Mean	Effect Size
6a - Attended an art exhibit, play, dance, music, theatre, or other performance	2.21	2.02	.22
6b - Exercised or participated in physical fitness activities	2.69	2.81	-.12
7a - Practicum, internship, field experience, co-op experience, or clinical assignment	.53	.47	.11
7b - Community service or volunteer work	.58	.57	.01

UAF student responses compare favorably to standard peers in student arts attendance (effect size > .2) and are similar to peers in exercise, experiential experiences, and community service areas. To date, UAF has not collected empirical evidence as to the extent to which extracurricular and co-curricular activities are integrated into the undergraduate curriculum.

Indicator: Students participate in formal international experiences.

The following table summarizes student participation in international experiences. Significantly more students (54 percent) studied abroad in 2010–2011 than in 2009–2010. Typically, 1 to 2 percent of our baccalaureate students study abroad annually, and their experiences are broadly distributed among 17 or 18 countries each year.

Table 4.10

Student Participation in International Experiences		
Country	Number of Students Abroad	
	2009-10*	2010-2011
Argentina	1	2
Australia	4	5
Austria	1	
Canada	1	1
China	1	4
Costa Rica	1	
Denmark		1
England	1	1
Finland		1
France		4
Germany	2	4
Greece		1
India	2	
Italy		1
Japan	7	11
Multi-Country	1	3
New Zealand	1	2
Norway	3	2
Scotland	3	4
South Africa		2
South Korea	1	
Spain	4	5
Sweden		3
Thailand	2	
Turkey	1	
Total	37	57

*Academic year includes fall, spring, and following summer

Assessment of Student Achievement

Every academic program assesses program and degree outcomes periodically. The preparation level of entering students is assessed at admission via the mandatory course placement process. This section presents the evidence base for the assessment of entering students and course, program, and degree outcomes.

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. Evaluators are directed to that section for additional detail on these points.

Responsibility for Assessment

As the chief academic officer, the provost and executive vice chancellor for academic affairs is ultimately responsible for educational effectiveness. She has delegated authority for coordinating and documenting assessment to the vice provost and accreditation liaison officer. In addition, the provost has asked each dean to use the faculty workload assignment process to identify at least one faculty member responsible for assessment for each academic program. The program review process provides feedback to deans on the quality of outcomes assessment processes for programs under their supervision.

Preparation of Entering Students

UAF is an open admissions institution, allowing students who are at least 18 years of age or who have earned a high school diploma or General Education Development diploma to enter certificate and associate programs. Baccalaureate admission requires a high school diploma, passing the 16-credit high school core curriculum with a GPA of at least 2.5, submitting the ACT Plus Writing (or SAT), and an overall high school GPA of at least 3.0 or an overall high school GPA of at least 2.5 and ACT Plus Writing score of at least 18 (or equivalent SAT). Baccalaureate applicants who do not meet these admission requirements are admitted as baccalaureate-intended or pre-major (two names for the same thing) to communicate to them and their advisors that they are at-risk students. Admission to graduate programs requires a baccalaureate degree with at least a 3.0 cumulative undergraduate GPA and additional program-specific requirements.

Mandatory course placement based on math, writing, and reading test scores or successful completion of prerequisite courses is enforced through automated registration blocking in the Banner system for developmental and Core Curriculum courses. Exceptions can be made by course instructors and advising staff. [Placement requirements](#) are detailed in the catalog.

Assessment of the Core Curriculum

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

Additional holistic assessment of the Core Curriculum takes two forms. First, the vice provost tracks pass and withdrawal rates for all developmental and core courses. This information is shared with programs with low pass rates and options for improvements are discussed. For example, pass rates in Functions for Calculus, MATH 107, were historically quite low so the department changed the course from 3 credits to 4 and used the first two weeks of the course to ramp up prerequisite skills before moving on to new material. Pass rates improved about 5 percent after this change. This information is also used by the vice provost when deciding which courses should be supported with Supplemental Instruction (peer-based guidance). Second, use of the ETS Proficiency Profile was implemented this year and resulted in a comparison of knowledge and skills of entering first-year students with those of senior students. Because this comparison is an indicator of achievement, the details of this analysis are discussed earlier in this report.

Assessment of Programs and Degrees

All academic certificate, associate, baccalaureate, master's, and doctoral programs are required to submit periodic updates (at least every five years) of student learning assessment plans and summaries. Templates for assessment plans and summaries and guidance on how to complete these are available on the [provost's assessment website](#). This website also provides the completed assessment plans and

summaries for all academic programs by college and school (hard copies will be provided as exhibits in the evaluators' work area).

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

The five-year program review process provides an evaluation of how well the assessment process is implemented and documented by individual programs. Program review was conducted for all academic programs during AY2010–2011 because the chancellor asked for a comprehensive institutional review in preparation for both UA and UAF strategic planning in 2011–2012. A faculty program review committee evaluated the assessment plan and summary for all 200 programs. This number is somewhat less than the total number of programs because evaluations for some BS and BA programs in the same major were combined. The vast majority of programs are using multiple measures of student outcomes (89 percent) and have direct evidence of student learning (82 percent). The fact that 60 percent of programs have used assessment results to improve the curriculum is also very positive; some programs are achieving student outcomes, so no changes are needed. A table documenting these results is provided in the “Assess the Assessment” section of this report. Improvements to some assessment plans have been recommended to ensure that separate assessment plans exist for each program level (e.g., certificate and associate), that the assessment summary is based on aggregate student information (not individual student information), that all elements of the assessment plan are addressed in assessment summaries, and that assessment information is collected and summarized regularly.

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 the Fairbanks North Star Borough School District and school districts throughout the state. Members of advisory councils for engineering and vocational-technical programs often hire graduates of these programs.

In addition, many professional and vocational-technical programs have specialized accreditation or certification that require extensive programmatic assessment. These include the following:

- Engineering Accreditation Commission of ABET: Engineering programs
- Accrediting Council on Education in Journalism and Mass Communication: Journalism BA
- Alaska Police Standards: Law Enforcement Academy occupational endorsement
- American Bar Association: Paralegal Studies AAS
- American Chemical Society: Chemistry BS
- Association to Advance Collegiate Schools of Business: Accounting BBA and MBA
- Commission on Accreditation of Allied Health Education Programs: Medical Assistant AAS and certificate and Paramedic program occupational endorsement
- Commission on Dental Accreditation: Dental Hygiene AAS
- Computing Accreditation Commission of ABET: Computer Science BS
- Council on Social Work Education: Social Work BA
- Federal Aviation Administration: Airframe and Powerplant AAS and certificate
- National Association of Schools of Music: Music programs

- National Automotive Technicians Education Foundation: Automotive Technology certificate
- National Center for Construction Education and Research: Construction Trades AAS and certificate
- National Council for Accreditation of Teacher Education and Alaska State Board of Education: Education programs
- Society of American Foresters: Natural Resources Management, Forestry concentration BS

The latest reviews of all specialized accreditations were reaffirmed, and the reports are available to evaluators (see Specialized Accreditation in [Exhibits](#)).

Course Assessment

Faculty must provide students with the course goals and specific student learning outcomes for each course (Resources and Capacity - 2.C.2). While there is no review of all course syllabi each semester to ensure that student outcomes are listed in all courses, examples of course syllabi are included in annual evaluations as well as in promotion, tenure, and pre-tenure files. These are reviewed at the unit peer and campus-wide levels by faculty committees and administrators. Problems are commonly addressed in this evaluation process. Faculty are also asked to follow the recommended [syllabus checklist](#) when preparing a course syllabus. Assessment results from many individual courses form the basis of both Core Curriculum assessment and many specific program assessments. In addition, the Faculty Senate Core Review Committee reviews selected syllabi of core courses with an oral, written, or natural science designator, to track adherence to the [Guidelines for Core Designators](#).

As reported in this section, UAF has a comprehensive student learning outcomes assessment process that documents that students are achieving student learning outcomes and results in curricular improvement.

Student opinion of instruction is assessed using the University of Washington's [Instructional Assessment System](#). Survey forms are distributed in all course sections each semester. An online version of the survey is available upon request for distance and web-based courses. Survey forms are available for a variety of course types. Individual and all-faculty reports are generated each semester and at the end of summer sessions. Individual reports are distributed to the dean, department head, and the faculty member. ASUAF publishes a student version of the all-faculty report that provides results for select questions; this report is available through ASUAF or at the reserve counter at the Rasmuson Library. The Provost's Office maintains the central file for all reports. The purpose of these surveys and additional information about the process are communicated to constituents on the [provost's web site](#).

Holistic Evaluation of Programs

Historically, UAF has taken a holistic approach to the evaluation of programs and courses. This is seen in the strategic planning and budget formulation by the Chancellor's Cabinet and his biannual executive group meetings help to ensure this is the case. All new program proposals are subject to a rigorous evaluation of the program goals and outcomes to ensure they reflect the purpose of the proposed program or course.

The five-year cycle of program review results in evaluations of program quality, student learning outcomes assessment, productivity, centrality to mission, and efficiency. This process emphasizes the importance of quality assessment leading to improved student learning outcomes. A university-wide committee of faculty reviews each program. It indicates approval or not and provides suggestions for improvements before submitting a report to a committee made up of deans and university-wide administrators. The Chancellor's Cabinet conducts a final review. This process allows multiple levels of the university to participate in the review process, resulting in a holistic analysis and varied perspectives of academic programs and student learning. Assessment plans and summaries are available on the [provost's website](#).

A number of UAF practices and procedures provide broad oversight of the accomplishment of educational planning, practices, and assessment of achievement. Planning individual courses is the responsibility of the instructor or instructional team. Course requests are reviewed by curriculum committees within the school or college most closely aligned with the subject matter, and then by a Faculty Senate curriculum committee. Faculty Senate review of new courses and course change requests represents a cross-campus perspective, and provides the opportunity to address issues of overlap and academic coordination with other degrees and programs. New degrees and major changes to existing degrees, such as title or curriculum change, are reviewed and approved by college and university-wide faculty, deans, the provost, the chancellor, the president, and the Board of Regents. Issues addressed include evaluation of need, demand, articulation with other programs and plans, academic impact, cost, facilities, and implications for planning.

The annual faculty and staff evaluation process and the promotion and tenure process serve as an overall or holistic assessment of performance. In addition, the provost writes an annual summary that describes aggregate outcomes of the promotion and tenure process. This summary is shared broadly to help improve those processes. 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.

Assessing the Assessment

The regular review of assessment processes is part of UAF's culture of assessment. Student learning outcomes assessment plans are periodically reviewed as part of the program review process. Regular program review is mandated by the Board of Regents, to be completed on a five-year cycle, or initiated anytime by a program director or dean. In addition to this formal mechanism, the vice provost provides informal feedback on assessment plans and summaries as they are received. The program review process was significantly revised last year, in part because of the chancellor's directive to review all programs; the revisions made the process much more efficient and the evaluations more consistent. Faculty and administrative review committees suggested improvements for the next cycle of review, which will begin in 2012–2013.

The 2010–2011 program review resulted in the following summary of assessment processes for UAF's 200 educational programs:

Table 4.11

2010-11 Program Review Summary of Assessment Process	
Evaluation element	Percent of educational programs meeting expectation
Assessment plan and summary completed	96
Multiple (at least two) measures of student outcomes	89
Plan has direct evidence of student learning, not just surveys	82
Separate plan for each program level e.g. Cert., AA/AAS, BS, BA, BBA, MS, MA, PhD	69
Assessment summary is based on aggregate student information	64
Assessment information is collected and summarized regularly	63
Assessment process has resulted in curricular improvement	60
All elements recorded in the assessment plan are addressed in the assessment summary	40

The faculty and administrative review committees recommended that 77 and 96 percent of programs, respectively, needed to improve their assessment process. The most common improvements needed were

to provide separate plans and summaries for distinct programs (e.g., certificate and associate programs); to collect and summarize information for all elements of the assessment plan; and to include direct evidence of student learning in the assessment process.

Units have been required for several years to report in Annual Unit Plans student outcomes on programmatic state or national certification or licensing exams (see Prepare theme indicators). However, exams reporting percentile performance, such as the various ETS major field tests, have not been centrally assessed in aggregate until the preparation of this report. The Annual Unit Plan template has been revised to include the regular collection of this information. The reporting and evaluation of these results provide excellent and valued information about student learning but are limited to those programs that administer such exams.

First-time full-time degree-seeking student retention has been tracked for many years and complete funnel analyses (cohort analysis illustrating persistence and graduation over time) have been compiled for various student groups (e.g., all baccalaureate, undeclared baccalaureate, and pre-major students). These results are well known to administrators, faculty and staff advisors, and others who focus on improving retention and graduation. Graduation rates have been low for some time and improving them is a priority of the new UA president. Planning and exploration is underway to improve these rates. This indicator only addresses full-time students when a high proportion of students are part-time; UAF continues to monitor the success of part-time students, although it is not a formal indicator. Assessing the number of students graduating elsewhere by degree type from the National Student Clearinghouse is a new indicator, and we are still assessing the utility of the limited information available.

Further refinement is needed to assess whether academically underprepared undergraduate degree-seeking students enter and complete collegiate-level coursework. This is because only preparation for the AA/AS and baccalaureate programs was considered. Certificate and AAS students typically do not take the collegiate math and English courses because related instruction is commonly embedded in their program's required coursework. Completion of a collegiate-level course after completing developmental coursework is being considered as an alternative assessment. In addition, a high proportion of associate students do not have ACT scores available to assess their original placement; therefore, Accuplacer results should also be used in the assessment.

The comparison of first-year and senior performance on the ETS Proficiency Profile was hampered by the small number of first-year and senior students who took this exam even though a \$25 incentive was offered. Alternative approaches are being discussed to improve student participation. For example, the possibility of requiring students in some required Core Curriculum courses to take the test is being discussed during the ongoing revision of this curriculum.

Information from the National Student Clearinghouse on the percentage of graduates who complete further programs coupled with similar information from the UA system indicates that students often pursue further programs in-state. Of the 1,049 students who graduated in 2006, 125 continued their education in Alaska. In addition, 39 students completed programs at institutions elsewhere. The indicator points only to the percentage of students completing further programs within four years; graduate programs may take longer, so these figures may be under representing subsequent education. Because only 39 (3.7 percent) graduates completed subsequent programs out-of-state in four years, this indicator does not provide a compelling assessment of the quality of our programs.

Sample sizes for senior student responses to the National Survey of Student Engagement questions on diversity, use of technology, collaboration, integration of knowledge, and solving complex real world problems were adequate and provide the student perspective on their preparation for contemporary life. Student perception does not always reflect knowledge or skill competency, so this indicator is viewed in that light.

Employment or continuing education placement of recent master's graduates and employment placement of PhD graduates provides valuable information about the quality of graduates. The information provided by the national [Survey of Earned Doctorates](#) and by the colleges and schools indicates this is a strong measure of performance for the Educate theme. Identifying an equally strong measure of master's programs is being explored but to date no alternatives have been identified.

The master's and doctorate graduate employment reports should be assessed in terms of breadth and diversity but have not been at this point. However, available data, collected centrally for the first time for this report, show that the vast majority of PhD and master's graduates are employed in positions related to their discipline and a respectable proportion of master's graduates continued their education by entering PhD programs. The rate that PhD graduates produce independently reviewed publications within two years of graduation is a very solid indicator of the strength of those programs.

Annual Unit plans have included identification of research papers written jointly by faculty and students for some time. Although complete and consistent reporting did not occur across academic programs, student research and creative products were generally well represented even though this was the first centralized request for this information. This request recognized student products are a strong indicator of student learning and represent the institution well. This indicator also appears in the Discover theme.

Student survey information was used to assess participation rates and perceptions of extracurricular and co-curricular activities. Because the population sampled for the National Survey of Student Engagement in 2007 differed from that sampled in 2009, the results were not comparable. Thus the 2009 NSSE survey provides a baseline for future comparison. The graduate survey has been conducted for several years, so comparable trend data provide useful information that will help guide budgeting and planning.

The chancellor has encouraged baccalaureate students to participate in international exchange to broaden their world perspective. The current data provide a baseline for future comparison.

Improvement

Information presented in the assessment section clearly shows that changes and improvements to programs and services are based on data-driven indicators of achievement. As most of the indicators under the Educate theme are recently developed, the broad collection of new data will serve as a baseline for future comparisons and improvements. Some examples of improvements based on assessment outcomes related to the indicators are highlighted here.

As mentioned in the assessment section, the program review process was revised in 2010–2011 to include a review of programs by committees at three levels, representing a more inclusive cross section of campus. All academic programs were reviewed, yielding data on student learning outcomes, curricular improvements based on assessment results, and suggestions for improving the assessment process at the program level. Student learning assessments are used to inform departmental planning and revise practices that lead to improved student learning. Curricular improvement can be demonstrated in 60 percent of academic programs as reported in program review documents (table in Assess the Assessment section). Several programs have been identified for elimination and will be presented to the Faculty Senate in the next year. Program review documents submitted by academic programs and the evaluation summaries will be available in hard copy in the evaluator work-room; these documents are not being made available electronically because some contain FERPA-protected information.

Summaries of student learning outcomes assessments are available on the [provost's website](#). Assessment of programs has led to improvements in the [first year experience](#) by the addition of several new courses to the freshman seminar program, including undergraduate basic survival skills. First-year seminars are intended to improve student persistence by connecting students to one another and to a faculty member in a small (15–25 students) instructional group setting. They are not currently required, but this may change with revision work to the Core Curriculum going forward.

Additional assessment of student achievement is gathered through the administration of national or state programmatic exams. For example, chemistry administers a national exit exam to graduating seniors in capstone lab courses; the 2009–2010 results show a mean score in the 89th percentile on a national scale, indicating high quality. The chemistry program review indicated that curricular improvements had been made and concluded that the program was of good quality. Other programs benefitted from the Performance-Based Budgeting process and received additional funding. In FY11, the College of Engineering and Mines received significant additional funding due to increased enrollments. The goal of increasing enrollments in engineering high-demand job areas was specified in the college's Annual Unit Plan.

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. As an example, retention of first-time, full-time freshman degree-seeking students was at an all-time high in FY11. It was at 69.2 percent compared to 65.7 percent in FY07, and retention of baccalaureate-seeking students was 82.8 percent compared to 77.4 percent in FY07 ([UAF Performance Report](#)).

Retention efforts for well-prepared students are focused on program enrichment; efforts for under-prepared students are focused on academic improvement. Programs such as the federally funded Student Support Services Program are effective but costly. With limited resources UAF is focusing on strategies that can be initiated at modest or no cost. Following are some examples of those strategies:

- The early warning program identifies at-risk students, particularly those in courses with historical pass rates of less than 70 percent. Advisors/departments are informed of and encouraged to advise students of their options, such as tutoring, supplemental instruction, or enrolling in a preparatory class.
- The data show that students with declared majors are more likely to be retained than undeclared (general studies) students. Since 2007, new general studies (undeclared baccalaureate) students receive a list of Alaska high-demand jobs with their admit letter. General studies students are now required to select a major by the time they have 75 credits and schools and colleges are targeting them for recruitment.
- Faculty and administration have met with Fairbanks North Star Borough School District secondary teachers and counselors to align curricula to improve students' transition from high school to college.
- Mandatory course placement for developmental and freshman core courses in math and English was implemented in 2007. Placement ensures that students have the necessary academic skills to succeed in the courses they attempt.

UAF's federally funded [Student Support Services Program](#) (SSSP) was renewed through 2015 and mentioned as a campus performance highlight in the UAF Performance Report. This program provides students with opportunities for academic development, assists with college requirements, and motivates students toward completing their degree program. The program is funded by a [TRIO](#) grant from the U.S. Department of Education.

Given UAF's large proportion of Alaska Native students, it is important to note that the Alaska Native Science and Engineering Program reports an increased retention rate of science majors of about 80 percent (see ANSEP Report 2011 in [Exhibits](#)). The American Indian Science and Engineering Society (AISES), an extracurricular student club, has aided in this effort by providing extracurricular and motivational activities. [Rural Student Services](#) provides additional academic advising support to Alaska Native students and incorporates a strong cross-cultural counseling base with the primary objective of matriculation and retention of rural students.

While the progress on retention is exciting, it speaks to the lag between improving retention and increasing graduation; it simply takes time to see the impact in graduation rates from enhancements in retention. In FY11, six-year graduation rates at UAF remain low, at 30 percent compared to 46 to 56 percent for most peer institutions. The new UA president has identified improving graduation rates as the priority for the next few years. The university is anticipating and planning for six-year graduation rates of at least 35 percent by FY14, growing to 40 percent in FY16, as documented in the [UAF Performance Report](#). An FY12 internal reallocation of \$150,000 was made to increase comprehensive advising to improve retention and graduation rates.

Overall, graduate programs have experienced an increase in the number of graduate student credit hours from 15,747 in FY07 to 16,914 in FY10, indicating improvement in student persistence ([UAF Performance Report](#) page 61). The number of PhD recipients increased from 21 in 2006 to 46 in 2011. Full-time PhD graduate student enrollment has increased since 2006, with 399 students in 2010, a 25 percent increase ([UAF Performance Report](#) page 39). Enrollment increases are largely due to the expanded research opportunities and research assistantships available. Other examples based on program review include improvements to the PhD program in biochemistry, such as changing courses and adding a comprehensive exam. In engineering, construction constituencies expressed a need for courses and programs more relevant and convenient for working professionals, resulting in a new graduate certificate program in construction management. A 2009–2010 review of the program indicates that more students are needed but that the certificate program is expected to improve engineering and science management graduate program enrollments ([CEM Outcomes Assessment Implementation Summary 2009-10](#)). Educate theme indicators associated with graduate education are new, so there is no historical record (i.e., tracking of graduate employment, and numbers of graduate creative or research products) for the purposes of this accreditation cycle.

An additional success story of improvement in programs is the rise of student participation in formal international programs, as illustrated by the two years of data collected so far. The number of students jumped from 37 in 2009–2010 to 57 in 2010–2011, a 54 percent increase.

Discover: Through Research, Scholarship, and Creative Activity including an emphasis on the North and its Peoples

Core Theme Planning

The Carnegie Foundation for the Advancement of Teaching classifies UAF as a research university with high research activity (RU/H), and UAF has international prominence in research and scholarship with a particular emphasis on the circumpolar North. Planning for the Discover theme is consistently addressed in planning documents to ensure that programs and services are aligned with our objectives. The relevance of each major planning document to the Discover theme is summarized below.

The UA mission and UAF mission statements provide institutional direction to advance knowledge. The Discover theme, therefore, is an essential element of our mission. These mission statements also direct the institution to emphasize efforts related to Alaska, the circumpolar North, and their diverse peoples.

Discover is a prominent component of UAF Strategic Plan 2010, which identifies six strategic pathways to guide the university, one of which is research and scholarship. This pathway articulates eight goals that are incorporated as theme indicators of mission fulfillment. The prominence of the Discover theme in the strategic plan is consistent with the UA Strategic Plan 2009 (see especially goal 3).

The Discover theme is a key component of all four concepts detailed in the [Academic Development Plan 2007-2012](#): 1) build on academic excellence by enhancing research opportunities across the spectrum of student experience; 2) contribute to economic and workforce development by conducting research applied to the development, planning, and management of activities of the state; 3) foster greater understanding of northern peoples by conducting research on the life in the North and its global context; and 4) lead in northern sciences by increasing faculty-student collaborations researching the North.

The first specific goal of the 2010 [Campus Master Plan \(CMP\)](#) is to support the integration of teaching and research through building location and use, circulation, and open space. A set of planning actions was developed to best achieve that goal, including a new integrated teaching and research facility, the [Life Sciences Classroom and Laboratory Facility](#), now under construction, with anticipated completion by 2013.

The Discover theme is a mission-critical component of the [Vision 2017 Plan](#): to be one of the world's premiere arctic research and teaching universities by UAF's 100th anniversary in 2017. The Vision 2017 Task Force recommended linking assessment, investment, and measurement, which is reflected among the indicators of mission fulfillment. (3.B.1)

Due to NWCCU's transition to the new accreditation process, UAF is completing the seven-year cycle in two years. In the Discover theme, the objectives and some indicators are new, and the collection of longitudinal data is still in development.

Responsibility for Discover Planning

The chancellor is authorized by the UA president and Board of Regents to implement rules and procedures to promote operational efficiency, reduce operational risks, and support the university's mission. The chancellor, as chief executive officer, is ultimately responsible for creation and fulfillment of the institution's mission and themes. The vice chancellor for research and the provost and vice chancellor for academic affairs are members of the Chancellor's Cabinet and are responsible for the development and oversight of research and represent research at the Statewide Academic Council.

The vice chancellor for research administers research institutes, research programs, and research administration. The Center for Research Services provides administrative and fiscal services for major

research programs. It supports faculty and staff applying for external funds, implements research policies, offers training programs related to the responsible conduct of research, and ensures research integrity compliance. The office coordinates undergraduate and graduate programs that enhance the research experience for students. Programs include an undergraduate research funding program and a campus research day that reaches out to the community. Research institutes and programs, such as the Experimental Program to Stimulate Competitive Research (EPSCoR) and the IDeA Network of Biomedical Research Excellence (INBRE), fund faculty, staff, and students engaged in research. The vice chancellor for research provides leadership to, and seeks guidance from, members of the Research Planning Group, which consists of research institute, center, and major research program directors as well as deans of colleges and schools that have significant externally funded research activity.

The provost shares responsibility for providing leadership, coordination, and direction to research because she is responsible for the promotion and tenure process, which assesses faculty tripartite duties. In addition, the provost, through the deans of colleges and schools, is responsible for all of the research and scholarly activity for the many faculty members who do not have institute appointments but who have research/creative activity workload components. Deans of colleges and schools and department chairs provide the research management, faculty, and staff support necessary to maintain and enhance the Discover theme in these cases.

Process of Discover Planning

Discover planning is vertically integrated and broadly participatory:

- It is bottom-up from faculty through deans and directors through the provost and vice chancellor for research and chancellor to the UA president and Board of Regents.
- It is top-down through the Statewide Academic Council, Chancellor's Cabinet, Research Planning Group, and regular meetings of academic deans with department chairs and institute directors with program directors, as well as faculty principal investigators.
- It is broadly participatory through the establishment, at the beginning of the current chancellor's interim appointment (summer 2008), of a Research Administration Transition Team representing a cross section of UAF and also of Alaska to study research administration at UAF, identify the successes and frustrations, and to develop short-term and long-term recommendations. (3.B.2)

Use of Data in Planning

Certain indicator data have been routinely collected and reported to external constituencies for many years, in various forms. These include annual research expenditures, ratios of non-general fund to general fund revenue, annual lists of peer-reviewed publications, and annual lists of research of significant importance to Alaska (called the ASIA – Areas of Significant Interest to Alaska, in UA in Review). ASIA research includes resource development, marine and ocean science, biological sciences, and arctic health. Importantly, UAF carries more than 90 percent of UA overall [ASIA research expenditures](#) (from UA in Review 2010, p. 119).

Documenting our objectives to exhibit, perform, and publish creative works, as well as to demonstrate leadership in research and artistic expression, is new to this accreditation cycle. Data for these new indicators, recently collected for this process, will be collected in the future using existing Annual Unit Plan and program review processes and used in core theme planning.

[UA in Review](#) is developed by the Statewide Planning and Institutional Research Department using data stored in the UA Decision Support Database (DSD). This system-wide database combines information from UA administrative information systems, such as the historical university database, SIS, and the Banner enterprise management system, to provide relevant, consistent, and comparable trend information.

UA in Review includes data relevant to inform planning for fulfillment of core theme objectives such as annual direct research expenditures. The ratio of non-general fund (NGF) research revenue to general fund (GF) research revenue is a core theme performance metric and is considered a good measure of the return on state-appropriated research funding.

Table 4.12

Research Revenue by Unit				
(in thousands of dollars)	GF	NGF	Total	Ratio of NGF:GF
Alaska Native Language Center		374.4	374.4	
Arctic Region Supercomputing Center	25.0	10,170.4	10,195.4	406.8
College of Liberal Arts	27.0	919.5	946.5	34.1
College of Natural Science and Mathematics	10.7	1,217.5	1,228.3	13.6
Cooperative Extension Service		274.5	274.5	
Geophysical Institute	4,787.4	31,479.6	36,267.0	6.6
Institute of Arctic Biology	3,617.5	16,392.7	20,010.2	4.5
Institute of Northern Engineering	1,670.1	10,851.7	12,521.7	6.5
International Arctic Research Center	1,225.3	9,934.9	11,160.2	8.1
Museum	93.4	279.2	372.6	3.0
School of Fisheries and Ocean Sciences	1,490.0	13,834.1	15,324.1	9.3
School of Natural Resources, Agricultural Sciences	3,987.5	5,801.7	9,789.1	1.5
UAF other	2,398.9	6,882.4	9,281.2	2.9
Total	19,332.6	108,412.6	127,745.2	5.6

Direct research expenditures are another core theme performance metric for which planning is informed via trend analysis of data for receiving channel and fiscal year.

Table 4.13

Direct Research Expenditures by Receiving Channel					
(in thousands of dollars)	FY05	FY06	FY07	FY08	FY09
Federal / direct	89,383.7	92,912.0	92,000.7	85,874.9	82,394.1
Federal / through state	318.5	349.1	961.8	713.9	978.0
Federal / through other	7,650.7	9,163.8	6,382.3	8,885.3	8,829.3
Federal total	97,353.0	102,425.0	99,344.8	95,474.2	92,201.4
State / direct	1,197.3	1,239.7	1,245.4	1,316.4	1,993.6
Private, local, and other / direct	12,117.2	10,256.0	11,993.6	11,233.8	12,321.4
Total	110,667.5	113,920.7	112,583.7	108,024.4	106,516.5

Budget summary information for each school/college/institute is found in each unit's [Annual Unit Plan](#). Data in the AUP tables have been collected over at least the past six years and are regularly used for unit-level planning.

Research expenditures are an indicator of research activity, but the numbers alone do not provide all of the information. In addition, more than two-thirds of UAF's research funding (see UA in Review Table 5.06) is secured via a competitive proposal process. Success in securing competitive grants and contracts from the National Science Foundation, NOAA, NIH, and other federal agencies indicates both high-quality research proposals and strong performance records of UAF researchers.

Planning for the Discover core theme is informed at the departmental level (schools, colleges, and

research institutes) via [Annual Unit Plans \(AUP\)](#) submitted at the end of each fiscal year. AUPs include a detailed analysis of performance metrics that include five-year historical performance, current year performance, and new performance targets set for the following fiscal year for specific measures. These measures are grant-funded research expenditures, indirect-cost recovery, ratio of non-general fund to general fund revenue, and number of grant-funded TA/RA positions (see two examples in section 4.B.1.a below). The AUPs also include a listing of peer-reviewed publications as well as a listing of applied research benefitting Alaska.

Detailed budget information, by unit, may be viewed at the [Financial Services](#) website.

As noted on page 4 of the [UAF Performance Report](#), UAF has set five-year targets and goals for research expenditures.

Table 4.14

Grant-Funded Research Expenditures (Million \$): UAF Proposed Targets and Goals, FY11-FY16									
Target Level	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
High			113	117	114	117	124	135	140
Nominal			112	113	104	105	111	119	121
Low			109	108	99	99	102	107	107
Actual Performance	111.5	110.2	118.0						

As noted on p. 2, Section C of UA's 2010 performance evaluation of UAF

Table 4.15

<p>C: Increased level of competitive research activity.</p> <p><u>Target #1:</u> A target of \$104 million in grant-funded research expenditures in FY12.</p> <p><u>Status #1:</u> Grant-funded research expenditures at UAF totaled \$118 million in FY10, which was a 7 percent increase from FY09, exceeding the target performance level set for FY10 by \$9 million.</p>	<p>C1: Increased research activities in areas of importance to the state of Alaska.</p> <p><u>Target #1:</u> A target for new research expenditures in areas of importance to the state of Alaska in FY12 of \$86.1 million.</p> <p><u>Status #1:</u> UAF had research expenditures in areas of importance to the state of Alaska in FY10 totaling \$83.2 million, which was a near 6 percent (\$4 million) increase from FY09.</p> <p><u>Target #2:</u> A target of \$17.8 million in restricted research expenditures at the Institute of Arctic Biology (IAB) in FY12.</p> <p><u>Status #2:</u> The \$18.4 million in restricted research expenditures at the Institute of Arctic Biology (IAB) in FY10 was 2 percent (\$.3 million) increase from the FY09 performance level, although below the target level set for FY10 of \$19.5 million.</p> <p><u>Target #3:</u> A target of 450 enrolled PhD students in FY12.</p> <p><u>Status #3:</u> UAF enrolled 389 students in doctoral programs in FY10, which was a near 8 percent (28 students) increase from FY09, and exceeded the performance target set for FY10 of 350 students.</p>
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Data for the new theme indicators (exhibit, perform, publish creative works, and demonstrate leadership...) are recently collected for this purpose, and will be routinely collected to inform planning for the future. (3.B.3)

Assessment

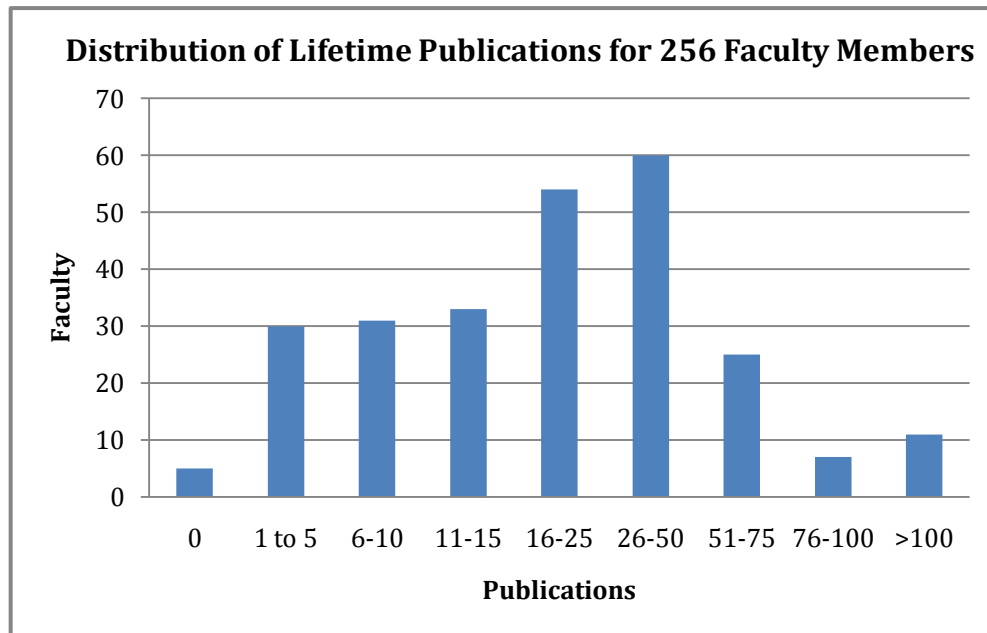
Assessment of the Discover theme is based on the four objectives and eight indicators outlined below.

Objective: Conduct and disseminate basic and applied research

Indicator: Faculty publish peer-reviewed journal articles, book chapters, and books.

The most recently collected lists of peer-reviewed publications are for 2007 and 2008; see the rationale in Chapter 1. Table 3.08 in [UA in Review](#) (see page 87; UAF UNAC regular faculty nine-month) provides the number of faculty with a research workload as 537 in 2007 and 542 in 2008. Faculty publications numbered 607 in 2007 and 773 in 2008 (see Faculty Peer-Reviewed Publications for 2007 and 2008 in [Exhibits](#)). This was a publication rate of 1.13/FTE in 2007 and 1.43/FTE in 2008, thus warranting a Likert score of 4 in the mission fulfillment rubric.

Faculty were asked to report the number of lifetime publications. A total of 256 faculty members (47 percent of UNAC faculty – those with research workloads) reported 8,113 lifetime publications. The graph below provides the distribution of lifetime publications for these faculty members.



Indicator: Faculty conduct externally funded research at a rate comparable to peer research institutions.

Total research expenditures in thousands of dollars are summarized annually in [Table 5.07 UA in Review](#) (see page 122) and below. To demonstrate the effectiveness of faculty in securing research funding, the table below also provides the ratio of research expenditures per UNAC faculty (those with any research workload) in thousands of dollars using faculty numbers from Table 3.08 in [UA in Review](#).

Table 4.16

Research Expenditures per Faculty Member FY06-FY10					
	FY06	FY07	FY08	FY09	FY10
Expenditures	115,270.1	115,004.4	111,476.3	110,170.3	118,029.8
Faculty	504.0	537.0	542.0	540.0	543.0
Exp./Faculty	228.7	214.2	205.7	204.0	217.4

The five-year average total research expenditure is \$114 million and the average expenditure per faculty member with research workload is \$214,000. This figure surpasses the \$200,000 expectation category in the mission fulfillment rubric.

In 2010, UA Statewide conducted a comparison of UAF research expenditures per full-time faculty (not just research faculty) to peer institutions (see UA Main Campus Peer Comparisons in [Exhibits](#)). That report found that peer institution research expenditures per faculty member were in the \$90,000 to \$100,000 range, while UAF values were in the \$195,000 to \$223,000 range.

Comparing externally funded research revenue as a percentage of total revenue provides another perspective on the financial impact of externally funded research. Financial Services provided the revenue summary below using NCHEMS (National Center for Higher Education Management Systems) data; total revenue includes research funded by federal stimulus (ARRA) and state capital funds as shown in the 2010 fall financial review. This table demonstrates that externally funded research revenues exceeded 25 percent of total revenues from FY06 through FY10.

Table 4.17

Externally Funded Research Revenues as a Proportion of Total Revenues					
	FY06	FY07	FY08	FY09	FY10
Externally funded research	91,271.9	91,587.6	87,607.0	87,509.8	94,942.7
Total UAF revenues	308,822.0	328,253.9	332,619.5	343,778.4	367,517.4
Percent of externally funded research	30.0	28.0	26.0	25.0	26.0

NCHEMS fund types F2 and FE. In the 2010 fall financial review fund types FA, FR and 91 are included but auxiliary, capital improvement projects and interagency transfers are not.

Indicator: Faculty conduct research in areas of significant interest to Alaska.

Direct research expenditures in areas of significant interest to Alaska for FY06–FY10 are compiled in [UA in Review Table 5.08](#) (see page 123) and presented below in thousands of dollars.

Table 4.18

Research in Areas of Significant Interest to Alaska as a Proportion of Research Funding					
	FY06	FY07	FY08	FY09	FY10
ASIA expenditures	89,850.5	89,404.4	84,801.2	78,864.3	83,239.3
Percentage of total funded research	77.9	77.7	76.1	71.6	70.5

Summary: Faculty with a research workload published on average more than one publication per FTE in 2007 and 2008. The average faculty member with a research workload spends \$214,000 in externally funded research annually. Externally funded research as a percentage of total revenues exceeded 25 percent in each year from FY06 through FY10. Finally, direct research expenditures in areas of significant importance to Alaska (ASIA) exceeded 70 percent of all funded research in each year from FY06 through FY10; a Likert score of 4 is achieved in the mission fulfillment rubric. These indicators demonstrate that UAF clearly fulfills the objective to conduct and disseminate basic and applied research, including an emphasis on the North and its peoples.

Objective: Exhibit and perform creative works

Indicator: Faculty perform and exhibit at the state, national, and international level.

A listing of faculty performances and exhibitions for calendar years 2007, 2008, and 2009 is provided (see Faculty Performances and Exhibitions in [Exhibits](#)). The table below summarizes this information for this indicator.

Table 4.19

Creative Performances and Exhibitions per FTE Faculty 2007 – 2009					
		2007	2008	2009	3-year average
Works of Creative Scholarship		103	85	85	91.0
FTE faculty*		36	36	36	36
Ratio of Works/FTE		2.86	2.36	2.36	2.53
International	Solo	10	11	8	9.7
	Group	4	3	6	4.3
National	Solo	27	21	22	23.3
	Group	18	16	10	14.6
State	Solo	32	22	32	28.7
	Group	12	11	7	10.0

*Faculty in music, art, theater, film, journalism (documentary film), English (poetry)

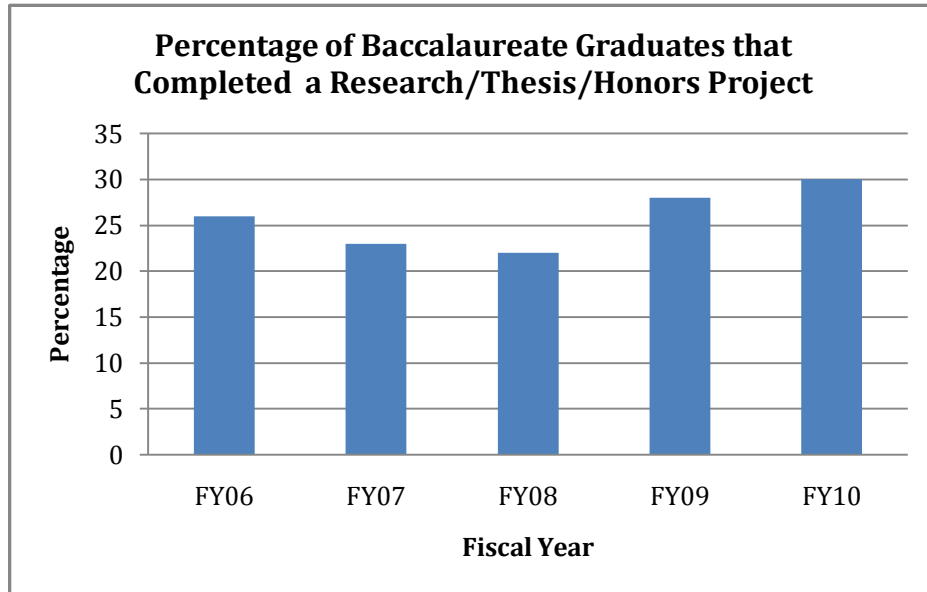
The 2.53 performances and exhibitions per faculty FTE in fine and performing arts surpass the mission expectation level of 1.25 in the mission fulfillment rubric.

Objective: Engage graduate and baccalaureate students in research, scholarship, and creative activity

Indicator: Baccalaureate students complete a research course or project.

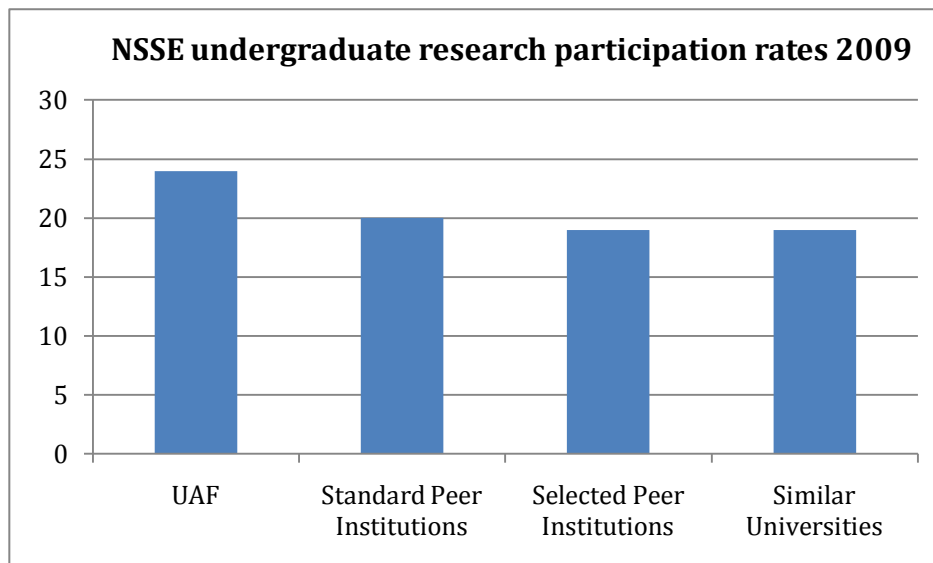
Undergraduate research and scholarly activity are conducted across the university as both curricular and extracurricular activity. A senior thesis is a degree requirement for several academic programs and remains an attractive skill-building elective for others. Many students participate in undergraduate 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 final report of the Undergraduate Research Committee in December 2010 summarizes student engagement and makes recommendations for improvement (See Undergraduate Research Committee Report in [Exhibits](#)).

Each year, the Center for Research Services (CRS) provides grants to undergraduate students to conduct research projects. Prior to receiving an award, all students funded under this program must complete responsible conduct in research training. Each successful applicant must also participate in the annual Undergraduate Research Symposium. *Frontiers*, an annual UAF CRS publication, outlines several of these accomplishments each spring.



See Undergraduate Research Course List in [Exhibits](#).

In 2009, 874 senior baccalaureate students were asked to complete the National Survey of Student Engagement (NSSE); 288 (33 percent) responded. Sixty-nine respondents (24 percent) answered affirmatively to the question “Work on a research project with a faculty member outside of course or program?” While the NSSE was also implemented in 2007, that survey was sent to a sample of all students, including those seeking associate degrees and certificates, so the results are not comparable to the 2009 sample of baccalaureate students. As the graph below illustrates, UAF undergraduate research engagement outside of course or program percentages compares well with peer institutions and similar universities.



Indicator: Students produce independently reviewed research and creative products.

During calendar year 2009, undergraduate and graduate students produced 226 independently (external to UAF) reviewed research and creative products (including articles and other publications, and juried shows and performances see Graduate and Undergraduate Independently Reviewed Research and Creative Products in [Exhibits](#)). Undergraduates were involved in 15 of these products; three involved two

undergraduates.

The National Research Council's (NRC, 2010) [A Data-Based Assessment of Research-Doctorate Programs in the United States](#) (revised version) provides an external assessment of UAF's PhD programs. The table below summarizes the [NRC's 2011 updated assessment](#), which is based on a 5th to 95th percentile range of two ranking systems: regression-based or R-based and survey-based or S-based. UAF's programs ranked somewhere between the middle and about 3/4 of the way down in each of their categories. The highest rankings were for biosciences and geophysics; anthropology ranked relatively high on the S scale, but not as high on the R scale.

Table 4.20

National Research Council's Assessment of UAF Doctoral Programs					
	Number of Programs in Field	R Ranking: 5 th Percentile	R Ranking: 95 th Percentile	S Ranking: 5 th Percentile	S Ranking: 95 th Percentile
Anthropology	82	68	81	17	50
Biochemistry/molecular biology	158	123	150	80	143
Biosciences	94	48	72	26	66
Fisheries	61	36	52	25	56
Geology	142	48	107	46	97
Geophysics	142	38	97	24	79
Oceanography	50	25	47	19	48
Physics	162	105	149	80	143

Not all of UAF's PhD programs were eligible to participate in the NRC study; more than five graduates in the review period (2001–2005) were required. Some programs (engineering, atmospheric sciences, marine biology, and environmental chemistry) were fairly new in 2005 and had few graduates, so they were not considered. These programs have grown along with PhD program enrollment, which has increased by 120 students since 2005. If the review were repeated today, atmospheric sciences (five graduates in five years), engineering (15 graduates), and marine biology (five graduates) would be included, and environmental chemistry (four graduates) would be close. Space physics and mathematics also did not have enough graduates for the NRC study in the 2000–2005 period. Space physics had three in 2006–2010 and math had two. Programs in natural resource management and sustainability, indigenous studies, and psychology were established after 2005.

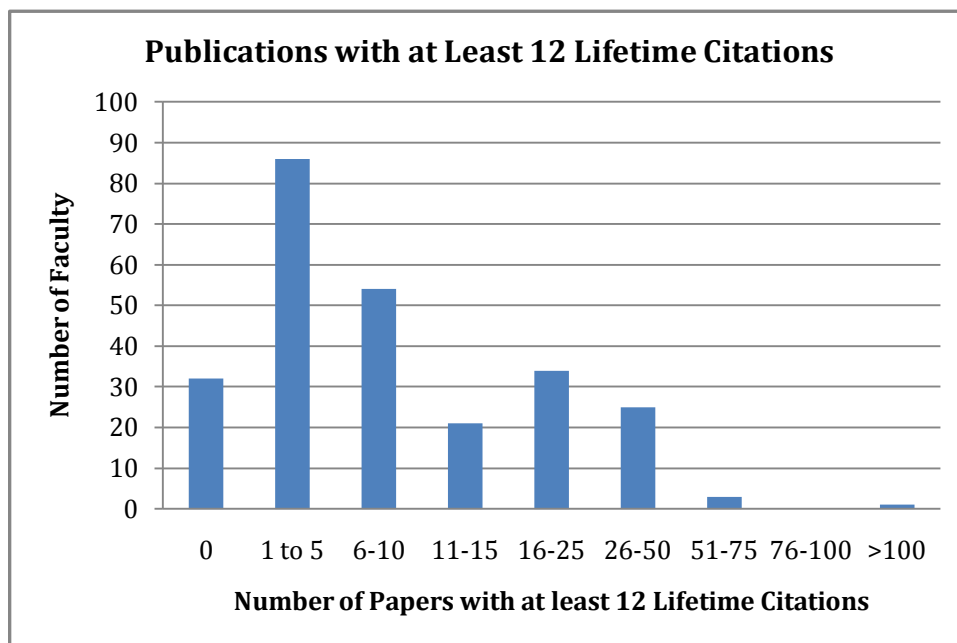
Summary: The percentage of graduating baccalaureate students who have completed some undergraduate research exceeds 22 percent each year from FY06 through FY10. Undergraduate and graduate students actively publish the results of their research and exhibit their creative products with 226 recorded publications or products in calendar year 2009. These results demonstrate that UAF is meeting its objective to engage graduate and baccalaureate students in research, scholarship, and creative activity.

Objective: Demonstrate leadership in research and artistic expression

Indicator: Faculty with a research workload report one or more peer-reviewed publications with at least 12 lifetime citations.

The number of faculty publications with at least 12 lifetime citations was compiled on a voluntary basis from current faculty for calendar year 2009; 256 faculty members reported citation summaries (72 percent of UNAC faculty, those with research workloads, reported). A total of 8,113 publications were reported, with 157,880 lifetime citations. In calendar year 2009, 224 faculty members (41.3 percent of the 542 faculty with a research workload in 2008) reported at least one paper with more than 12 lifetime citations,

and 2,860 publications had at least 12 citations; 32 reported 0 publications with at least 12 citations. Because 41.3 percent exceeds the 25 percent criterion in the mission fulfillment rubric, we surpass mission expectation on this indicator. The graph below provides the distribution of the number of faculty with the count of papers that have at least 12 lifetime citations.

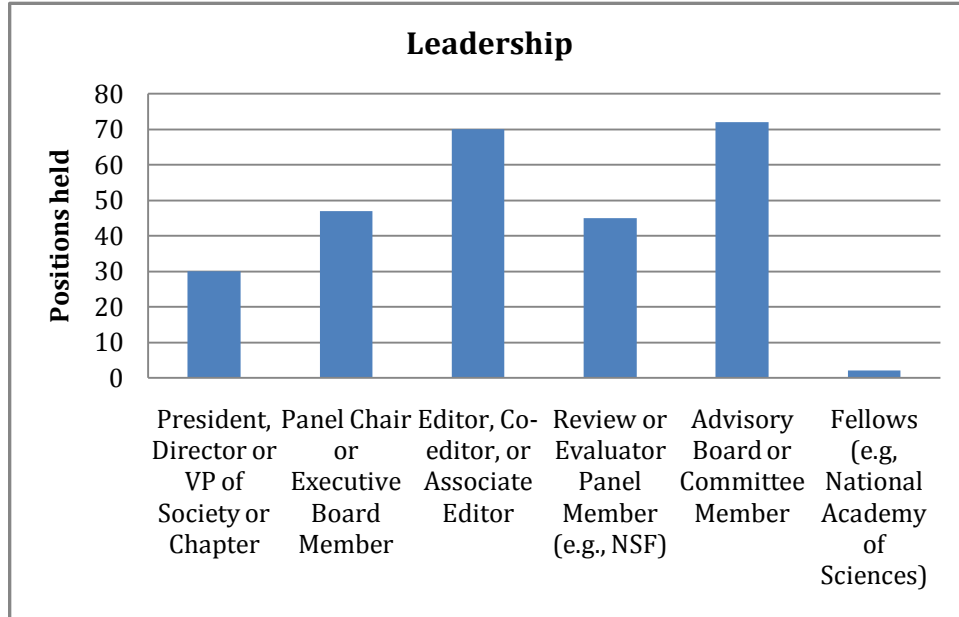


The study of the natural and physical sciences, especially areas related to climate research in polar areas, is an area of excellence at UAF, as evidenced by publications and faculty citations. The faculty members with exceptional citation counts are mainly involved in arctic climate research: F.S. Chapin (IAB/CNSM, 26,971 citations), D. McGuire (IAB/CNSM, 5,013 citations), L. Duffy (IAB/CNSM, 4,372 citations), J. Walsh (IARC, over 4,421 citations), and D. Walker (2,526 citations).

Thomson Reuters conducted an external assessment of UAF's scholarly productivity in a Research Performance Comparisons Report in fall 2010 (see Thomson Reuters Report in [Exhibits](#)). This report summarized Web of Science publications and citations and compared UAF to three institutions considered to be our peers: the University of Montana, Oregon State University, and the University of Idaho. The report illustrates an almost four-fold increase in the number of Web of Science documents originating from UAF since 1980. This increase began around 1990 and accelerated around 2000. UAF compared favorably to the selected peers, especially in the growth of publications. Geosciences were identified as an area of particular strength for UAF in this report.

Indicator: Faculty members hold national and international leadership positions.

Leadership positions (285) were reported by 201 faculty members in FY10 (see Faculty Leadership Positions in [Exhibits](#)). Of these, 30 faculty members were presidents, vice presidents, directors, or vice directors of national or international societies or boards. Forty-seven faculty members served as chair, treasurer, council leader, or organizer of a national or international program committee of a local, national, or international chapter of a society. Other examples of leadership include being a member of a board, a national or international panel reviewer, or an editor of a journal. With 659 faculty members in FY11, these 201 faculty demonstrating leadership constitute 30.5 percent of the faculty. This information was collected through a special request to all units this year but will be collected in existing Annual Unit Plan or program review processes in the future. Data are summarized on the graph below.



Some examples of faculty with international leadership roles include: president, Association for Women in Science (E. Sparrow); director and CEO, [Project Gutenberg Literary Archive Foundation](#) (G. Newby); and very active participation of faculty in SEARCH program ([Study of Environmental Arctic Change](#), one of the leading US programs in arctic research, recognized throughout the world), chair H. Eicken, board members J. Walsh and L. Hinzman.

Some examples of faculty with national leadership roles include: president-elect, Ecological Society of America (F.S. Chapin III); vice president, American Society for Circumpolar Health (A. Bult-Ito); president of Board of Directors, National Association of Social Workers (L. Demientieff).

Some examples of faculty with state leadership roles include: director, Alaska Miners Association (R. Ganguli); president-elect, American Fisheries Society, Alaska Chapter (M. Wipfli); president, American Society for Microbiology Alaska Branch (M.B. Leigh); president, Alaska Chapter of the Wildlife Society (K. Hundertmark).

Summary: Publications by faculty members are highly cited, and a significant proportion of faculty members hold international, national, and state leadership positions. UAF is demonstrating leadership in research and artistic expression, so this objective is being fulfilled.

Fulfilling the Discover Theme

The indicator information provided above clearly shows that UAF is meeting its objectives with regard to the Discover theme. Evidence presented above for numbers of publications and research expenditures, numbers of creative performances, numbers of citations of peer-reviewed journal publications, and demonstrated leadership at the international, national, and state levels clearly indicate that our faculty are involved in research, scholarship, and creative activity including an emphasis on the North and its people. In addition, our graduating baccalaureate students are actively engaged in research, and our graduate students actively publish and exhibit the results of their research.

Improvement

Much of the indicator data for the Discover theme has routinely been collected for the past five years. These data include numbers of peer-reviewed journal publications, book chapters and books, research expenditures by year, and the percentage of graduating baccalaureate students engaged in research.

Total numbers of peer-reviewed journal publications increased from 1.13/FTE research faculty in CY07 to 1.29/FTE research faculty in CY08. Total research expenditures increased from FY08 to FY10, reaching their highest level for the past five years in FY10. Total externally funded research as a percentage of total UAF revenue has remained above 25 percent for the past three years (FY08–FY10) and increased from 25 percent in FY09 to 26 percent in FY10. Direct research expenditures in areas of significant interest to Alaska (ASIA) have remained above 70 percent of all funded research for the last five years, although the total percentage has decreased overall during the reporting period.

Undergraduate research has increased from 26 percent of graduating baccalaureate students in FY06 to 30 percent of these students in FY10, and there has been a marked increase over the past three years from 22 percent of baccalaureate students in FY08 to the 30 percent total reported in FY10.

Other indicators are new and data have been collected covering the last year or two. These indicators include the numbers of creative exhibitions and performances, lists of faculty with national or international recognition, and lists of peer-reviewed faculty publications and their numbers of citations. This current summary will serve as a baseline for these indicators in future years.

Results of core theme assessments and results of assessments of programs and services are:

As part of the Annual Unit Plan, each unit submits an annual list of publications and also a list of applied research projects benefitting the state of Alaska. All FY11 data are available online.

Three exemplar results derived from vertically integrated planning for Discover and based on core theme assessments and assessments of programs and services:

Emphasis on scholarship, research on the North, and people of the North – Doctoral programs require UA Board of Regents approval and UA Statewide support to secure necessary resources to ensure initial success. Planning for and implementation of UAF’s newest PhD program, in indigenous studies, and the joint PhD program in clinical-community psychology, were direct results of deliberate efforts to achieve UAF Strategic Plan 2010, research and scholarship strategic pathway. The specific goals were to increase research programs that address the Arctic and its indigenous people, to expand applied and collaborative research activities, and to document and disseminate indigenous knowledge.

The Discover core theme is interrelated with the Educate core theme objectives. Undergraduate research opportunities are widely available as non-thesis projects (-98 course designator), thesis research (-99 course designator), or as extracurricular research (e.g., student assistant on a sponsored project, or via student honor societies such as Psi Chi). The Carnegie Foundation for the Advancement of Teaching classifies UAF’s graduate instructional program as doctoral, STEM dominant.

Emphasis on scholarship and research on the North – Interdisciplinary research programs require cross-disciplinary collaboration and the central coordination of a vice chancellor for research to provide an appropriate planning forum and to advise on implementation strategy. The Resilience and Adaptation Program, initiated with funding from the National Science Foundation, received general fund support for continuation of the graduate studies program in sustainability science. This was a direct result of deliberate efforts to achieve the first recommendation of the Vision Task Force 2017: to create a research and scholarship consortium that focuses on scientific and societal issues associated with a rapidly changing climate.

As research has expanded in breadth and complexity, the need for research space has also grown. In response, a new 59,000-square-foot facility, the [West Ridge Research Building \(WRRB\)](#) was completed in fall 2003 to provide lab, classroom, and office space. The labs feature equipment purchased through National Institutes of Health grants. In March 2011, ground was broken for construction of the new [Life Sciences Classroom and Laboratory Facility](#), with an estimated completion in late 2013 or early 2014.

Research emphasis on people of the North – Large-scale biomedical/biobehavioral research (e.g., Center for Alaska Native Health Research - CANHR) required collaboration among colleges and schools along with the research institutes and state and federal agencies. Such efforts are consistent with Vision 2017 goals to focus on research for healthy communities, public and mental health, and economic development demographics. CANHR was established in 2000 by a grant from the National Institutes of Health and was expanded with a second five-year grant in 2007. Planning is underway for the third expansion via the [Arctic Health CANHR Health Research Clinic](#).

As noted earlier, information on some indicators has routinely been collected for at least five years. Data for the objectives (“exhibit, perform and publish creative works” and “demonstrate leadership...”) are newly collected for this purpose but will be regularly collected and integrated into theme assessment processes.

Data about institutional performance metrics are gathered by [Planning, Analysis and Institutional Research \(PAIR\)](#) and provided to the units. The unit reviews performance data for the current year, as well as for the previous five fiscal years, to identify both positive and negative trends, evaluate whether unit targets were achieved, and discuss why a target may not have been met. Performance data provided and reviewed for the core theme of Discover include: grant-funded research expenditures, indirect cost recovery, non-general fund revenue, ratio of non-general fund revenue to general fund revenue, and numbers of supported TA/RA positions. Two examples are provided below, one from an academic unit and one from a research unit.

Table 4.21

Example 1: College of Liberal Arts								
Performance Metric: DISCOVER	FY06	FY07	FY08	FY09	FY10	FY11 target	FY11 result	FY12 target
Grant-funded research expenditures	1,372	969	1,392	1,749	1,791	1,950	1,850	1,950
Indirect-cost recovery	379	238	340	455	485	490	490	500
Non-general (NGF) revenue	1,005	731	1,052	1,294	1,235	1,250	1,250	1,275
Ratio of NGF revenue to GF revenue	12	26	36	48	46			
TA/RA positions	71	77	77	76	88	90	90	90
Grant-funded RA positions	n/a	n/a	13	15	19	20	22	25

Table 4.22

Example 2: Geophysical Institute								
Performance Metric: DISCOVER	FY05	FY06	FY07	FY08	FY09	FY10 target	FY10 result	FY11 target
Grant-funded research expenditures	28,900	28,006	27,138	28,161	31,778	31,000	32,732	33,714
Indirect-cost recovery	8,002	7,770	7,430	7,443	7,169		7,384	7,606
Non-general (NGF) revenue	27,445	27,155	28,232	29,108	34,102		32,334	33,314
Ratio of NGF revenue to GF revenue	6.7	6.1	5.6	6.1	6.6		6.6	6.6
TA/RA positions	79	68	58	56	54	59	66	72

In the AUP, each unit presents an annual progress report of major accomplishments in research, detailing the strategies implemented that year to achieve performance targets and discusses the end results of those strategies. Of particular importance is a reflection on those key unit strategies implemented over the prior year that did not return expected results. Units identify strategies most critical for their unit success or those strategies that are in need of additional resources in order to make them successful. Each AUP concludes with a specific plan for the subsequent fiscal year identifying end results desired and specifying the strategies that will be implemented to achieve those end results. The plan identifies the top three

challenges for the next fiscal year ensuring that each is directly tied to the unit's budget request. Long-range planning is included as an ongoing process, specifying the unit's unmet needs and identifying the unit's space needs and major capital investment priorities. Three examples are provided below:

1. The [School of Education's \(SOE\) AUP](#) states (p. 19):
Challenge 2: Simultaneously increase enrollment, increase faculty research productivity, increase grant activity, while maintaining program quality....
2. The [Institute of Arctic Biology's AUP](#) states (p. 66):
Challenge 1: Secure funding for Life Science Building to allow continued growth and efficiencies of our programs in biomedical and health sciences and climate change research.
Challenge 2. Recruit the best candidates to fill the current and anticipated faculty vacancies.
3. The [International Arctic Research Center's \(IARC\) AUP](#) states (p. 28):
Challenge 3. We must develop new features of IARC that will cement our role in national and international research. We believe the new data center will place IARC in a central service role to many programs. We hope to secure the Secretariat of one or two major arctic research programs. We believe playing a leadership role in SEARCH and ISAC will help secure IARC's future and bring greater prominence to UAF.

Core theme planning data, ongoing and historical, are readily available on the web and shared with deans and directors for distribution to faculty, staff, and advisory councils. Statewide Planning and Budget (SWPB) 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](#) offers a broad array of decision support services to all units of the university 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.

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. Student data are extracted from the Banner student module about four weeks after the end of classes. Human resource information is based on the federal fall reporting data extracted on Oct. 1 each year.

Each academic unit is responsible for entering and maintaining data for the organization. Each unit (i.e., individual school, college, and research institute) prepares and submits the Annual Unit Plan (AUP) to the UAF planner and to the provost after the end of each fiscal year, usually in August. Most units also post their AUP on their unit web page. The information collected in AUPs is used in a variety of required reports, including institutional accreditation reporting, Performance-Based Budgeting, Alaska Budget System, Missions and Measures, and the annual operating and management reviews.

Important public constituencies include current and future donors, alumni and emeriti, friends and families of students, and the general public. Several publications are regularly produced to communicate the research mission to this broader public.

The [Chancellor's Report](#) highlights a broad range of achievements, including those in research. It provides progress reports and status updates on works in progress such as construction of the Life Sciences Facility.

[Frontiers: Research at America's Arctic University](#), published and distributed annually by the Center for Research Services, disseminates information about research and its applications.

Almost every research institute and school/college has a unit-specific publication that presents research to target constituencies. One example is UA's oldest magazine, [Agroborealis](#), founded in 1969. It is published by the School of Natural Resources and Agricultural Sciences to engage readers in agriculture,

soils, geography, forest sciences, and natural resources research conducted at UAF. *Agroborealis* explores issues such as food security, climate change, economic and community resilience, wildlife management, and energy production.

While all print works have regularly been gathered and reported with faculty publications as part of the Annual Unit Plan process, enumerating works of creative scholarship is a new indicator. The data have only been gathered since 2008 and summarized for program review and NWCCU accreditation. The College of Liberal Arts Chairs' Council decided in December 2010 to make this part of the Annual Unit Plan report beginning with the FY12 AUP in August 2011. In order not to complicate the UA System Missions and Measures reporting process, publications will be reported in two separate files: 1) print publications (as is done now) and 2) works of creative scholarship, sorted by indicator categories of solo/group and state/national/international. (4.B.1)

Prepare: Alaska's Career, Technical, and Professional Workforce

Core Theme Planning

The University of Alaska is the primary workforce preparation institution in the state. The UA System, UAF, the state, and industry have worked together to plan, assess, and implement UAF's role in workforce preparation. In this section, planning at the UA System level, the UAF level, and collaborative work with the state and industry are addressed.

UA System

The [UA Strategic Plan 2009](#) emphasizes workforce development under the Student Success goal. The plan identifies "Continue placing students in good jobs" as an objective, to be achieved by providing students with the education needed to qualify for positions.

The UA [Academic Master Plan](#), which sets the system academic priorities through 2015, extensively supports the Prepare theme through the following goals:

- Develop and enhance programs to respond to state needs.
- Educate teachers for the PK-12 school system across Alaska.
- Meet the demands for technical and workforce training in Alaska.
- Train engineers in Alaska to build the infrastructure and development of the state.
- Increase the number of healthcare professionals trained by UA.

University of Alaska Fairbanks

Developed in 2006, the [UAF Strategic Plan](#) prescribes UAF's pathways and goals through 2010. It includes an Enrollment and Retention pathway with the following goal: Increase enrollment with an emphasis in selected areas such as programs of distinction and high demand job areas.

Developed in 2007, UAF's [Academic Development Plan](#) emphasizes workforce development through the following concept under Economic and Workforce Development: Produce graduates who are job-ready in areas of high employer demand, and conduct training and research applied to the development, planning, and management activities of the state.

The UAF [Vision 2017 Plan](#) actively reinforces the planning theme in several objectives, particularly in Recommendation One under Teaching and Learning for Student Success: Develop and utilize relevant university business partnerships at all levels, with an emphasis on meeting Alaska's needs in high-growth, high-demand occupations.

State of Alaska/UA Collaboration

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. Appendix E states: Preparing a qualified workforce is one of the most important missions of the University of Alaska. In that appendix, UA established a three-tier approach for meeting Alaska's workforce needs:

- Pre-college programs connect youth with career pathways and help them prepare for academic rigors.
- Academic certificate and degree programs prepare students for careers.

- Professional development courses provide continuing education to Alaska’s workforce.

UA’s [Workforce Development](#) and training efforts are jointly led by UA Workforce Programs and UA Corporate Programs (UACP). Workforce Programs works on a statewide level to anticipate the workforce needs of Alaska business and industry, and then engages industry partners and UA programs to meet those needs.

Those responsible for workforce and professional education include the provost; executive dean of the College of Rural and Community Development and vice chancellor for rural, community and Native education; the deans of the Community and Technical College, the School of Education, the School of Management, and the College and Engineering and Mines; the directors of the community campuses; and the faculty in these areas. Information to help them analyze, evaluate, and plan comes from a variety of sources including Planning, Analysis and Institutional Research and student learning outcomes assessment.

The data used in Prepare theme planning are systematically collected to ensure consistency. Data from a variety of sources, including the Banner system, are collected regularly to ensure accuracy and validity. This information is made publicly available in the annual [UA in Review](#) to provide evidence that UAF goals and intended outcomes are achieved as outlined in the plans listed above. In addition, UAF’s Planning, Analysis and Institutional Research provides information useful to planning and assessing the Prepare theme. Annual unit plans, operational review and program review all summarize information related to this theme and provide useful planning information and direction.

Annual Unit Plans include articulation of each unit’s mission and core services, progress reports on major accomplishments for the current year, and long range planning. The Annual Unit Plans are submitted at the end of each fiscal year, and supporting data are collected and reported annually by the university planner, PAIR, and the provost. Metrics of interest for this section include high-demand job academic awards and high-demand job majors for the past five years. These data are used in preparing the Annual Unit Plans as well as most other planning activities throughout the institution.

The Annual Unit Plans play a significant role in the budget planning and Performance-Based Budgeting internal resource reallocation processes. New and changing program initiatives are addressed and justified in the Annual Unit Plan for each campus as an entry point to formal budget requests each year.

Assessment

Although not addressed in the indicators below, an important part of Prepare is the physical infrastructure needed to successfully deliver the education to prepare students for jobs in Alaska and update their skills. According to the [master planning documents](#), which speak to the physical infrastructure, UAF has more than enough classrooms, teaching labs and supporting infrastructure to provide the required education with a “surplus” of over 13,000 square feet. However, challenges do exist regarding the distribution of such classrooms in terms of size and location. For example, the Fairbanks campus master plan indicates a need for increased library and study space. Nearly all of the underutilized teaching space is in small classrooms that seat fewer than 20 students. As UAF’s enrollment has grown over the past several years, there is a developing shortage of classrooms, especially those that seat more than 40-50 students. Leased space is commonly used to meet the specialized needs of certificate and applied associate programs offered by the Community and Technical College, as illustrated in chapter 2. The [UA Engineering Plan 2010](#) by Ira Fink and Associates, Inc. describes the space needs of UAF’s engineering programs because of the intended and realized large increase in student numbers in those programs; that report documents a space deficit of 25,835 assignable square feet for these programs.

Objective: Prepare students for jobs in Alaska

Indicator: Students graduate in Alaska Department of Labor and Workforce Development high-demand job area programs.

From FY06 to FY10, the number of high-demand job graduates increased from 727 to 775 (see table below) yielding a five-year average of 725. Because the number of graduates in these programs is a UA Performance-Based Budgeting metric, targets are set for future years. UAF achieved the 2010 target of 775. A thorough analysis of UAF's performance in producing [high-demand job](#) area graduates is provided in the [UAF Performance Report](#). This information is also publicly distributed via the UA website.

Additional growth in high-demand job area graduates looks promising because majors in these areas increased from 4,008 in FY06 to 4,884 in FY10. In addition, UAF awarded a significant number of occupational endorsements, 28, for the first time in FY10. These occupational endorsements are designed to give students occupational training in a specific field to meet local or state job demands.

Table 4.23

High-Demand Job Program Graduates: Proposed Targets and Actual Performance, FY08-FY16									
Target Level	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
High			775	790	885	915	945	985	1025
Nominal			740	760	820	880	910	940	970
Low			710	685	735	790	820	850	880
Actual Performance	731	652	775						

Table 4.24

High-Demand Job Area Awards by Award Level, FY06-FY10						
	FY06	FY07	FY08	FY09	FY10	5 Year Average
Occupational Endorsement					28	---
Certificate	123	134	153	82	152	129
Associate of Applied Science	132	136	147	125	132	134
Baccalaureate	314	307	279	299	308	301
Post-Baccalaureate Certificate	34	27	25	29	25	28
Master's	117	127	114	101	115	115
Doctoral	7	10	13	16	15	12
Total HD Awards	727	741	731	652	775	725

Source: Banner SI closing Extracts 2006-2010. High-demand job method via DSD_Degrees.

The criterion for meeting mission fulfillment in the mission fulfillment rubric states that “The five-year average number of high-demand job area program graduates [will be] between 650 and 700.” The “surpasses mission fulfillment” criterion requires the five-year average to exceed 750. The 2010 five-year average falls between meeting mission fulfillment and surpassing mission fulfillment criteria for this indicator.

Indicator: Graduates find employment and indicate their program prepared them for employment.

UA contracts with the McDowell Group, Inc. to conduct an annual [UA Graduate Survey](#). The survey is sent to students who receive any type of degree or certificate during summer, fall, and spring semesters

(e.g., summer 2009, winter 2009, or spring 2010). Between one-quarter and one-third of UAF graduates respond to this survey annually. The tables and narrative below summarize the results of this survey with respect to UAF graduates and their employment status.

Table 4.25

Which of the following is currently your primary activity?		
	2009 (n=331)	2010 (n= 349)
Employment (seeking job, or already have job)	62%	61%
Additional graduate or professional study	17	18
Additional undergraduate study	7	4
Starting/raising a family	6	8
Volunteer services	2	1
Military/armed services	1	1
Other	5	5
Don't know	1	1
*Which statement best describes your current employment status		
	2009 (n=331)	2010 (n= 349)
Employed full-time, year-round	37%	41%
Employed part-time, year-round	6	9
Employed full-time, seasonally	7	7
Employed part-time, seasonally	3	3
Unemployed, currently looking for work	9	9
Unemployed, not looking for work	2	3
Other (student, raising family, etc.)	36	30

*Only graduates who selected employment or military/armed services among their post-graduation plans were asked this question. However, the data is based to all respondents in order to show a more complete picture.

Construction, fishing, and tourism industries are examples of common seasonal employment in Alaska.

The UA graduate survey summary also indicates that 82 percent and 83 percent of 2009 and 2010 graduates, respectively, who were employed, were working in Alaska. In 2008 and 2010, 15 percent and 21 percent of those graduates, respectively, had been working in their current job before attending UAF.

A majority of graduates were satisfied or very satisfied with their preparation for their career, as illustrated by the table below, which was summarized from the UA Graduate Survey 2009–2010.

Table 4.26

Percentage of Graduates Satisfied or Very Satisfied with Preparation for Their Career		
Survey Year	2009 (n= 331)	2010 (n = 350)
Percentage	70	69

Indicator: Students pass programmatic state or national exams.

In 2010, 94.8 percent of students who took programmatic state or national certification or qualifying exams (568 out of 599) passed those tests (see Table 4.27 below). In most test categories, a larger percentage than the national average passed, and two-thirds of the tests reported 100 percent pass rates. Graduates of some engineering areas (e.g., petroleum) do not need to pass the Fundamentals of Engineering Exam to find gainful employment; this negatively impacts their motivation to prepare for this exam.

Table 4.27

Student Outcomes on Programmatic State or National Exams That Report Pass Rates			
Academic Program	Full Name of Test Administered	Number of Students Completing Test	Number of Students Passing Test (Percentage)
Civil Engineering	Fundamentals of Engineering – Civil	15	10 (67%, national rate =74%)
Civil Engineering	Fundamentals of Engineering – General	2	2 (100%, national=66%)
Elec & Computer Eng	Fundamentals of Engineering – Electrical	9	9 (100%, national=66%)
Geological Engineering	Fundamentals of Engineering – General	3	1 (33%, national=66%)
Mechanical Engineering	Fundamentals of Engineering – Mechanical	2	2 (100%, national=66%)
Mechanical Engineering	Fundamentals of Engineering – General	20	16 (80%, national=66%)
Mining Engineering	Fundamentals of Engineering – General	3	2 (67%, national=66%)
Petroleum Engineering	Fundamentals of Engineering – General	19	8 (42%, national=66%)
Aviation Maintenance	FAA Airframe mechanic written exam	9	9 (100%)
	FAA Powerplant mechanic written	9	9 (100%)
	FAA General mechanic written	11	11 (100%)
	FAA Mechanic Oral and Practical	21	21 (100%)
Professional Piloting	FAA Private Pilot written	21	21 (100%)
	FAA Commercial Pilot written	2	2 (100%)
	FAA Instrument Pilot written	5	5 (100%)
Paralegal Studies	Certified Paralegal exam	4	4 (100%)
Nurse Aide	Certified Nurse Aide exam	132	127 (96%)
	Personal Care Attendant	16	15 (94%)
Medical Assistant	Certified Medical Assistant Exam	9	9 (100%)
Dental Hygiene	National Board Dental Hygiene exam	6	6 (100%)
	WREB Clinical Board	6	6 (100%)
	WREB Anesthesia Board exam	6	6 (2 on second try; 100%)
Emergency Services	Alaska Emergency Medical Tech I	108	108 (100%)
	Alaska Emergency Medical Tech II	7	7 (100%)
	National Paramedic exam	9	9 (100%)
	Firefighter I	21	21 (100%)
	Firefighter II	22	22 (100%)
	Rapid Intervention (Firefighter III)	10	10 (100%)
School of Education	Praxis I	39	38 (97%)
	Praxis II	53	52 (98%)

This indicator exceeds the criterion for mission fulfillment, which calls for “At least three-quarters of the programs with state and national exams for certification [to] have pass rates of 80 percent or higher.” Twenty-six of 30 (86.7 percent) programs had pass rates of 80 percent or higher. Thus, UAF exceeds mission fulfillment in this category.

The School of Education looked into state legislator concerns that the Praxis was culturally biased. The school found no evidence of such bias. Instead, it found that students, regardless of cultural background, who took their foundation classes but delayed taking Praxis were more likely to fail than students who took Praxis immediately after completing foundation classes.

Summary: UAF graduates are helping to fulfill Alaska’s high-demand job area needs, graduates are satisfied with their job preparation, high proportions of graduates pass certification and licensing exams and find employment, and a respectable proportion of graduates are pursuing further education.

Objective: Provide Alaskans opportunities to update their job skills

Indicator: Professionals complete post-baccalaureate courses to update their job skills.

The table below summarizes the number of classes and credit hours generated by professional development 500-level courses.

Table 4.28

Professional Development Courses and Credit Hours Earned 2006-2010					
	2006	2007	2008	2009	2010
Classes	65	72	72	84	72
Credit Hours	1,430	1,462	1,393	1,541	1,336

Indicator: Vocational rehabilitation students complete courses to update their job skills.

Vocational rehabilitation funding for 2010 was significantly higher than previous years even given the enrollment increase. Increased federal funding resulted in the increased numbers. The table headings include those whose authorization for third party billing comes from the Fairbanks Division of Vocational Rehabilitation (DVR Fairbanks), authorization for billing from other areas of the state (DVR Misc), authorization under Vocational Rehabilitation chapter 31 but using the G.I. Bill if there is also a concurrent disability, and authorization from outside the state (Misc).

Table 4.29

Vocational Rehabilitation Students and Their Funding Sources					
Year	DVR Fairbanks	DVR Misc	Voc Rehab/CH31	Misc	Total
2006	81	3	127	0	21
2007	70	15	97	0	182
2008	71	3	107	5	186
2009	115	10	129	6	160
2010	133	15	126	8	282

(Data supplied by UAF Business Office)

Summary: Community members are taking professional development courses and utilizing vocational rehabilitation funding to update their job skills. The information above suggests that this objective is being fulfilled.

Objective: Help prepare secondary students for postsecondary career pathways

Indicator: High school students complete tech prep programs with school districts and training centers.

The table below summarizes the student course completion headcount for students in tech prep programs for 2006–2010.

Table 4.30

Student Course Completion by Tech Prep Programs and Student Headcount by Year 2006 - 2010				
School District	Year			
	2007	2008	2009	2010
Alaska Gateway School District	0	6	4	5
Alaska Vocational Technical Education Center (AVTEC)	5	0	5	4
Anchorage School District	24	14	23	11
Bristol Bay Borough Schools	8	0	0	0
Cross Regional Courses	0	0	0	20
Delta-Greely School District	15	19	8	5
Denali Borough School District	0	2	0	0
Dillingham City School District	10	45	0	0
Fairbanks North Star Borough Schools	213	168	179	205
Galena City Schools	0	0	12	0
Iditarod Area Schools	0	0	0	3
Kenai Peninsula School District	0	6	0	0
Northwest Arctic Career and Technical Ed Center (NACTEC)	0	9	0	0
North Slope Borough Schools	0	8	0	0
Unalaska City Schools	0	0	0	22
Yukon Flats Schools	0	0	10	18
Yukon-Koyukuk Schools	43	18	0	34
Totals	318	295	241	327

The table below lists the student headcount in tech prep career clusters over the past four years. The State of Alaska [Career and Technical Education Plan](#) identifies 14 [career clusters](#); UAF provided tech prep courses in the eight career clusters identified in the table.

Table 4.31

Tech Prep Student Headcount 2007 - 2010					
Career Cluster	Program Area	Student Enrollment (Unduplicated Count)			
		2007	2008	2009	2010
AC	Construction Trades Technology, Welding, Drafting	57	62	35	104
ANRES	Natural Resource Mgmt	6	2	10	6
BMA	Applied Business	220	160	123	87
ED/T	Alaska Native Dance, Early Childhood Ed	0	17	0	11
IT	Computer Information Technology Systems	0	0	0	45
HSc	Emergency Medical Technology	0	7	16	2
HSe	Health Science	23	29	44	50
TDL	Automotive Technology	12	18	13	22
	Totals	318	295	241	327

Students may request “credit after the fact” for up to three years after completing a tech prep course, providing the courses were approved by the university at the time of completion and this information is [openly shared](#) with students. Therefore, the data on this indicator are dynamic with this summary

conducted in June 2011.

Summary: The number of tech prep agreements and the number of students have remained fairly steady. Numbers are heavily influenced by staffing dedicated to the facilitation of engagement between secondary and postsecondary instructors. Another factor influencing numbers is consistency of data entry, which was discovered to be lacking across the university, given that staff working in this area often have other primary responsibilities. The College of Rural and Community Development has reorganized the staff in the past year so the staff can concentrate on standardizing registrations, coding students, and securing agreements.

Assessing the Assessment

High-demand job graduate numbers are an important productivity measure for the UA System and our Legislature but do not provide a meaningful measure of program quality. Pass rates on professional and technical exams provide a meaningful measure of quality outcomes. The program review process, including the assessment of student learning outcomes, described in the Educate section, provides a thorough periodic evaluation of program effectiveness. Annual operating review provides a holistic and regular assessment of goal attainment.

We had hoped to use credit hour course completion as an indicator in our evaluation of students supported on vocational rehabilitation funding, but the way the information is entered into our student information system did not allow such an analysis. We are looking into revisions in data entry for future iterations of reporting.

In assessing the Prepare objective “Provide Alaskans opportunity to update their job skills,” we identified a number of additional pieces of information that were not obvious prior to assessing the completeness and accuracy of our assessment process. For example, CE 602 is specifically offered to practicing engineers and others working in the field to update their skills related to engineering practices specific to arctic conditions. AFPM 293 updates practicing aviation maintenance professionals with an Inspection Authorization certificate on current regulations and practices in the field. These two classes serve 100+ students annually. Culinary arts, applied business, information technology, and welding are additional areas that provide job update opportunities. In addition, the [UAF Performance Report](#) (see pages 61-62) indicates that about 15 percent of non-degree seeking students are in a “skill builder” category. We will consider these areas for possible inclusion in the next accreditation cycle.

Improvement

UAF performance in preparing students for jobs in Alaska has continued to improve over the past five years (and more) as documented in the UAF Performance Report. High-demand job area (HDJA) degrees, certificates, and occupational endorsements awarded reached 775 in 2010, with notable increases in engineering and health-related fields. As stated in the performance report, the 775 degrees and certificate awards for FY10 equaled the high target set the preceding year.

This is a significant improvement over previous years. High-demand job area graduates totaled 727 in 2006 with a generally consistent upward trend to the 775 graduates in 2010. The number of enrolled majors also continues to increase, increasing 10 percent between 2006 and 2010, from 4,408 to 4,884.

An essential part of the “prepare” process is the retention of students enrolled in high-demand job area programs. There has been a generally increasing trend for the past decade. FY09 retention was 66.5 percent, FY10 was 66.6 percent, and FY11 was 69.2 percent. Improvements were seen in nearly all student subgroups compared with past averages, with the major exception being rural, associate degree-seeking students. Part-time students, associate degree-seeking students, and baccalaureate intended students (who do not meet standards for admission to baccalaureate programs) are retained at much lower rates than full-time baccalaureate-admitted students, whose retention is now about 80 percent.

UAF's goal of increased graduates in the high-demand job areas is stated in the UAF Academic Plan: "Produce graduates who are job-ready in areas of high employer demand, and conduct training and research applied to the development, planning, and management activities of the State." This goal has been met by increasing the variety of degrees and certificates available and increasing enrollment in existing programs. New HDJA programs include dental hygiene, started in FY08, and construction management, started in 2006, with graduates now starting to contribute to the totals. Additional programs started or revitalized in that same time period are also showing improvement.

In 2010, baccalaureate engineering graduates were up more than 50 percent, and health-related awards were up more than 60 percent. Increased graduates in these two areas have been a major goal of the UA System for the past five years.

An additional factor to be considered is that there are a number of programs, especially in CTC/CRCED, that have a significant enrollment but low graduation rates, yet contribute to the workforce in high-demand job areas. Attempts at increasing the retention and thus the graduation rates are being made, but it is sometimes hard to keep the students enrolled in the program when industry hires them away from UAF prior to graduation. Examples of these are found in many of the CTC programs where state or national certification is not a prerequisite for employment, such as culinary, construction management, fire control, diesel and heavy equipment, welding, and automotive technology. This information can be tracked by reviewing PAIR data and program reviews. In culinary, for example, PAIR data shows 50 majors in FY10, yet only three graduates. Another example is diesel/heavy equipment with 24 majors and one graduate, or construction management with 53 majors and six graduates (2010–2011 CTC Program Reviews). Job classifications that require some sort of certification have what might be considered a more "normal" retention rate, comparable to baccalaureate retention rates. For example, dental hygiene had six majors and six graduates. In such programs, it is difficult to obtain employment prior to graduation since completion of the program is necessary to obtain the certification required for employment.

The university earned generally high satisfaction ratings among graduates for the fourth year in a row. Ratings generally matched last year's figures, although the percentage of those "very satisfied" dropped in a few categories, after a bump in 2008. Dissatisfaction was generally very low, accounting for between 3 and 6 percent of respondents in all categories except for career preparation. Satisfaction ratings dropped very slightly when compared to 2007, but were still above or equal to 2006 levels.

Combined "satisfied" and "very satisfied" ratings are generally consistent over the years. The one exception is in career preparation, where satisfaction grew from 60 percent in 2007 to 69 percent in 2010 (UA Graduate Survey).

High proportions of employed graduates were found to be working in Alaska. Health and education graduates were slightly more likely to be employed in Alaska (95 and 93 percent, respectively), while math/science/computer and engineering graduates were slightly less likely (81 and 80 percent, respectively).

The number of Tech Prep agreements has grown from four in 2006 to 13 in 2010. UAF has greatly increased the number of agreements in 2010, providing many more opportunities for students from more communities to continue their training. With the decrease in federal funding in this area, the university is exploring how to streamline career and technical education planning and implementation, including better Banner tracking, streamlined articulation agreements, and exploring new relationships with technical training centers and apprenticeship programs around the state. The goal would be more consistent, comprehensive data tracking as well as more efficient administration.

Information on results of assessments of programs and services is presented to the public and university faculty and staff on a regular basis via a variety of reports including the annual UAF Performance Report and UA in Review. Highlights are included in the *Chancellor's Report* and the *Cornerstone*.

Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge

Core Theme Planning

Providing service at the point of need and developing partnerships to connect traditional and contemporary knowledge in both rural and urban settings are goals stated in the UA Strategic Plan 2009, UAF Vision 2017 Plan, and especially the College of Rural and Community Development (CRCD) [Strategic Plan](#). The growth of sustained cooperation and collaboration is an important objective, not only for the CRCD's rural campuses and the Community and Technical College, but also in the Alaska Native Knowledge Network, the cross cultural studies program, the northern studies interdisciplinary master's program, and the engagement activities of UAF's Cooperative Extension Service, Marine Advisory Program, tech prep, and career and technical education offerings with school districts across the state. Additional evidence of bridging diverse cultures and experiences is seen in student-centered activities such as the Rural Alaska Honors Institute, the Festival of Native Arts, and awarding honorary degrees to elders, or "wisdom bearers," in recent years.

Several commissioned reports, most notably the 2009 [MacTaggart Report](#), underscore the importance of the Connect theme in planning and future resource allocation recommendations. Areas for improvement include annual unit planning for each school and college, performance-based budget allocation of internal resources, and collaborative efforts to improve student preparation for math and science education in both urban and rural secondary schools.

UAF's mission statement emphasizes teaching, research, and service focused on the diverse peoples of Alaska and the circumpolar North. The [Academic Development Plan 2007–2012](#) sets the tone for other planning documents in identifying "... service to rural and Alaska Native peoples" as one of the four elements that distinguish UAF within the UA System and that are "central to the strategic direction of ... America's arctic university." The Academic Development Plan emphasizes linking with K-12 education, community engagement, biomedical, and health outreach related to Alaska's unique environmental lifestyles, fostering the success of Alaska Native students, contributing to the preservation of languages, promoting cultural understanding, and collaborating with Alaska communities to enhance their sustainability.

UAF Strategic Plan 2010 identifies UAF's vision, stipulates core values, and identifies goals for each strategic pathway. The vision positions UAF as the university of choice for Alaska scholars, providing educational services to Native and rural populations, and meeting community needs through collaborations. Core values include sharing assets and resources with Alaska communities through active engagement and feedback to the university. Our strategic pathways lead to improving student success in distance courses, documenting and disseminating indigenous knowledge, increasing the numbers of Alaska Natives in graduate programs, and focusing resources on community and economic development activities.

The goals, actions, and long-term vision for the extended campuses are demonstrated in the [CRCD Strategic Plan 2006–2010](#) and the section of Master Planning Committee works listed under "[Other Campuses](#)." The 2006 plans are scheduled for revision in 2011–2012, by Regents' Policy.

The College of Rural and Community Development (CRCD) is a major contributor to achievement of the Connect theme. UAF's rural campuses are organized under CRCD as are several programs largely relevant to Connect activities (rural development, Alaska Native studies, and tribal management). CRCD's budget requests also aim to carry out a community college mission through important vocational and developmental programs such as early childhood education, construction trades technology, ethnobotany, and rural human services. While CRCD's Department of Developmental Education does not offer degrees, it provides support for student success in all degree programs on all campuses, attempting

to provide that support using culturally appropriate methods.

Access to higher education is provided by five community campuses distributed throughout the rural northern, western, and interior parts of the state. These campuses act as community colleges, providing academic transfer, vocational, and developmental /continuing education programs within and across their regions.

Each campus has an engaged community advisory council that provides feedback on educational and vocational needs for its region. The UAF Community and Technical College campus has identified “community driven education” as its main directive. Every campus has a variation of that theme incorporated into its guiding documents. CRCD’s advisory council helps shape the direction of the college as well, emphasizing service at the point of need, connecting vocational and academic assets to community development and academic programming.

Several UAF units gather and utilize traditional knowledge. The Alaska Native Knowledge Network (ANKN) gathers and makes generally available traditional knowledge that Alaska Natives have acquired over 15,000 years. The Rasmuson Library’s Alaska and Polar Regions Collections include oral histories gathered in Project Jukebox. Another example is the Center for Alaska Native Health Research (CANHR), which partners with a regional health corporation and several small rural villages to develop new knowledge about such things as suicide prevention, obesity, diabetes, and nutritional status using a community-based participative research model. In this approach, community members are involved as partners in determining the research focus, gathering the data, interpreting meaning, and disseminating results.

E-learning efforts are organized under CRCD. The Center for Distance Education (CDE) coordinates individual campus and cross-regional coursework, program, and degree offerings throughout the state. Beyond this, CDE has begun an open learning initiative through which courses are available free over the Internet. While these online courses carry no credit, neither do they carry tuition, so education – if not degrees – is within the reach of all.

The need for sustained, consistent student advising for rural students who could not access the existing or grant-funded temporary advisors, led to a multi-year resource reallocation for each of the campuses outside of Fairbanks. The internal reallocation process of Performance-Based Budgeting has provided student services through funding permanent advising positions.

The nature and character of these planning efforts are different from unit to unit, but the units are internally aligned. Evidence for evaluating this alignment has been a challenge to collect and analyze, as we have only been working under the new accreditation process for two years. Most planning cited in this report was accomplished before the core themes, objectives, and indicators were established. However, UAF has always considered enrollment and degree attainment for rural and Alaska Native students to be a key objective. Recent academic initiatives recognize that while enrollment of Alaska Natives is approaching the proportion of the overall Alaska Native population in the state, Alaska Native degree attainment (particularly baccalaureate and graduate degree attainment) is lower. New programs cater to indigenous perspectives and under-represented populations. Participatory research, such as that being conducted by the CANHR program, has been initiated because of data showing significant health disparities between Alaska Native people and other Alaskans.

Broadly, planning at UAF has always been directed toward meeting the needs of Alaska communities – both urban and rural – and Alaska’s diverse peoples. Future planning efforts can now rely on much more specific information about existing connections with communities and can focus on strengthening these relationships. This theme has been included in various ways in several UAF planning documents, and the theme must be included in future strategic planning.

UAF 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.

Table 4.32 below summarizes the longevity of partnerships (see Partnership Summary in the Exhibits) that support the growing connection between community-driven education and assets the university provides for that connection.

Table 4.32

Partnership Longevity							
Longevity (yrs)	0-3	4-6	7-9	10-12	13-15	>15	TOTAL
Partnerships	17	15	11	11	---	8	62

The duration of the 62 partnerships indicated above ranges from some that have been newly formed this year to a 32-year agreement whereby the city of Bethel and the Kuskokwim Campus together provide extended library hours and programming aimed at K-12 children. A combined effort of the Alaska Department of Fish and Game and the School of Fisheries and Ocean Sciences to provide graduate training related to fisheries management began in 1950.

The 2011 CRCDD Annual Report lists additional collaborations with businesses, Native corporations, regional housing authorities, village councils, and others who support the benefits of educational connections.

Assessment

Objective: Partner with Alaska communities on issues of mutual interest

Indicator: Community partnerships share resources and responsibility and are well distributed geographically.

The purpose, longevity, shared decision making, responsibility, and resources and impact are described for 62 partnerships (See Partnership Summary in Exhibits).

These partnerships represent a good-faith effort of the university to address local concerns and realize a return on investment by these community partners, without which the campuses would not survive. That one-third of the 62 reported partnerships have endured for more than a decade speaks to partner satisfaction and continuing value; the increasing numbers of newer partnerships (0-9 years) suggests that this connection of efforts and resources between the university and community entities is a viable and effective approach. The partnership summary demonstrates the extent to which communities provide direction and impact the planning that responds to local needs in a manner that respects their own vision of the future of rural Alaska and its peoples.

Center for Alaska Native Health Research (CANHR) investigators work closely with, and take significant direction from, indigenous communities. Tribal community members become co-researchers. At every stage of the research, faculty and staff work with tribal groups and health care agencies to frame research questions, develop methodologies and procedures, and to interpret and apply data to prevention and treatment.

Significant new knowledge concerning obesity, suicide and alcohol abuse prevention, diabetes, nutrients and contaminants in subsistence foods, and nutritional status among Alaska Native people has been

documented and shared with the communities and individuals. Participants learn about the levels of nutrients (e.g., polyunsaturated fatty acids) and contaminants (e.g., mercury) in subsistence foods. Protective factors against suicide and alcohol abuse increased and suicide risk decreased in youth participating in prevention interventions.

The School of Natural Resources and Agricultural Sciences has partnered with the Kawarek Reindeer Herders Association on research and demonstration for best management practices in reindeer herding on the Seward Peninsula. Herds are growing in number once again on the Seward Peninsula because of research on holding deer in enclosures during the caribou migration; reindeer join the wild herds and are lost unless confined. Collaring deer for radio tracking has made round-up more efficient. A brucellosis vaccine was developed for reindeer by the Agricultural and Forestry Experimental Station (AFES). AFES also developed a more efficient method of antler removal for sales. Research on reproduction and on animal feeding when in enclosures is ongoing.

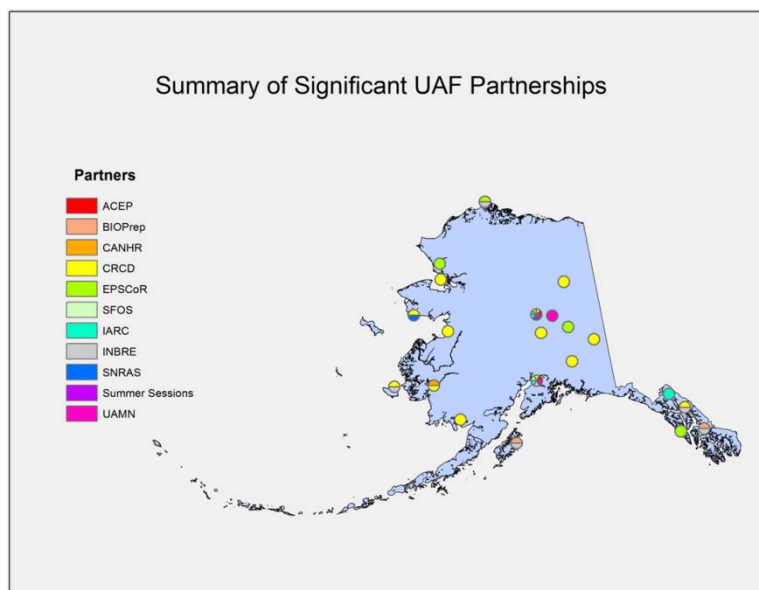
The [International Arctic Research Center \(IARC\)](#) and Takshanuk Watershed Council in Haines, Alaska, have engaged and supported K-12 teachers in earth/environmental science investigations as a way of teaching and learning science. In addition, IARC provides professional development workshops to promote the greater understanding of arctic system science and climate change and scientific measurement protocols.

The Bristol Bay Campus partners with Icicle Seafoods to provide resources to students and support for a new microbiology lab and sponsorship of the National Ocean Sciences Bowl, Youth Leadership Symposium, and Think Tank for Young Entrepreneurs.

Bristol Bay Native Association provides \$4,000 per resident for educational purposes, a significant source of financial aid for students attending the Bristol Bay Campus. Through this connection, residents have a stronger investment in the outcomes for their home communities.

The Fairbanks Memorial Hospital Foundation, regional health corporations, and other nonprofits have supplied aid for allied health and nursing students, faculty and programming for several years, supporting students in their communities who in turn become part of the health care delivery system for those communities.

The map below illustrates the geographic distribution of the 62 partnerships (See Partnership Summary in the [Exhibits](#)).



The one region not represented well is the Arctic Slope. We have partnered with Ilisagvik College, a private institution in this region, from its inception as a small institution that operated in collaboration with UAF until it was able to gain separate accreditation status. Recently, it has attained tribal college status as a 1994 Land Grant institution. We are currently seeking ways to partner in support of its tribal college status as well as supporting new secondary preparation courses for those in the region who want to attend college.

Summary: UAF has significant, lasting, and geographically distributed partnerships, which translate into student resources for tuition, equipment, and space donation for programming, and graduates that remain in the region. Therefore, we conclude that UAF is fulfilling its mission in this area.

Objective: Provide higher education access for Alaska Native, rural, and urban populations

Indicator: Alaska Natives and male students enroll at each campus and via e-learning.

As Alaska’s first university, UAF takes seriously its mission to serve all Alaskans, and in particular, Alaska’s first peoples. Alaska Native students are by far the largest minority population, comprising roughly 21 percent of the headcount. At some campuses, however, Alaska Natives are the majority – approximately 60 percent at Bristol Bay and 70 percent at Kuskokwim. The differences by campus approximate the demographic differences between the very diverse communities in which our campuses are located.

Just as is true of most universities nationwide, a majority of UAF’s students are female. The percentage of male students has crept up from about 39 percent in fall 2008 to 41 percent in fall 2010, but it did not increase at all rural sites. There is great variation among the community campuses, reflecting the cultural values and economic opportunities in those locales. College attendance by males is noticeably lower in areas where subsistence activities such as hunting, fishing, and trapping may not allow a male student to attend classes regularly at various times of the year. Male students in Alaska are also drawn immediately out of high school to high-paying jobs in industries such as oil, commercial fishing, and construction. The disparity between male and female college attendance is also a reflection of greater male high school drop-out rates in the state.

Table 4.33

Fall 2008 to Fall 2010 Enrollment Percentage of Alaska Native and Gender by Campus						
Campus	Fall 2008		Fall 2009		Fall 2010	
	Percentage Alaska Native	Percentage Male	Percentage Alaska Native	Percentage Male	Percentage Alaska Native	Percentage Male
Fairbanks	10.4	45.4	12.6	46.2	11.7	46.3
Bristol Bay	61.6	41.6	59.6	36.9	59.1	39.5
Chukchi	44.8	30.5	51.3	27.3	43.7	28.3
Interior-Aleutians	54.0	29.1	50.1	36.5	54.8	29.6
Kuskokwim	70.3	21.3	69.3	25.4	72.6	20.4
Northwest	44.9	26.5	40.9	27.3	42.0	31.7
E-learning and other distance modalities	21.6	32.4	22.5	34.5	19.6	36.7
Community and Technical College	13.1	40.9	13.5	40.3	14.2	42.6
TOTAL	20.9	39.5	22.3	40.0	21.1	41.0

Source: UA in Review 2007 to 2011

Indicator: Financial aid provides Alaska Native students with access to higher education.

As the table below illustrates, the distribution of financial aid closely matches the breakdown by percentage of enrollment headcount, ranging from 19 percent of all aid awarded in fall 2005 to 22 percent in fall 2009.

Table 4.34

Financial Aid Distribution to Alaska Native Students by Type 2005-2009											
Funding Source	Group	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
		Head Count	Percent	Head Count	Percent	Head Count	Percent	Head Count	Percent	Head Count	Percent
Grant	AK Native	287	26.9	308	28.0	308	28.9	323	26.8	323	24.2
	Other	779	73.1	794	72.1	759	71.1	884	73.2	1,010	75.8
Loan	AK Native	220	11.6	229	12.3	200	11.5	248	13.4	296	13.7
	Other	1,677	88.4	1,637	87.7	1,546	88.6	1,597	86.6	1,867	86.3
Scholarship	AK Native	435	36.0	423	35.1	446	36.2	408	34.0	591	39.7
	Other	773	64.0	784	65.0	785	63.8	791	66.0	896	60.3
Other FA	AK Native	36	8.4	38	9.1	17	5.8	15	5.3	64	15.1
	Other	392	91.6	382	91.0	276	94.2	268	94.7	359	84.9
Total UAF	AK Native	567	18.7	570	18.8	593	20.0	610	19.7	794	22.2
	Other	2,470	81.3	2,460	81.2	2,379	80.1	2,491	80.3	2,776	77.8

Gift aid (grants, scholarships, and other financial aid) is awarded at a higher rate than Alaska Native enrollment. The percentage of loans paid to Alaska Natives is significantly lower than their enrollment. Although many Alaska Native students enter college with significant educational challenges, or they are new to the postsecondary culture, they do have access to many sources of financial aid.

Summary: Financial aid is available for students who declare a major. However, many rural students are reluctant to declare a major until near the completion of the credits necessary for a degree, as most are sponsored through their Native corporations, live a subsistence economy life, or have family and jobs and can only attend on a part-time basis. Those who make significant headway toward goal completion may be the first in their families to do so. Overall, UAF is able to provide a good distribution of financial aid across regions.

Indicator: Alaska Native and rural high school graduates earn certificates and degrees at rates similar to other students.

The distribution of graduates by degree type, race (categorized as Alaska Native or other race here) and high school region (categorized as urban, rural or other; other comprises unknown, out of state, or international) was prepared by Planning, Analysis and Institutional Research (see *Distribution of Graduates by Race, High School Origin and Degree Type* in the [Exhibits](#)). A summary of this information is provided below in the form of ratios. First, graduate to enrollment rates are calculated by dividing the percentage of graduates by the percentage of degree-seeking enrollment for three groups: Alaska Native students, rural high school district students, and all students. Second, the graduate to enrollment rate for Alaska Native students and rural high school district students is divided by that for all students to assess whether these groups of students are graduating at rates similar to other students by credential type. Ratios of about one indicate two groups are similar in their graduate to enrollment rates. Ratios less than one indicate the first group is not represented in graduates as well as the second group. PhD students were not included in either assessment because enrollment has grown significantly overall and Alaska Native enrollment in these programs has grown fourfold since FY06. Occupational endorsements were not

included because they are relatively new, so additional years are needed for a valid assessment.

Alaska Native Graduates

The graduate to enrollment ratio for Alaska Native students in associate and baccalaureate programs tends to be lower than that for all students as the table below illustrates (five-year averages less than one). However, the opposite is true for certificate programs. The ratio for certificate programs tends to be greater than one; therefore, rural students are completing these credentials at rates above other students. Certificate programs are over-represented among Alaska Native students, in part, because Native corporations and regional development organizations often provide full funding for these programs to help meet their workforce needs.

Table 4.35

Ratio of Alaska Native to All Students						
	FY06	FY07	FY08	FY09	FY10	AVG
Certificate	1.47	1.13	1.58	1.07	1.19	1.29
Associate	0.81	0.84	1.03	0.89	0.83	0.88
Baccalaureate	0.64	0.76	0.76	0.80	0.80	0.75
Master's	1.18	1.07	0.41	0.50	1.28	0.89

Rural Alaska Graduates

The graduate to enrollment ratio for rural high school district graduates in associate and baccalaureate programs tends to be lower than that for all students, as the table below illustrates (five-year averages less than one). The ratios for certificate and master's programs are close to one, so rural students are completing these credentials at rates similar to other students.

Table 4.36

Ratio of Rural Students to All Students						
	FY06	FY07	FY08	FY09	FY10	AVG
Certificate	1.12	1.02	1.41	0.60	0.99	1.03
Associate	0.67	0.76	0.92	0.75	0.75	0.77
Baccalaureate	0.80	0.81	0.71	0.71	0.73	0.75
Master's	1.07	1.19	1.25	0.60	1.02	1.03

Summary: Alaska Native and rural origin students are under-represented among associate and baccalaureate graduates compared to their enrollment in these programs. Graduate degree completions remain small but Alaska Native enrollment in master's and doctoral programs is improving (see chapter 5 for more detail). Alaska Native and rural students are graduating in proportion to enrollment at 70 to 90 percent of the rate of other students (see mission fulfillment rubric in Chapter 1), so UAF is fulfilling its mission in this area. We will continue to strive for equality for this indicator.

Objective: Engage students in learning about Alaska Native language and culture, and rural development

Indicator: Students complete Alaska Native and rural-related courses and programs.

Course completions

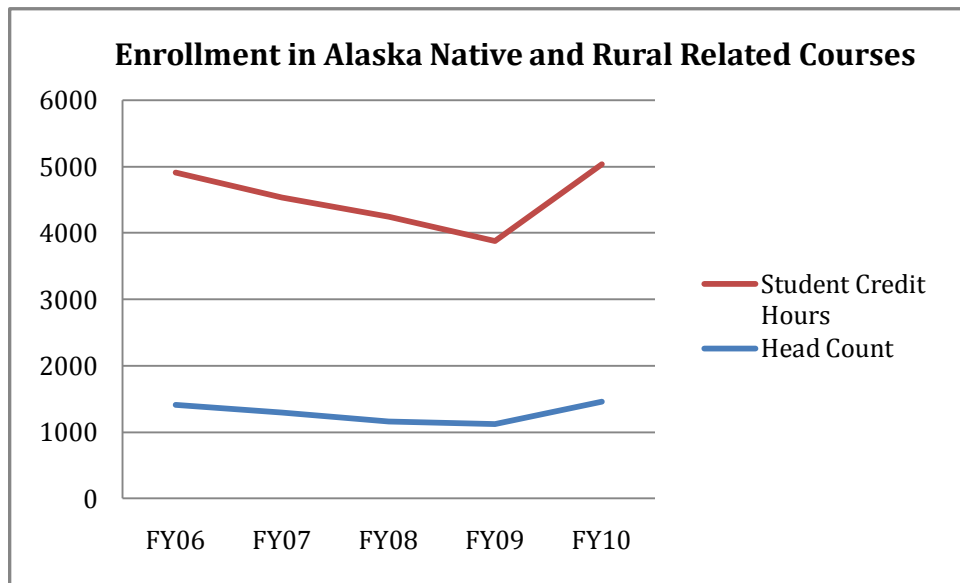
The table below shows headcount course completions and related credit hour generation in Alaska Native language and culture and rural development courses over time (data summarized from the Banner student

information system by Planning, Analysis and Institutional Research; see Alaska Native and Rural Related Courses in the Exhibits).

Table 4.37

Course Completion Headcount and Credit Hours for Alaska Native and Rural Related Courses										
Subject	FY06		FY07		FY08		FY09		FY10	
	Head Count	Credit Hours	Head Count	Credit Hours	Head Count	Credit Hours	Head Count	Credit Hours	Head Count	Credit Hours
Alaska Native languages	203	536	91	261	60	150	71	173	97	285
Alaska Native studies (includes Theater 161)	476	1,155	431	1,137	499	1,274	398	1,024	492	1,267
Anthropology	19	57	0	0	14	42	0	0	13	39
Applied art	38	38	47	47	67	67	161	161	199	199
Ethnobotany (new in 2009)									8	24
Eskimo languages	168	686	165	551	149	577	158	576	181	677
History	79	237	69	207	93	279	54	162	66	198
Psychology	0	0	28	84	14	42	15	45	16	48
Rural development	384	730	391	834	242	625	232	586	349	746
Rural human services	28	28	45	45	16	16	25	25	11	11
Rural nutrition services (new in 2010)									10	30
Tribal management	13	39	26	78	5	15	4	12	21	47
TOTAL	1,408	3,506	1,293	3,244	1,159	3,087	1,118	2,764	1,463	3,571

The graph below illustrates a downward trend in student course completions and student credit hours in these courses from FY06 through FY09 with a significant recovery in FY10.



Alaska Native studies and rural development enrollments are significant with five-year enrollment head counts of 2,296 and 1,598, respectively.

Graduates

From FY06 through FY10, the university produced 250 graduate and certificate holders in a wide range of degree areas related to Alaska Native and rural programs. Of note is the success of the rural development program with 42 BA completions and 34 master's degrees. Certificate programs are particularly important in engaging rural and Alaska Native students who can secure related employment within their home region, corporation, or local government.

Table 4.38

Number of Graduates in Alaska Native and Rural Programs						
Program	Degree	Fiscal Year				
		FY06	FY07	FY08	FY09	FY10
Alaska Native studies	BA	1	3	1	1	
Indigenous studies	PhD					2
Native language education	AAS	2		2		2
	Cert.		7	1	1	
Rural development	BA	7	8	6	12	9
	MA	6	12	5	1	10
Rural human services	AAS		1			
	Cert.	26	15	19	18	37
Tribal management	AAS	3	5	2		1
	Cert.	2	3	2	3	1
Yup'ik Eskimo	BA		1	1	1	
Yup'ik language proficiency	Cert.			7		3
Total		47	55	46	37	65

Graduates become an extension of the Connect theme, as evidenced by Sven Haakanson, an Alaska Native Sugpiaq from Old Harbor, Alaska, who received a BA (1992) from UAF and an MA (1996) and PhD (2000) from Harvard University. Since 2000, he has served as the executive director of the Alutiiq Museum in Kodiak, an archaeological archive and anthropological repository of cultural artifacts of the Kodiak archipelago. He is a force behind the revitalization of indigenous language, culture, and customs in an isolated region of North America. Another graduate, Richard K. Glenn, an Inupiaq from Barrow, has a master's in geology from UAF. Glenn is a member of the US Arctic Research Commission; a member of the Ilisagvik College Board of Trustees; board president of the Barrow Arctic Science Consortium; board member of the Arctic Research Consortium of the United States; and a member of the Native American Science Education Commission.

Four recent UAF Alaska Native PhD graduates serve on the UAF faculty, including Theresa John (Alaska Native Studies and rural development), Roy Roehl and Beth Leonard (Education), and Stephen "Walkie" Charles (Alaska Native languages). A fifth PhD graduate, Jordan Lewis, works as a researcher with the CANHR program.

FY10 graduate numbers in rural development indicate recovery from three years of decline. This recovery was largely a result of faculty returning to full-time status after completing doctoral degrees through an incentive program that allowed these Alaska Native faculty members to pursue a doctoral degree as part of institutional and professional development.

Summary: Significant numbers of students are completing Alaska Native and rural related courses and programs. Many program graduates now hold significant leadership roles within the state.

Assessing the Assessment

Connecting traditional and contemporary knowledge in both rural and urban settings has been part of the planning process for more than a decade, and even earlier at campuses outside of Fairbanks. As the Connect theme works its way into the data collection and reporting systems of the university, we anticipate improvements in connecting traditional and contemporary ways of knowing in the coming years.

Student learning outcomes assessment is addressed in the Educate theme. However, additional metrics should track data on gender more closely, as well as efforts to provide academic preparation for those who need institutional support to reach their educational goals. Emphasizing the role that Connect assessment can play will strengthen efforts to be more inclusive and respectful of diverse backgrounds.

Given the nature of weaving this theme into current activities, UAF is planning to use the process currently underway to assess the restructuring of functions such as the Equal Employment Opportunity office, the Office of Multicultural Affairs, and the Women's Center, as currently studied by the Chancellor's Diversity Action Committee. In the future, UAF should collect evidence that the university is consciously and systematically involved in bridging cultural perspectives and institutional activities. Scholastically, the Department of Alaska Native Studies and Rural Development in the College of Rural and Community Development has created strong ties with community partners and produced graduates who are using their academic achievements to improve community development and provide leadership in sustainability and governance. Individual campuses are infusing culturally appropriate examples and wisdom bearers into program and course development. A case in point is the Interior-Aleutians Campus, which trains its faculty collectively in cultural relevance as requested by tribal entities.

Recent internal faculty debate on whether science labs require the instructor to teach in the same location as students led to a broader discussion of the nature of instructional technology and its effectiveness. Given that most of rural Alaska is not accessible by road but growing in connectivity with increasing bandwidth, the definition of what qualifies as a true academic experience is shaping the process of student learning outcomes assessment and program review. Whether we are determining what an "audience" should consist of for a public speaking course or the appropriate lab kit and required travel for an in-person lab section of a core science course, changes in education respect indigenous knowledge.

Many familiar college courses are incorporating more culturally relevant examples in exercises and projects. Courses are also offered through learning management systems as archivable, webstreamed presentations. The College of Rural and Community Development has perfected the "cross-regional scheduling" of courses and whole programs via e-learning, sharing faculty resources through coordination of departments from various campuses, all while using a unified student information system. English faculty in Dillingham or math faculty in Nome can teach students from all community campuses and beyond. Hybrid course models provide access for student cohorts to take specially designed courses asynchronously, while still achieving the required student learning outcomes, which is chronicled in the assessment and program review processes.

New programs that focus on indigenous knowledge are emerging. Nearly a decade of support from USDA through its Alaska Native/Native Hawaiian Higher Education program has provided for the creation of programs in ethnobotany, high-latitude range management, and environmental studies that award certificates and associate degrees. The tribal management program and construction trades technology program have addressed the particular local needs for local management and infrastructure development for rural communities through a traditional university academic structure. At the doctoral level, a new interdisciplinary PhD in indigenous studies is partly modeled after a successful program in New Zealand. That program identified successful master's-level students ready to achieve the next step, with the goal of graduating 500 Maori through the focused efforts of culturally themed student support activities. In its first academic year, the UAF indigenous studies program has enrolled about 30 majors.

UAF conducts periodic program review as required by Regents' Policy. The documentation for program review has evolved from a variety of departmental approaches to a more recent uniform template emphasizing impacts. Similarly, we should refine the process for assessing mission fulfillment through the Connect theme to better capture impacts. Better tracking of gender is easy to add into the process. Better tracking and consistent institutional capture of data are needed to ensure this element of our mission is being fulfilled.

Evaluating the impact of partnerships is a much more difficult task. First, defining the variable degrees of partners requires consensus on what comes of those relationships and how to measure success in those relationships beyond the anecdotal subjectivity endemic to the current assessment process. Tracking partnerships and collaborations more uniformly throughout all the themes would provide a more complete picture of their importance to both the university and the communities it serves.

Improvement

The bridge between 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.

Occupational endorsement completion for Alaska Natives is seeing an increase in all categories, with Alaska Native completers improving their percentage from 18 percent of total graduates in 2006 to 22 percent of total graduates in 2010, as evidenced in the assessment. Completions of certificate and associate degrees are also up over the past decade. The trend is not improving in baccalaureate completions, indicating a need for improvement in recruitment and retention. Recent programs that target rural and male populations at the occupational and endorsement levels make a good entry point for the university to create positive changes in these trends.

We are significantly increasing the number of PhD students in the indigenous studies program and the number of those Alaska Natives completing doctoral degrees. Master's enrollment and completion is also increasing. We should track the trend in completion and head count for Alaska Native and rural-related courses more closely. Progress in this trend would help confirm the incorporation of the Connect theme into all areas of review and planning.

New academic program development reflects the need for place-based learning opportunities in the distribution of college courses and programs across a large geographical area, greatly surpassing that of any peer institution. The value of the knowledge gained by virtue of living in the far North has been recognized in the transplanted academic system in recent history, and this theme emerges from that recognition. Evidence of its growing importance can be found in new academic offerings such as high-latitude range management and ethnobotany and a growing number of cooperative agreements and long-term community collaborations. These support a wide distribution of coursework, both through community campus activities and e-learning opportunities.

Through the efforts of Rural Student Services, the new advising staff positions at the rural campuses, and the general push for submitting funding applications through activities such as FAFSA Frenzy at the beginning of each spring semester, the percentage of Alaska Natives receiving financial aid is generally increasing. Additional new staff orientation and training at the various campuses would assist in improving the trend.

Research in UAF's northern studies graduate program has investigated the phenomenon of male attendance and participation, but the results were inconclusive. It has not been determined whether the university does not provide sufficient access to males, or whether females are participating in larger numbers than before and affecting the percentages. There is the social factor of high suicide rates among

young Alaska Native males in rural communities. The rates are many times higher than the national average, and some work continues into the aspect of displacement and relevance of the education received in those communities affected. The university has initiated actions that begin to address the situation via programming for men, such as the construction trades technology certificate and AAS programs. Early indications are that the approach does engage male students who would otherwise not consider postsecondary education, with positive impacts for communities. These should be tracked for future reporting.

The Connect theme is new, and as is the case with many areas, has activity that has grown in importance but has not been documented fully and systematically. The indicators are new and will now provide a baseline for comparison to understand trends, and to make future comparisons. The concept of bridging between traditional and contemporary knowledge has gained respect but documentation lags. Ensuring its success incorporates a moral imperative the university has in being responsive to the indigenous populations we serve.

The opportunity for weaving this core theme into other activities and, more importantly, planning for improvement in this area will occur in the next cycle of accreditation. Partnerships have emerged as a significant means of leveraging resources to match federal and foundation grant support for new programming to meet community needs. The community campuses rely heavily on those partnerships for their survival, with relevant programming to meet those local needs. The most challenging area will be in the assessment of partnerships that assist in the achievement of this core theme.

The collection and reporting on this theme should provide good triangulation of how other core themes are incorporating this important piece of the mission into all aspects of its operation, which up to this point has been easy to ignore in terms of effort or reporting. This core theme will highlight achievements and promote discussion of programs and activities that bridge indigenous knowledge and ways of knowing and institutional practices. UAF practices should be respectful and appreciative of indigenous knowledge and ways of knowing, whether knowledge is disseminated within the state, the nation, or internationally.

Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development

Core Theme Planning

In alignment with the [UA Strategic Plan 2009](#), the UAF [Vision 2017 Plan](#) provides a road map for UAF as it approaches its 100th anniversary. One of the six UAF Vision 2017 Plan reports addresses community engagement and economic development. The report, created by internal and external stakeholders, guides the programs and services UAF should provide to fulfill the Engage core theme. Major objectives include expanding community access, enhancing involvement and cooperation, and providing for expansion of entrepreneurial activity.

How UAF can comprehensively embrace the full definition of engagement is under discussion. The [Cooperative Extension Service](#), the Alaska Sea Grant [Marine Advisory Program](#), and the [Agricultural and Forestry Experiment Station](#) have incorporated engagement into their communications and activities and document communication with external groups that has led to changes in programs and resources. For many programs, discussions about engagement are just beginning. UAF is planning to develop more evidence-based outcomes to demonstrate multiple collaborations.

Planning documents identify community outreach and engagement, public service, and economic development as a high priority. Community engagement is one of six strategic pathways and goals and as such is emphasized in the mission statement, UAF [Strategic Plan 2010](#), the UAF [Academic Development Plan](#), and in the strategic plan vision statement and core values. The 2010 [Campus Master Plan](#) outlines areas aligned with the Engage theme: open spaces for use by students and the community, such as winter and summer trails, and designated properties surrounding the perimeter of the Fairbanks campus highlighted for use in outreach and partnerships. A newly developed Outreach and Engagement Plan for July 1, 2011–June 30, 2012 (see UAF Outreach and Engagement Plan in [Exhibits](#)), identifies six recommendations to help move UAF along the path from outreach to an engaged institution and directs efforts for the near future.

The new ongoing accreditation process has created more visible and clear guidelines for ensuring that the Engage theme is pursued effectively. Outreach and engagement is led by the provost through the vice provost for extension and outreach, the director of the Cooperative Extension Service, the director of the Alaska Sea Grant College Program, the director of the Alaska Agricultural and Forestry Experiment Station, the deans of colleges and schools, the vice chancellor for research, and directors of institutes. In addition, other outreach/engagement functions are found throughout the university, such as the vice chancellor for University Advancement (Development, Marketing and Communications, KUAC public radio and TV, UAF Alumni Association, and athletics) and the vice chancellor for students (student recruitment and Admissions).

The degree and depth of planning varies by unit depending on the extent to which a unit is charged with outreach and engagement functions. An important consideration for outreach enterprises is the dual nature of the Engage theme (engagement and economic development). For units that focus on outreach and engagement, public input is of vital importance to develop program content or address emerging issues, delivery methods, and locations. Through the accreditation process, UAF recognizes the importance of documenting communications to demonstrate the two-way nature of engagement.

The Cooperative Extension Service, the Alaska Sea Grant Marine Advisory Program, and the School of Natural Resources and Agricultural Sciences/Agricultural and Forestry Experiment Station are the most visible outreach and engagement units at UAF. Their planning aligns them with the highest levels of strategic planning at UA and UAF and serves as a strong link between UAF and its statewide constituency. They demonstrate both aspects of the term Engage; provide information and workshops to

the public while also obtaining information from the public on what the priorities are across the state, in turn shaping future research and engagement activities.

UAF's engagement activities are, however, by no means limited to these key units. Other examples of outreach and engagement include musical events, youth camps, athletic events, public lectures, arts festivals, Native dance, and robotics. To varying degrees, these myriad programs perform surveys and polls to provide feedback for planning purposes, but their ability to develop quantitative indicators is limited.

Cooperative Extension Service

The 2011 CES Strategic Plan reflects the needs of Alaska individuals, groups, small businesses, and communities for practical information, based on the best available research from UAF or elsewhere, and those themes guide the development and offerings led by CES. Community-driven focus areas include: 1) food safety and security, 2) health, 3) climate, 4) energy, 5) youth, family, and community, and 6) economic development.

These focus areas were developed initially with extension faculty and staff from all over the state and the CES State Advisory Council. An online survey solicited information from constituents using extension programs and activities. In addition, Alaskans who are not traditional clientele were polled to find out what critical issues they face. A leadership committee representing the entire organization including clientele groups used this information to develop the plan and focus areas. The State Advisory Council evaluates each focus area annually for impact in local and regional communities. This type of activity demonstrates the two-way communication and collaboration required to truly engage the community. Success in reaching the goals for each focus area is assessed through participation in workshops and evaluations.

For each CES-sponsored event, the CES employee, date, title, geographic location, and number of attendees are documented. Evaluations of the presenter, knowledge gained, skills acquired, and perceived value of the workshop are frequently gathered. Local advisory groups working with CES faculty and staff form the baseline evaluation team.

CES public input is not limited to the State Advisory Council. CES also utilizes clientele advisory committees such as the Extension Mining Advisory Council, Extension Forestry Council, Federally Recognized Tribal Extension Program Advisory Committee, and the Alaska State 4-H Leaders Association for input in individual program planning. In addition, many district offices have informal subject-matter specific (agriculture, horticulture, family consumer science, etc.) advisory committees for planning and accountability purposes.

Cooperative Extension Service/School of Natural Resources and Agricultural Sciences Integration -

CES, as a federal partner with USDA's National Institute on Food and Agriculture, is required to submit an annual plan of work. Alaska led the way nationally in submitting a combined [plan of work](#) with the School of Natural Resources and Agricultural Sciences and the Agricultural and Forestry Experiment Station. This plan of work integrates agricultural research and teaching with CES agriculture outreach functions, thus incorporating public input in the agriculture research agenda. Evaluations and recommendations for planning and allocation of resources and capacity from the district level are provided to the CES statewide office through faculty program chairs. These chairs, along with the executive management of CES, form the executive leadership group. The results of decisions arrived at by the director, executive leadership group, and Statewide Advisory Council are promulgated to the institutional level through the annual unit plan and workload. Significant departures from the annual unit plan/workload are raised to the executive level of the university by the vice provost for extension and outreach at the Chancellor's Cabinet and Provost Council meetings. New or additional resources (human and financial) are made available to address emerging issues.

School of Natural Resources and Agricultural Sciences - The School of Natural Resources and Agricultural Sciences (SNRAS), which houses the Agricultural and Forestry Experiment Station (AFES), is charged with providing Alaska with information relevant to the future of the state in both [outreach and research](#). The SNRAS/AFES Board of Advisors meets with the dean, director, department chairs, and selected faculty and students to assist in establishing priorities and developing program direction in consultation with appropriate constituencies. While an important focus is the research component, AFES also engages the public and responds to needs with special workshops across the state from community gardening in Dillingham to climate change scenarios for state and federal agencies. Strategic priorities for the coming years include the following:

1. Agriculture and horticulture
2. Sustainable individuals, families, and communities
3. Management of ecosystems
4. Natural resource and community development
5. Youth development

Alaska Sea Grant Marine Advisory Program - The Alaska Sea Grant [Marine Advisory Program](#) is part of a national network of state-federal partnerships. Each state is different, but in Alaska, the Sea Grant program is an integral part of UAF, reporting to the dean of the School of Fisheries and Ocean Sciences and effectively serving as the face of UAF in ten communities around the state. Both nationally and internally, MAP has recently established a new planning and reporting system that operates on a four-year cycle. The reporting and planning process has three components, each of which operates at the national level and at the state level: 1) strategic plans, 2) implementation plans, and 3) metrics and goals. National plans, priorities, and metrics are developed by consensus among the national organization and representatives of all the state programs. State plans, priorities, and metrics are developed independently to focus on local needs, but seek to support those of the national organization as much as possible. At this early stage, the implementation goals and the underlying metrics are being re-evaluated every two years, but this interval may increase as we gain experience with the new system and learn how to more reliably quantify our achievements and impacts.

Alaska Sea Grant activities are organized around five focus areas: healthy coastal ecosystems, sustainable coastal development, safe and sustainable seafood supply, hazard resilience in coastal communities, and marine literacy and stewardship. Each focus area has a set of objectives, strategies, metrics, and specific goals. MAP seeks to engage the public in a way that highlights the interdependence between Alaska's communities and the ecosystems and resources upon which they depend.

Annual Extension faculty workload statements delineate plans for the coming year and are used to evaluate success in meeting the prior year workload. Alaska Sea Grant is in the first year of implementing a database of program achievements to simplify and largely automate reporting for both university and federal partners. The number of attendees at a given training session is one measure of impact, but we also provide an evaluation form at every meeting and in some cases survey attendees at some later date to determine impacts on people's lives, practices, or business.

Entrepreneurial Activity - Entrepreneurial activity is a relatively new objective for UAF. While programs and individual faculty have interacted with the business community, created data sharing agreements, and performed research in partnership with industry, UAF is identifying processes for planning and measuring desired outcomes of business engagement. This type of activity often has an inherent need for confidentiality and therefore becomes difficult to document. The newly created Office of Intellectual Property and Commercialization is exploring ways to document entrepreneurial activity while maintaining the integrity of relationships. In addition, the office is streamlining efforts to ensure that non-disclosure agreements are meaningful and can be tracked to measure economic activity.

Community Outreach - Community outreach is an important aspect of UAF's presence in the communities it serves, as well as the entire state. Community outreach elements include publications, workshops, community events, youth programs, and the like. For this cycle of accreditation, we will list many outreach efforts with the knowledge that further work is needed to provide evidence that the public has been part of the process.

For community outreach events that do not have a direct connection to an economic purpose, the measures of achievement are in quality of life, richness in cultural experiences, and access to learning. Indicators of success are often simply participation levels and we have endeavored to provide such. UAF continues to wrestle with a methodology to determine quantifiable indicators and outcomes. When one is enriched through the experience of a Native dance or a youth orchestral performance, we may be able to assess the satisfaction of the experience based only on the individual's desire to attend and the choice to attend over competing opportunities.

Non-credit workshops are an important outreach component. These types of workshops are sometimes, but most often not, recorded in the Banner system database and reported annually in [UA in Review, tables 1.24 a and b](#). This is a problematic part of capturing activity and is a work in progress. MAP and CES maintain their own databases; some schools and colleges report non-credit activity in Banner, and other workshop data are only collected by individuals. UAF will endeavor to find a more effective and efficient means to compile this information.

UAF provides the use of facilities and open space throughout the year for many groups as an outreach function. A list of activities and public events hosted at UAF is an indicator listed below. Significant collaboration and planning are required for many of these events to ensure facilities and spaces are prepared and monitored for safety and liability purposes.

Assessment

A summary of the indicator data for each objective is provided below to demonstrate that UAF collects and uses meaningful, assessable, and verifiable information for evaluating the accomplishment of the Engage theme. Short narratives for each indicator are given to illustrate both positive and negative aspects of the quality of the information collected. At the end of each section is a description of the extent to which each objective is being accomplished.

In this first new accreditation cycle, the steering committee identified objectives in the Engage theme aligned with the planning documents listed above; indicators for each objective contain data collected from units responsible for engagement and outreach activities. The identified activities are measured and assessed, as demonstrated in the data described in the assessment section. However, indicators do not always fully encompass how UAF views the concept of engagement as described above.

Objective: Involve Alaskans in lifelong learning, cultural, and athletic activities

Indicator: Alaskans complete non-credit courses and workshops.

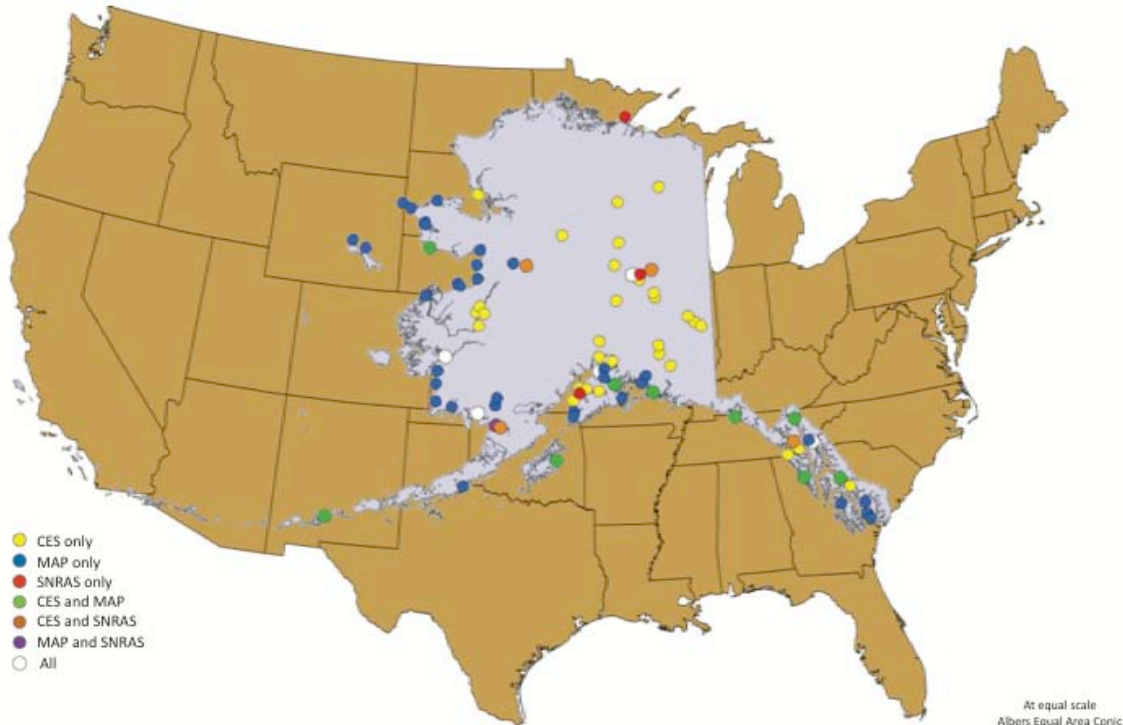
A summary of the number of 2009 and 2010 CES, MAP, and AFES workshops and attendance is given in the table below (see CES, MAP, and AFES Workshops in Exhibits).

Table 4.39

Non-credit Workshops by CES, MAP, and AFES				
	2009		2010	
	Workshops	Attendance	Workshops	Attendance
CES	461	8,806	467	13,696
MAP	136	3,268	155	3,419
SNRAS/AFES	N/A	N/A	26	541
TOTAL	597	12,074	648	17,656

The figure below illustrates the broad geographic distribution of 2010 workshops by unit.

Location of Workshops Offered by the University of Alaska Fairbanks
 Alaska Sea Grant Marine Advisory Program (MAP),
 Cooperative Extension Service (CES), and
 School of Natural Resources and Agricultural Sciences (SNRAS)
 July 1, 2009 – June 30, 2010



A total of 588 distinct workshops were offered at 91 distinct locations across Alaska, engaging a large number of participants. Only adult participants are counted in these figures. The figures represent an underestimate of actual numbers because some workshops did not record participant numbers. In addition to monitoring program effectiveness, these data are an important component of annual evaluation of faculty and staff with significant service workloads. CES workshops addressed a myriad of subjects

including yogurt making, indoor air quality, tree pests, and community gardening. MAP workshops covered topics as diverse as business planning and sea otters, the latter in cooperation with the US Fish and Wildlife Service. SNRAS/AFES workshops addressed topics from gardening and horticulture for the public at many statewide locations to climate change scenarios for state and federal agencies.

In 2010, the 17,656 workshop participants placed UAF in the “surpasses mission expectation” category, which requires more than 16,000 participants, in the mission fulfillment rubric.

In 2010, UAF recorded a 55 percent increase in non-credit instruction units (NCUs) compared to 2009. However, this increase is likely due to changes in reporting rather than real increases; as noted in Chapter 1, this metric just became a UA metric in 2009, so tracking has increased. Formerly, most units recorded only Continuing Education Units. The goal is to record NCUs consistently, but some units have needed to change procedures to comply.

The addition of the Non-Credit Instructional Productivity Units (NCU) as a metric for Performance-Based Budgeting reporting reinforces the importance of campuses offering general interest courses, workshops, and lectures outside of regular academic programs to provide community-driven education. The shortcoming for tracking these comes from differing registration practices for the wide variety of non-credit instruction offered. Some units maintain a soft ledger tracking system since participants do not typically need transcripts. PAIR does not track enrollments outside of formal registration, which is cumbersome for the more informal presentations in communities.

Table 4.40

Non-credit Instructional Productivity Units Recorded				
2006	2007	2008	2009	2010
108	186	903	2,732	4,246

The 2010 figure of 4,246 NCUs places UAF in the “meets mission expectation” category in the mission fulfillment rubric.

Most units are now reporting consistently, so smaller increases will probably occur in the future and targets of 5,000 and 5,500 units have been set for 2011 and 2012, respectively. Some increase is anticipated, because before the NCU metric was established, community campuses made an effort to de-emphasize non-credit instruction. Non-credit courses fill important needs in communities, but UAF continues to give priority to for-credit instruction in use of facilities, staff time, and other resources except in outreach units such as CES and MAP. Outside of CES, MAP and AFES, most non-credit instruction, is self-supporting through fees charged to students.

Indicator: Residents attend or participate in lifelong learning, cultural, and athletic activities.

The table below summarizes attendance and participation numbers in these activities over the past several years.

Table 4.41

Attendance and Participation Numbers in Select Activities			
Unit/Year	2008	2009	2010
UA Museum of the North non-UAF visitors (all visitors)	95,343 (97,081)	89,955 (92,990)	74,801 (77,923)
Library new public user accounts created (total number of accounts is 2,602 as of May 2011)	196	156	118
Science for Alaska lecture series attendance	4,479	3,987	3,720
Large Animal Research Station visitors	8,608	8,160	9,584
Fairbanks Summer Arts Festival	7,300	8,040	11,500
Fairbanks Symphony attendance	14,258	15,030	14,380
Music Department-sponsored events attendance	1,303	1,156	1,386
Athletic event attendance	76,204	71,685	71,707
Osher Lifelong Learning Institute course enrollment	2,550	2,730	3,158

The number of UA Museum of the North visitors each year is significant, but these numbers have declined because tourism has declined as a result of a weaker US economy. The museum tracks these numbers to evaluate staff numbers, diversity, number of events offered or developed, marketing and development campaigns, and exhibitions offered annually. The data are used to improve the events and exhibits offered, as well as to guide event and exhibit planning.

Large Animal Research Station visitor numbers also declined because of decreased tourism. Visitor numbers impact summer staffing levels but otherwise are not applied to strategic goals because the primary purpose of the station is research.

The number of new public (Fairbanks community) users at the library is declining because of the public's increased use of technology. This information is currently not used for strategic planning because these users represent a small portion of library use. UAF will reconsider use of this element of this indicator in the next accreditation cycle.

Attendance at the Science for Alaska lecture series has been declining due to a budget decrease for this endeavor. However, UAF's statewide engagement role is illustrated by attendance at this lecture series by location. See the table below.

Table 4.42

Science for Alaska Lecture Series				
Lecture attendance by location				
Location	2008	2009	2010	Total
Fairbanks	1,831	1,690	1,360	4,881
Anchorage	525	246	150	921
Juneau	115	42	200	357
Total	4,479	3,987	3,720	6,159

The Science for Alaska lecture attendance numbers help determine lecture topics, marketing objectives, what to highlight in the future, what did not go well, and how to better address the community interest in scientific lectures.

The Fairbanks Symphony Orchestra is a joint UAF-community organization conducted by a faculty member. It offers quality performance, instruction, and service. Attendance numbers include counts at concerts, special events, and educational programs. Many programs go into the community to provide music education. For example, staff go into local grade schools to promote education in music as part of the Symphony in Schools program. The department uses attendance information to evaluate programs and plan for future events.

The Music Department tracks attendance at ensemble performances. Student musicians participating in these performances learn and experience working and performing as part of an ensemble group. These performances are open to the Fairbanks community to provide quality musical performances. Some ensembles travel and participate in international and local performances. Attendance data are used to help determine the types of ensemble groups to offer and gauge Fairbanks community interest.

Athletic event attendance has declined with the economy as well. Attendance numbers influence booster support, concession stand sales, and corporate sponsorship and so impact the department's budget.

Osher Lifelong Learning Institute enrollment grew significantly in 2010 due to increased external funding. Participation data helps direct the number and types of courses offered each year.

A total of 560 events were held on the Fairbanks campus in 2009–2010 including 455 public events, 55 private events (weddings, memorial services, retirement parties, etc.) and 48 athletic events (does not include hockey games that are held in borough facilities off-campus); 193 of these public events are held annually. UAF contributes space and safety personnel for many of the events; this involves collaborative efforts across student services, academic, and administrative units.

The table below further summarizes the number of events by type and the attendance for each type; a full listing of events is provided in the exhibits; the comprehensive list shows the extent to which the Fairbanks campus is open to the public for use.

Table 4.43

2009-10 Fairbanks Campus Events		
Type of Event	Number of Events	Estimated total attendance
UAF-organized events for children, families, and community	58	20,000
Non-UAF-organized community events	51	15,000
Concerts	86	45,000
Lectures, seminars, and workshops	68	25,000
Conferences	10	4,000
Films screened	6	3,000
Theatre productions (each shown multiple times)	8	3,000
Other	273	50,000
TOTAL	560	165,000

A full listing of Fairbanks Campus Events is available in [Exhibits](#)

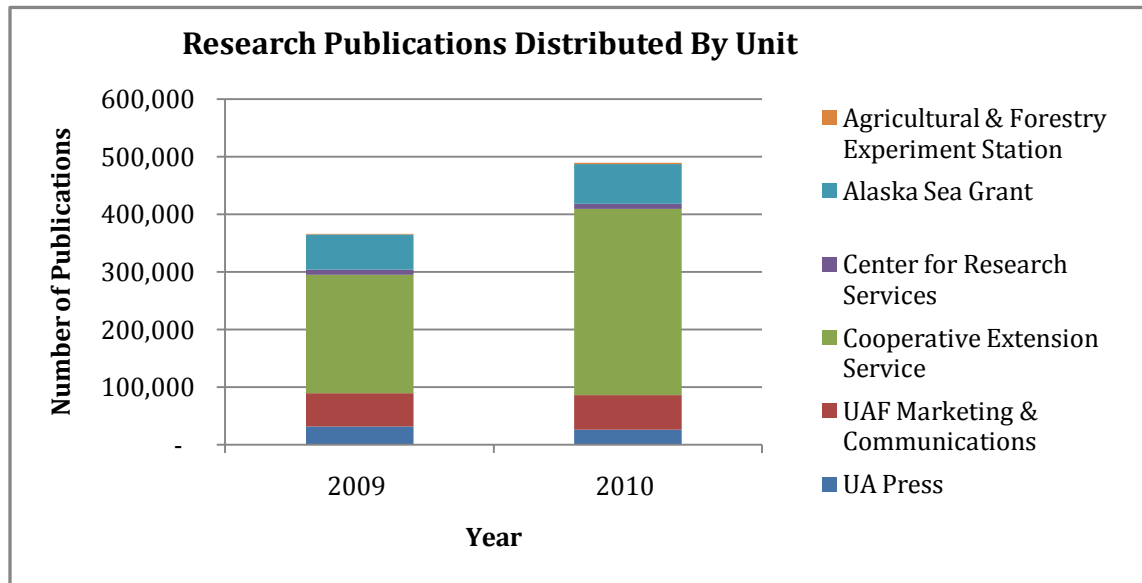
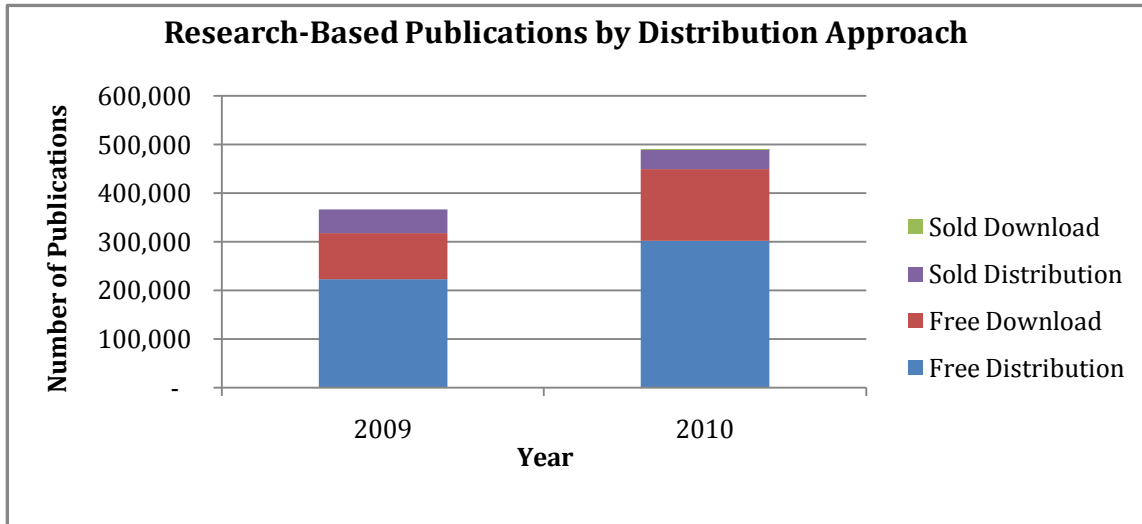
In much of the information listed above, programs are evaluated through public interest as indicated by participation. This often gives the unit the measure it needs to determine success. In some cases, units conduct informal or, less frequently, formal surveys to assess public opinion but it is not clear the extent to which these instruments are used to modify program offerings.

Summary: The information provided above demonstrates that UAF involves Alaskans in lifelong learning, cultural, and athletic activities. The Cooperative Extension Service and the Alaska Sea Grant Marine Advisory Program play a significant role in these outreach activities. Gathering the above information revealed some weaknesses in the consistency of recording attendance information; efforts are

underway to improve recording processes. A large number of units are involved in the Engage theme doing outreach and engagement work. These units need to be encouraged to make better use of their external clientele to help plan and engage the community with their work. In addition, these groups need assistance in collecting relevant planning indicator and outcome data.

Objective: Communicate research-based knowledge and engage the public in defining priorities

Indicator: Research-based publications intended for the general public are distributed to Alaskans.



The Cooperative Extension Service distributed 322,584 publications to the public in 2010. Almost 100,000 were accessed online, 7,000 were purchased, and more than 200,000 were distributed in paper format.

The Alaska Sea Grant Marine Advisory Program distributed more than 69,000 publications including electronic access in 2010 covering an array of topics from king crab recipes to marine safety and instructions on the proper procedure for hanging a gillnet. Publications include a wide range of text-based electronic and paper products from high-quality illustrated books to simple informational pamphlets, to

sound and video productions distributed online or as CDs and DVDs. All these materials are available through an online [bookstore](#).

[UA Press](#) publishes books, CDs, and DVDs in addition to maps. An advisory board approves the publications prior to peer review to ensure the publications are aligned with the mission of UA Press to communicate scholarly information on Alaskan issues and the circumpolar North. UA Press typically publishes 16-20 new books per year.

Agroborealis, a publication of the School of Natural Resources and Agricultural Sciences, engages readers in agriculture, soils, geography, forest sciences, and natural resources research conducted at UAF, exploring issues such as food security, climate change, economic and community resilience, wildlife management, and energy production. Founded in 1969, *Agroborealis* is the University of Alaska's oldest magazine.

Aurora and *Frontiers* magazines communicate with a wide and varied audience and reach individuals that may not otherwise be exposed to the research done at UAF. *Frontiers*, published by the Center for Research Services, describes research institute activity and results. *Aurora*, published by Marketing and Communications, covers topics related to all university activities and discusses issues of a timely nature. These two publications are broadly distributed free of charge to the public.

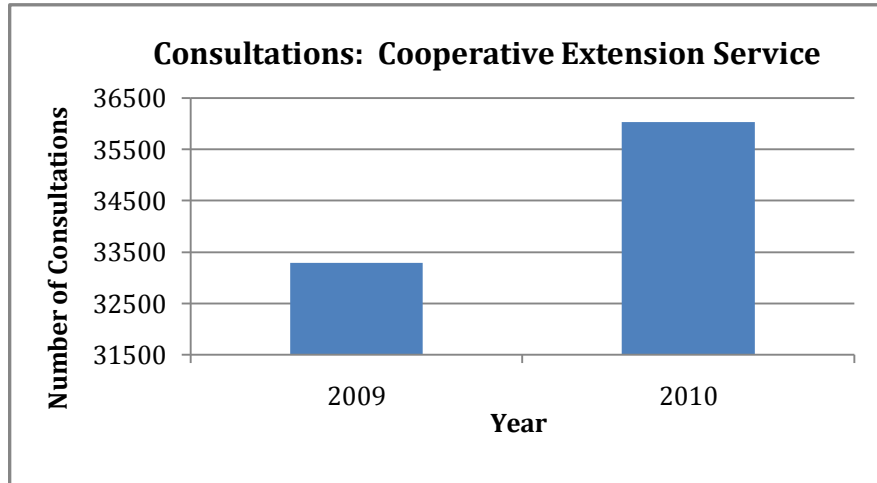
Indicator: Alaskans participate in advisory board meetings and consultations with service faculty and staff.

Cooperative Extension Service and Alaska Sea Grant Marine Advisory Program public and advisory board meetings for 2010 are summarized in the table below:

Table 4.44

2010 Cooperative Extension and Sea Grant Marine Advisory Program Advisory Meetings		
Advisory Council or Group (members)	Face-to-Face	Audio
Cooperative Extension State Advisory Council (11)	2	
Extension Mining Council (5)		6
Extension Forestry Council (7)		4
State 4-H Leaders Association (N/A)	1	
Federally Recognized Tribal Extension Program Advisory Committee (N/A)	3	2
Anchorage Master Gardeners Association (N/A)	8	
Sea Grant Advisory Committee (23)	12	

Cooperative Extension in-person and phone inquiries or consultations for 2009 and 2010 are summarized in the graph below:



Phone consultations are an important metric to quantify the number of times program staff engage with the public with regard to their needs and priorities. Agents or faculty members may alter their work on that day to address the question or concern and provide information leading to a solution. These conversations guide priorities for the future. While CES tracks such consultations closely, MAP currently does not; planning is underway to collect and summarize this information in the future.

Summary: UAF is meeting this objective by communicating research-based knowledge to Alaskans through a variety of publications, public meetings, and consultations. Some units must do a better job of collecting relevant assessment data such as the number of phone calls from clientele and the related subject matter.

Objective: Promote positive youth development

Indicator: Youth participate in school-age programs.

Table 4.45

Youth Participation in Select School-Age Programs 2008-2010			
Indicator program	2008	2009	2010
4-H (unduplicated)	13,222	14, 813	14,861
Summer Music Academy	124	132	124
Summer Visual Art Academy	49	68	85
Alaska Summer Research Academy	125	146	148
Rural Alaska Honors Institute	54	68	64
Ocean Science Bowl	70	76	108
Robotics Competition	90	174	245

4-H, coordinated by the Cooperative Extension Service, dominates UAF's youth development outreach in terms of participation numbers. Volunteer and parent participation contribute significantly to the success of this statewide program. 4-H operates across the state and in many communities as illustrated in the table below:

Table 4.46

4-H Participation by Location in 2010	
Location	Participants
Anchorage	4,509
Fairbanks	2,380 (594 at military institutions)
Bethel	260
Southeast Alaska	544
Matanuska-Susitna Valley and Copper River areas	3,537
Kenai	1,303
Kodiak	192
Other rural areas	2,136

The Alaska 4-H Program purchased software (Life Skills Evaluation System) in 2010 from Washington State and the Oregon 4-H programs to measure life skills development in members participating in a 4-H program, project, or activity. Indicators of program effectiveness will be the number of life skills gained by activity and 4-H participant, the specific life skill gained by activity and 4-H participant, and the percent increase in life skills gained by activity. In addition, a variety of evaluation tools, such as pre- and post-tests and questionnaires are used by staff for program improvement, based on CES strategic plan or localized goals. Results are generally presented internally and to stakeholders, but may also be shared with the general public via news releases, reports, and yearly program highlights.

As an example of the 4-H life skills evaluation system, the following is a measurement of the Youth in Governance 4-H program conducted in Juneau, using a scale of 1 to 4 with 1 meaning no skills were developed, 2 meaning sometimes skills were developed, 3 meaning usually skills were developed, and 4 meaning skills were developed.

Table 4.47

Example of 4-H Life Skills Evaluation System for Youth in Governance Program		
Life Skills	2010	2011
Communications	3.56	3.63
Leadership	3.50	3.44
Self Responsibility	3.75	3.83
All Indicators	3.67	3.73

Participation in the Summer Visual Art Academy, the Alaska Summer Research Academy, and the Ocean Science Bowl has grown over the past three years. Fifteen schools sent 108 students to the Science Bowl in 2010 with similar numbers in 2011. The robotics competition has participants from 49 teams from across Alaska.

Each of these programs systematically collects and reports participant numbers, and assesses or evaluates its programs using applicable tools. Program faculty and staff evaluate outcomes and recommendations for program improvements. A comprehensive, consolidated system for collecting data for all youth development programs and events on and off campus, using a tool such as the FY10 public events calendar, may provide a more accurate and consistent report of UAF youth engagement endeavors leading to a unified indicator/outcomes database.

Summary: UAF is meeting this objective primarily through the Cooperative Extension’s 4-H Program and a variety of summer and extracurricular youth events/activities.

Objective: Collaborate with individuals, businesses, and agencies to diversify and grow local and state economies

Indicator: Partnerships involve local entities and private partners in economic development activities.

The Chancellor’s Office initiated activities in 2009 to better engage UAF in the economic development of the community. The first effort was creation of the Fairbanks Regional Economic Partnership (FREP). This group includes the chancellor, the mayors of the city of Fairbanks, the Fairbanks North Star Borough (FNSB), and the city of North Pole, and the CEO of the Fairbanks Economic Development Corporation. Meetings are held roughly every six weeks and are chaired by the chancellor. Presentations and topics revolve around university research and other activities related to economic development in the community.

In 2009 and 2010, the chancellor and the executive officer began participating on the boards of directors of local economic development corporations. The chancellor serves on the board of the Fairbanks Economic Development Corporation (FEDC) and the executive officer serves on the board of the North Pole Economic Development Corporation (NPEDC). In the chancellor’s absence, the executive officer participates on the FEDC board. In 2010, the chancellor was selected as the treasurer for the FEDC board. The executive officer serves as vice president of the NPEDC board. The vice provost for extension and outreach serves on the Fairbanks North Star Borough Economic Development Commission. In addition to the regularly scheduled FREP and Economic Development board meetings, the chancellor participates in bi-monthly meetings with the mayor of the FNSB and the CEO of FEDC. These meetings began in 2010. The number of meetings of these groups in 2009 and 2010 is summarized in the table below.

Table 4.48

Economic Development Meetings		
Activity	2009	2010
Fairbanks Regional Economic Partnership	5	5
Fairbanks Economic Development Corporation	0	5
North Pole Economic Development Corporation	6	8
Fairbanks North Star Borough Mayor and CEO of Fairbanks Economic Development Corporation	0	6
Total	11	24

Minutes of the Fairbanks Regional Economic Partnership are kept by the UAF executive officer. The chancellor is also a member of the Greater Fairbanks Area Chamber of Commerce Board of Directors and serves on the Chamber Energy Committee. Participation in those meetings was not carefully recorded during 2009–2011.

The intent is to be an active participant in the growth of the Fairbanks, North Pole, and state economies. This leadership effort opens partnerships and opportunities for research activities and local entrepreneurs.

It also engenders local support for university issues. When UAF leadership is seen as an active and involved contributor to local issues and problems, it is easier to garner local community support for university issues.

FEDC and the university co-sponsored a forum in fall 2009 for research faculty and professional staff to make presentations on potential commercial opportunities to the community. These presentations occur approximately every six to eight weeks either on the Fairbanks campus or in the community. EOTF (**Economic Opportunities Task Force**) presentations have discussed research on projects such as reindeer and Alaska Synthetic Aperture Radar. Occasionally, independent consultants have participated in the discussion. Faculty and professional staff members have presented to EOTF in the last 18 months as the table below summarizes.

Table 4.49

Faculty and Professional Staff Presentations to EOTF		
Economic Opportunities Task Force Meetings	2009	2010
Faculty and professional staff participating as presenters	2	12

Economic development is one of the six new focus areas in the 2010 Cooperative Extension Strategic Plan. Most of that work comes from extension programming in the natural resource and community development unit and has focused on creating small businesses in forestry products and Alaska product development. Two newly developed programs have impactful outcomes and indicators.

The Alaska Cooperative Development Program is funded by a USDA grant. The goal of the program is to create more jobs in Alaska by providing assistance in existing cooperatives and to groups interested in forming cooperatives. The grant provides assistance in situational analysis, co-op formation assistance, technical assistance, networking, and applied research.

Table 4.50

Alaska Cooperative Development Program					
Number of Groups Assisted	Number of Cooperatives Assisted	Number of Businesses Incorporated	Number of Cooperatives Incorporated	Total Number of Jobs Created	Total Number of Jobs Saved
3	1	0	0	0	2

The extension test kitchen located in Fairbanks offers local entrepreneurs an opportunity to test their recipes in an Alaska Department of Environmental Conservation-certified kitchen, develop a business and marketing plan, and assess their product's income potential. The following table summarizes interactions and outcomes resulting from the test kitchen.

Table 4.51

Cooperative Extension Test Kitchen FY11 Engagement				
Number of Inquiries	Number of Follow-up Inquiries	Number of Entrepreneurs using Facilities	Number of Businesses Created	Number of Jobs Created
40	8	3	1	1

The three entrepreneurs using the test kitchen in FY11 were a gluten-free baker, a pepper jelly and hot sauce producer, and a local caterer. Each entrepreneur began with an idea and worked with CES to obtain necessary permits and certifications (DEC, business license, etc.) to start their respective businesses. Once obtained, they began working in the kitchen to produce their products for sale and will continue to do so until they outgrow the kitchen's capacity.

The School of Management initiated an Entrepreneur in Residence Program to foster relations between students and faculty and entrepreneurs in the private sector. Sam Enoka, president and CFO of Viasyn, is

-serving a two-year term as the school's first Entrepreneur in Residence (EIR). This program is intended to raise interest in entrepreneurial activities and connect students, faculty, and staff with professionals in the private sector. Special emphasis is directed toward commercializing intellectual property developed at the university. During his tenure as EIR, Enoka has engaged extensively with faculty, staff, and students and with entrepreneurs in the private sector. Because of his professional interest in renewable energy, he has been particularly active with faculty in UAF's Alaska Center for Energy and Power. Enoka also played a central role in SOM's first Entrepreneurship Boot Camp, a day-long event featuring business professionals from a wide range of disciplines; this event was attended by 75 students, faculty, and staff.

UAF has been active in developing partnerships with business and community based economic development groups and surpasses mission expectations, given the early stage of this area. The partnership summary above indicates that more than four partnerships exist with business or community based economic development groups, so we surpass mission expectation in the mission fulfillment rubric.

Indicator: Businesses engage in agreements with UAF that lead to economic development.

This is a new indicator for UAF due to the change in the efforts of the institution regarding economic development. As a result of this change, data from prior years is not useful for comparative purposes and only the current year (2011) is provided here.

As of May 2011, UAF has three non-disclosure agreements. These agreements are approved by and archived by the Office of Intellectual Property and Commercialization. The three agreements are briefly described as follows:

- An agreement with industry to share environmental data that could lead to better understanding of oilfield operations.
- An agreement with a software company about advance products and pricing that could lead to new developments in computing.
- An agreement with a small business concerning the development of small energy generators.

These three non-disclosure agreements place UAF between the "meets mission expectation" and "surpasses mission expectation" categories in the mission fulfillment rubric.

Licensing agreements are an indication that the first four steps (see Chapter 1) in intellectual property development and licensing were effective. If licensing agreements are not achieved, we will analyze where we are failing to get ideas to inventions to non-disclosures to patents to licenses. Resources will be redirected as needed to increase disclosure activity, marketing, or patent filing.

Summary: UAF leadership has been actively engaged in developing partnerships to enhance economic development, and three non-disclosure agreements have resulted from these efforts. This is a new and developing area of emphasis, so much remains to be done. The Office of Intellectual Property and Commercialization started operations in January 2011. The position in that office that will execute agreements with business has not yet been hired. UAF's impact on economic development is expected to be further developed and assessed during the next accreditation cycle.

Fulfilling the Engage Theme

For CES, MAP, and SNRAS/AFES, engagement is occurring and is assessed regularly in part through federal reporting. These units regularly communicate with constituents in advisory meetings or in day-to-day interactions in a manner that truly represents engagement. In these discussions, topics of importance to constituents are brought to light, addressed, and incorporated into future plans.

The Chancellor's Cabinet is responsible for ensuring that UAF engages with the community. Implementing that vision and direction for the institution as a whole is the responsibility of the newly created position of vice provost for extension and outreach, in collaboration with the vice chancellor for university advancement. In addition, the Accreditation Steering Committee is laying out the tasks and

metrics across the institution. The new accreditation process has impelled UAF to define and collect information regarding engagement activities for the first time. The accreditation team is the first group to have the opportunity to look comprehensively at engagement activities. Through this process, faculty and staff from across the institution have assessed whether UAF is doing all it should do and measuring performance correctly to best evaluate success, duplication, and alignment of program priorities. The accreditation process is providing an opportunity to rise above program details and look more broadly at how well we are engaging with communities and the state.

Economic development is a new initiative at UAF. New indicators have been defined and we are still exploring what it means to be successful. By choosing non-disclosure agreements as an indicator, we are fully aware that moving to a more open indicator is required if UAF is to document evidence-based success. Many of the measures in the Engage theme are simply participation, attendance numbers, or the quantity of a product purchased or downloaded. These are not true measures of engagement or impact, and UAF is wrestling with this issue. While these are important programs and services, it is difficult to determine exactly what successful engagement is for many indicators. Public participation may be the best measure, and the Chancellor's Cabinet will need to subjectively determine its value.

CES and MAP have comprehensive assessment processes in operation. For these units, engagement is essential to their mission, and stakeholder input is an essential part of the ongoing planning process. CES uses a variety of long range (five-year Strategic Plan), annual (Annual Unit Plan, workloads), and monthly (CES Executive Leadership Group and CES State Advisory Council) touchstones to identify goals and outcomes and evaluate and ensure activities are meeting strategic institutional and external community priorities and goals. CES district offices, which are geographically distributed, provide the connection between the needs of Alaska citizens, cultures, and communities and the statewide offices located on the campus. Statistics on topic, attendance, and statewide geographic distribution, requests by the public, other quantitative instruments, and qualitative assessment of the interest and engagement of the participants are used to guide the number and location of future offerings, the revision of current material, the development of new opportunities, and the retirement of programs. In addition, CES uses the strategic plan, Executive Leadership Group, and State Advisory Council's input to reallocate human and financial assets to address changing or emerging issues throughout the state. The ELG chairs work with faculty and staff and through the workload process to redirect faculty time and efforts on issues. CES allocates funding to create new and innovative programs that address issues.

Guided by the previously discussed planning process, Alaska Sea Grant Marine Advisory Program leaders and faculty develop annual workload statements which project their effort allocations at the beginning of each year and provide a basis for assessment at the end. Much of the work of MAP involves disseminating information to the public about important issues and concerns, and applying that information to help improve economic stability and long term sustainability of coastal communities and their resources. Currently, the implementation goals and the underlying metrics are being re-evaluated every two years, but this interval may increase as we gain experience with the new system and learn how to more reliably quantify our achievements and impacts.

CES relies heavily on input from local stakeholders for rigorous assessment of programs. Districts and subject matter groups often have community and statewide-based advisory groups that meet regularly (often monthly) to evaluate the efficacy of programs and activities. A variety of evaluation methods and tools, including statistics (attendance and geographic spread), needs surveys (face-to-face and online), presenter and topical evaluation questionnaires, direct observation and qualitative assessments, are used. The results are reviewed, discussed, and used to judge the success of activities, recommend improvement, suggest discontinuation, and advocate for new programs. CES has a long history of engaging with the community to create successful programs. Tools that meet both the needs and cultures of the stakeholders and the university are critical to success. The community knows what works and what doesn't; CES uses that knowledge to create successful programs and eliminate things that aren't working.

SNRAS/AFES is linked to CES through the federally mandated Plan of Work that provides guidance for cooperation at the local, regional, and national level. Annual reports through the Plan of Work assure this collaboration continues using a holistic and engaged approach. A result of the Plan of Work is the allocation of funding to faculty and staff to create economic activities in both urban and rural Alaska. This can be seen in the offering of workshops for cabin building that use unique technologies and local resources. The SNRAS/AFES Plan of Work contains a stringent action plan. Reports are prepared annually addressing the planning process. The plan is reviewed by USDA which either accepts or rejects the plan based on the use of outcomes assessment.

MAP rigorously evaluates performance against the unit's strategic plan. Periodic adjustments are made to improve operations and activities, to amend or modify unrealistic goals, and to adapt to changing community needs and priorities. A new program will recover as much information as possible, consistent with privacy and ease of use, about the places products are sent. Users are encouraged to provide feedback and sometimes targeted for follow-up surveys to try to gauge impact. Data from MAP's distribution system provide some measure of impact or success and inform decisions about future products. Data are used to evaluate the achievement of goals in the strategic plan and its related implementation plan. Periodically (initially annually, but at least every two years), adjustments may be made to these plans based on these data and their relationship to emerging trends, needs, and opportunities. The Alaska Sea Grant Marine Advisory Program is currently not using phone consultations with clients as a measure for engagement, as the number is an estimate. MAP will capture these data in the future.

Youth program assessment results are primarily available internally or to constituents. 4-H Program results may also be presented in news releases or annual reports. Ocean Science Bowl program information is available for all past years to 1998 on its website and in news releases. Summer Visual Art and Music academies assessments, in the form of created art and music, are available to the public via exhibitions and recitals. The Summer Visual Art and Music academies evaluations are used and applied within the Art and Music departments. Instructor surveys are used for program improvement, as well as student and parent satisfaction surveys. Both are used internally and not formally published. The Rural Alaska Honors Institute provides a fact sheet with some evaluation results information. Within the Rural Alaska Honors Institute, the results from internal and external evaluations are used to improve the program, assess graduation rate, and make longitudinal comparisons. Alaska Summer Research Academy student and instructor evaluations are primarily used internally for program planning and improvement, as well as tracking future UAF enrollment. Face-to-face judging is the main evaluation tool used at the First Tech Challenge Robotics Competition, with continual feedback at the national level. Lab Vue, the affiliated equipment component company, also reviews its materials biannually.

In economic development, the Office of Intellectual Property and Commercialization is evaluating the correct metric for determining success. It is not presumed that the indicators used herein, quantifying economic development activities and non-disclosure agreements, will endure as this effort matures over time.

The Accreditation Steering Committee noted that there is a significant amount of lifelong learning that occurs in for-credit coursework, although UAF is not currently capturing such information. The committee is looking at ways to evaluate student behavior and classify students at "lifelong learners" even though they are taking credit coursework. This work is not straightforward because non-degree seeking students may be in that category for many reasons other than just lifelong learning. For example, they are degree seeking but have not yet been admitted to a program. In the next accreditation cycle, a new indicator may be added to address credit-based lifelong learning, once the collection of non-degree seeking students can be partitioned appropriately; Planning, Analysis and Institutional Research has a good start on this already.

In the area of economic development, work toward meeting the objective is just beginning. As the accreditation team collects the initial information and gains a better understanding of UAF-wide programs, it will more thoroughly assess alignment and integration and either eliminate, join, or develop new programs and services. Discussions with program personnel will be held to align planning and budget priorities to improve outcomes.

Improvement

Two years ago, the chancellor created a new position, vice provost for outreach, to address the issue of engagement. That individual is charged with increasing, improving, and coordinating community engagement across UAF, both in the established extension units, and in research and academic units. As described in the assessment section above, UAF is now collecting information from units across the institution to make meaningful determinations of the extent to which the Engage theme is fulfilled.

In FY11, the Marine Advisory Program received an increment to its base state funding from the state Legislature. The funding request received very strong support from coastal communities statewide, illustrating the value they place on this university engagement program. The funding has enabled MAP to hire five permanent MAP agents for communities that lacked an agent or had only temporary, grant-funded engagement programs.

The number of non-credit and non-CEU workshops offered by CES and MAP and the attendance at these workshops increased from 2009 to 2010. Future years will indicate whether this increase is part of a trend or simply represents annual variation. Improvements in tracking workshops have resulted from the implementation of this accreditation indicator. For example, SNRAS/AFES did not have a comprehensive summary of its workshops prior to this effort. The unit now tracks and compiles non-credit and non-CEU workshops offered across the state.

As noted in the assessment section, the number of non-credit instructional units awarded increased substantially over the past few years. However, this increase is most likely due to changes in reporting rather than real increases, because this metric first became a UA metric in 2009.

Attendance or participation in many lifelong learning, cultural, and athletic activities declined because of the downturn in tourism. However, enrollment in the Osher Lifelong Learning Institute increased substantially due to increased external funding. Participation in the Fairbanks Summer Arts Festival grew appreciably during the past few years, and the number of visitors at the large animal research station appears to be recovering from the downturn.

Free downloads and distributions of research-based publications intended for the general public increased from 2009 to 2010. Additional distributions of Cooperative Extension Service publications were the bulk of this increase. CES in-person and phone inquiries or consultations also increased from 2009 to 2010.

Youth participation in 4-H, Summer Visual Art Academy, and the Ocean Science Bowl all grew over the past four years.

The Chancellor's Cabinet will use the Engage indicator data to create a cohesive and holistic understanding of engagement activities and to identify areas for improvement in the 2011–2012 strategic planning process.



Chapter Five

Mission Fulfillment, Adaptation, and Sustainability

Mission Statements

UA Mission

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

UAF Mission

The University of Alaska Fairbanks, the nation's northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF — America's arctic university — promotes academic excellence, student success and lifelong learning.

Chapter Five: Mission Fulfillment, Adaptation, and Sustainability

Eligibility Requirements

Tables 5.1 and 5.2 provide a summary of evidence that UAF's operational scale (enrollment, human and financial resources, and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes. The information provided is for FY08–FY10; FY11 information is not yet available. The totality of the evidence presented in this self-study illustrates that the existing operational scale is sufficient for UAF to fulfill its mission.

Table 5.1

Summary of Evidence of UAF Operational Scale for FY08 – FY10*			
	FY08	FY09	FY10
Federal receipts including indirect cost recovery (ICR) (in thousands)	\$112,585	\$111,236	\$116,135
Tuition and student fee revenue (in thousands)	\$32,131	\$34,941	\$39,078
University receipts** (in thousands)	\$39,013	\$42,114	\$42,983
TOTAL university-generated revenue*** (in thousands)	\$212,776	\$215,085	\$225,697
TOTAL state appropriation expenditures (in thousands)	\$141,415	\$149,725	\$155,216
TOTAL expenditures (in thousands)	\$382,612	\$407,899	\$412,060
Student credit hours enrolled (annual)	172,230	173,517	184,410
Student headcount (fall semester close)	9,687	9,828	10,446
Faculty FTE (fall semester)	643	634	645
Staff FTE (fall semester)	1532	1507	1524

*Information in this table is from UA in Review 2011 and the UAF Performance Report 2010.

**Includes non-federal, non-state-agency grants or contracts (e.g., from Alaska Native corporations, the Corporation for Public Broadcasting, and others); donations; and non-student fee income (e.g., athletic events admission).

***Includes revenue not separately tabulated, such as auxiliary income, inter-agency receipts, interest income, and CIP (capital improvement project) funds. Note that the latter support faculty and staff salaries and can also be termed reimbursable service agreements, which are generally with the state of Alaska.

Table 5.2

UAF Facilities Summary (FY09)*			
Location	Gross Area (square feet)	Weighted Average Age**	Adjusted Value*** (in millions)
Fairbanks Campus****	2,905,951	38.4	\$908.7
Bristol Bay Campus	10,523	30.0	\$6.6
Chukchi Campus	8,948	35.0	\$4.8
Interior-Aleutians Campus	26,215	30.7	\$12.0
Kuskokwim Campus	51,680	26.0	\$21.0
Northwest Campus	20,760	32.8	\$4.9
UAF Community and Technical College	78,096	49.0	\$14.8
TOTAL	3,357,978	38.3	1,025.4

*Information in this table is from UA in Review 2011.

**Weighted average age is calculated by dividing the sum of the products of each building's age and gross square footage by the gross square footage in the particular category.

***Estimate of current market value.

****Includes buildings administered by the Fairbanks Campus in Chatanika, Kodiak, Matanuska, Palmer, and Seward.

UAF is a state-supported institution which derived about 45 percent of its operating budget from state general fund (GF) appropriations in FY10. The percentage of GF support was reasonably stable from FY06 to FY10, ranging from 41 to 47 percent. Most of the variation has been caused by two factors:

- Rapidly increasing benefits costs, mainly health care and pension-related, increased the percent of GF support from FY06 to FY09, because a substantial part of these increased costs was funded by the state.
- American Recovery and Reinvestment Act of 2009 (ARRA) research funding, increasing enrollment, and increasing tuition rates resulted in a decrease in proportional GF support in FY10.

As discussed in more detail in the Adaptation and Sustainability section, for the immediate future, continued state support of Alaska public universities at about the current level appears secure. However, if state revenue declines markedly with declining oil production, the state's support of the university is likely to decrease as well. The Legislature has a stated goal of reducing state general fund support of the university system to 50 percent of expenditures *exclusive of federal dollars*. Since UAF's non-federal revenues currently make up only 53 percent of non-federal expenditures, this would require some changes, probably increasing tuition and fee revenue and decreasing operating costs. Nonetheless, UAF could continue to fulfill its mission, albeit with significant reduction in or elimination of some programs or services. However, so far the Legislature has limited its action to funding only 50 percent (rather than the previous 60 percent) of annual salary and benefit increases. While this presents some challenges, UAF has adapted to that reduced level of support without fundamental change. (ER 24)

Standard 5.A: Mission Fulfillment

The University of Alaska Fairbanks, the nation's northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF – America's arctic university – promotes academic excellence, student success and lifelong learning.

UAF is fulfilling its mission. Chapter 1 of this self-study elucidates UAF's mission in terms of five core themes:

- Educate: Undergraduate and Graduate Students
- Discover: Through Research, Scholarship, and Creative Activity including an Emphasis on the North and its Peoples
- Prepare: Alaska's Career, Technical, and Professional Workforce
- Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge
- Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development

Each of the five core themes has been further developed by identifying objectives and indicators of achievement relative to those objectives. Chapter 4 describes the process and results of regular, systematic, participatory, self-reflective, and evidence-based assessment of accomplishments. Some of the indicators, data collection, and analyses have been created for this accreditation review, but many have been in place for some time. The assessments listed below are also those with substantial breadth across different programs and services, and so yield (particularly in aggregate) a holistic assessment of our institution.

- Since 2006, UAF has reported, assessed, and planned to improve its performance on some basic productivity metrics: high-demand job area degrees and certificates awarded, student credit hour production, undergraduate student retention, externally funded research expenditures, and

university generated revenue. These reports were widely distributed and discussed within UAF, and were submitted to the [UA Statewide administration](#) and to the state [Office of Management and Budget](#).

- Since 2006 UAF has prepared an annual Missions and Measures report to the state, which includes a variety of indicators including numbers of publications, research addressing state needs, and student pass rates on professional certification examinations.
- Since 2000, UAF has carried out academic [program review](#) on a five-year cycle. Programs are reviewed on quality, productivity, and efficiency criteria. While these reviews are not public, they are available to faculty and administration. Programs that are not satisfactory are either given targets for improvement or are recommended for discontinuation.
- In 1998, UAF instituted systematic student learning outcomes assessment, first with the Core Curriculum. Most degree programs developed assessment plans by 2000. Since 2004, regular learning outcomes assessment has been expected of every degree and undergraduate certificate program, and during this self-study nearly all academic programs provided [evidence of assessment and of their students meeting the learning outcomes of the program](#).
- UAF administered the Community College Survey of Student Engagement once and the National Survey of Student Engagement twice during the past five years, and has undertaken improvements based on the results. The most recent NSSE results, analysis, and recommendations for improvement (see National Survey of Student Engagement 2009 in [Exhibits](#)) are publicly available.
- A [UA Graduate Survey](#) has been administered since 2006. The survey gathers information including graduate satisfaction with UAF programs and employment after graduation.
- UAF was an early adopter in the Association of Public and Land-grant Universities' Voluntary System of Accountability, and maintains an up-to-date [College Portrait](#).
- UAF has participated in the Survey of Earned Doctorates (SED) for more than two decades.
- Research is subject to constant external review via the peer review process for articles, books, and research proposals, and via external advisory committees which assist several major programs, including the Center for Alaska Native Health Research (CANHR), the IDeA Network of Biomedical Research Excellence (INBRE), and the Experimental Program to Stimulate Competitive Research (EPSCoR). In general, these reviews have found UAF research to be of high quality. The new vice chancellor for research, Mark Myers, intends to institute a regular internal review process for research, akin to program review, beginning in 2012.
- Achievements in outreach and engagement by the Cooperative Extension Service (CES) and the Marine Advisory Program (MAP) are reported to their respective funding agencies, USDA's National Institute of Food and Agriculture (NIFA) and the National Oceanic and Atmospheric Administration (NOAA), annually. [CES](#) and [MAP](#) reports are available to the public.

UAF defines mission fulfillment in Chapter 1. A rubric was developed to identify, for each core theme, a subset of indicators of achievement and thresholds indicating when mission fulfillment is surpassed, met, or not met. The indicators are scored on a Likert scale; a score of 5 indicates that the threshold for mission fulfillment is surpassed, 3 that it is met, and 1 that it is not met. We define mission fulfillment as achieving an average index value of 3.0 or better for each of this subset of indicators, and no more than one indicator in each theme may be rated with a score of 1 as insufficient. A subset of indicators is used to define mission fulfillment because some of the indicators of achievement adopted are new, and their utility for assessing mission fulfillment uncertain.

As illustrated in Table 5.3, UAF is fulfilling its mission in all five of its theme areas. The average rating

for indicators is between 3.0 and 4.6 for the five themes, and no rating falls below 3.0. The specifics of the achievements on each indicator are presented in greater detail in Chapter 4. To the extent possible, we have set the standards for achievement by comparing ourselves to national standards, performance of peer institutions, or internal performance goals. National standards include student performance on standardized examinations under the Educate and Prepare themes. Retention rates, graduation rates of minority students, doctoral student employment, publications per faculty member, and workshops per extension faculty member were assessed by comparing UAF achievements with those of peer institutions. High-demand job area awards and noncredit instructional productivity units are compared with internal UAF and UA performance targets.

Table 5.3

Evaluation of Mission Fulfillment Rubric by Theme Statements describing UAF achievements are shown in blue. When achievements fall between two descriptions, both are blue.						
Theme	Rating	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation
	Likert Scale	5	4	3	2	1
Educate: Undergraduate and Graduate Students	3	More than 95% of programs have direct evidence that students are achieving intended learning outcomes.		75 to 85% of programs have direct evidence that students are achieving intended learning outcomes.		Less than 50% of programs have direct evidence that students are achieving intended learning outcomes.
	3	Average student performance on all programmatic state and national examinations with at least 5 students assessed is above the 75th percentile		Average student performance on all programmatic state and national examinations with at least 5 students assessed is between the 40th and 60th percentile.		Average student performance on some programmatic state and national examinations with at least 5 students assessed is below the 25th percentile.
	4	First-time full-time undergraduate retention rate of more than 70%.		First-time full-time undergraduate retention rate is 60 to 65%.		First-time full-time undergraduate retention rate is less than 55%.
	3	Average senior ETS proficiency profile score is greater than the 70 th percentile for doctoral I and II institutions.		Average senior ETS proficiency profile score is between the 40th and 60th percentiles for doctoral I and II institutions.		Average senior ETS proficiency profile score is less than the 30 th percentile for doctoral I and II institutions.
	4	Employment placement of master's and PhD graduates in degree-appropriate positions within one year of graduation is more than 85%.		Employment placement of master's and PhD graduates in degree-appropriate positions within one year of graduation is 65 to 75%.		Employment placement of master's and PhD graduates in degree-appropriate positions within one year of graduation is less than 50%.
	5	Average number of independently reviewed publications is more than 1.5 per PhD graduate two years after graduating.		Average number of independently reviewed publications is 0.75 to 1.25 per PhD graduate two years after graduating.		Average number of independently reviewed publications is less than 0.5 per PhD graduate two years after graduating.
AVERAGE	3.7					

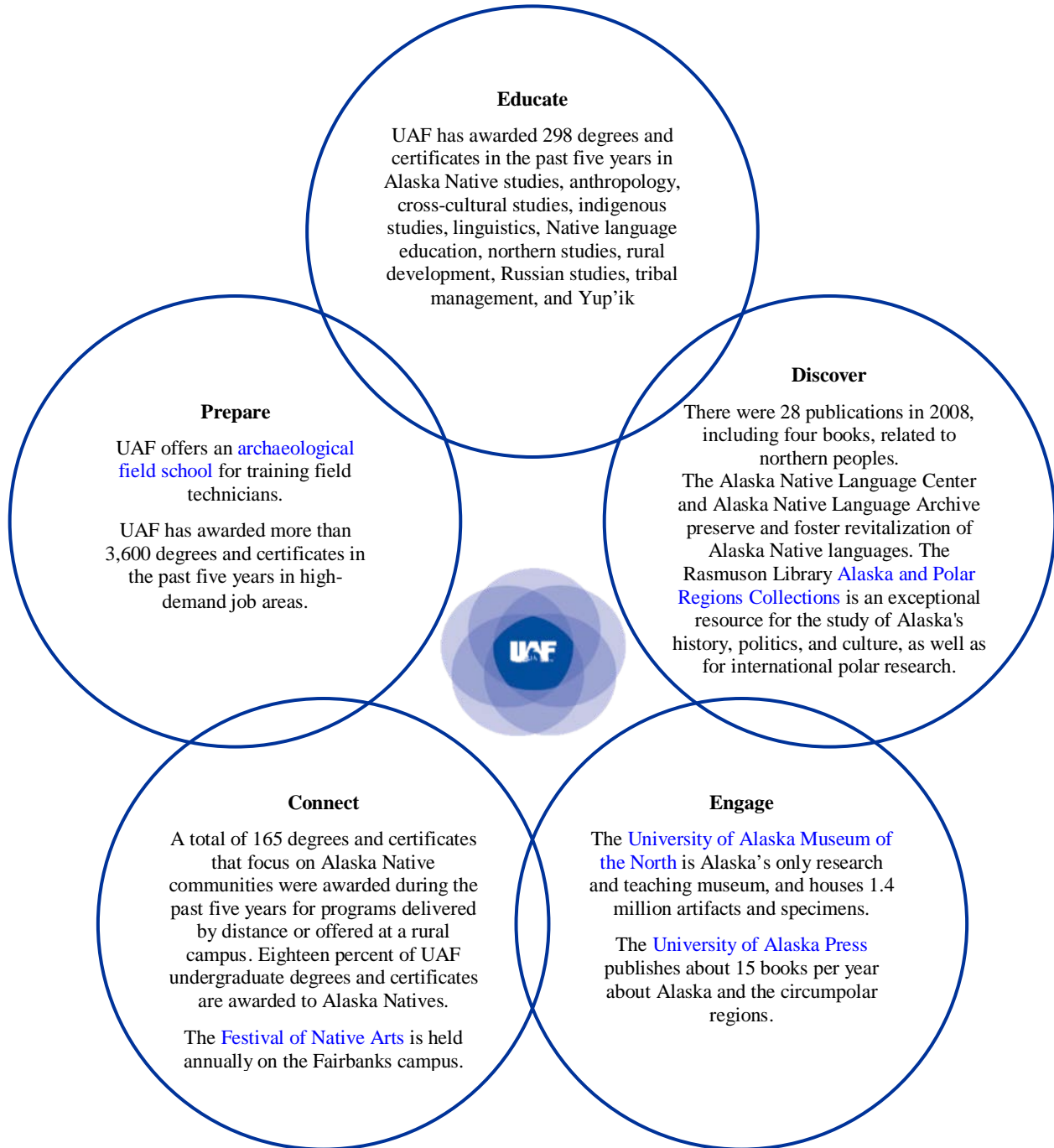
Evaluation of Mission Fulfillment Rubric by Theme Statements describing UAF achievements are shown in blue. When achievements fall between two descriptions, both are blue.						
Theme	Rating	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation
	Likert Scale	5	4	3	2	1
Discover: Through Research, Scholarship, and Creative Activity including an Emphasis on the North and its Peoples	4	Number of peer-reviewed publications per year per faculty member with research workload is more than 1.5.		Number of peer-reviewed publications per year per faculty member with a research workload is between 0.75 and 1.25.		Number of peer-reviewed publications per year per faculty member with a research workload is less than 0.50.
	5	Grant or contract research expenditures per faculty member are more than \$200,000 per year.		Grant or contract research expenditures per faculty member are \$75,000 to \$125,000 per year.		Grant or contract research expenditures per faculty member are less than \$50,000 per year.
	4	Annual direct expenditures in areas of significant importance to Alaska and the North exceed 80% of research expenditures.		Annual direct research expenditures in areas of significant importance to Alaska and the North are 65 to 70% of research expenditures.		Annual direct expenditures in areas of significant importance to Alaska and the North are less than 55% of research expenditures.
	5	Number of creative exhibitions and performances per faculty FTE in fine and performing arts is more than 1.25.		Number of creative exhibitions and performances per faculty FTE in fine and performing arts is between 0.75 to 1.0		Number of creative exhibitions and performances per faculty FTE in fine and performing arts is less than 0.50.
	5	Percentage of faculty with research workloads reporting at least one paper with 12 or more citations exceeds 25%.		Percentage of faculty with research workloads reporting at least one paper with 12 or more citations is 15 to 20%.		Percentage of faculty with research workloads reporting at least one paper with 12 or more citations is less than 10%.
AVERAGE	4.6					
Prepare: Alaska's Career, Technical, and Professional Workforce	4	Number of high-demand job area program graduates is more than 775.		Number of high-demand job area program graduates is 580 to 650.		Number of high-demand job area program graduates is less than 460.
	5	More than 75% of programs with state or national certification exams have pass rates of 80% or higher.		40 to 60% of programs with state or national exams for certification have pass rates of 80% or higher.		Less than 25% of programs with state or national exams for certification have pass rates of 80% or higher.
AVERAGE	4.5					

Evaluation of Mission Fulfillment Rubric by Theme Statements describing UAF achievements are shown in blue. When achievements fall between two descriptions, both are blue.						
Theme	Rating	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation
	Likert Scale	5	4	3	2	1
Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge	3	Partnerships have significant and lasting impacts, are two-sided in terms of shared resources and responsibility, and represent every area of the state where UAF is active.		Partnerships have impact, share resources and responsibility, are lasting, and well distributed geographically		Partnerships lack impact and are one-sided in terms of shared resources and responsibility, short-lived, and poorly distributed geographically.
	3	Alaska Native and rural students are graduating in portion to enrollment at the same rate as other students.		Alaska Native and rural students are graduating in portion to enrollment at 70 to 90% of the rate of other students.		Alaska Native and rural students are graduating in portion to enrollment at less than 60% of the rate of other students.
AVERAGE	3					
Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development	3	Non-credit instructional productivity units earned are greater than 5,500.		Non-credit instructional productivity units earned are between 4,100 and 4,700.		Non-credit instructional productivity units are less than 3,300.
	5	Non-credit workshops organized by CES, MAP, and AFES have more than 16,000 participants annually, and are well distributed topically and geographically across Alaska.		Non-credit workshops organized by CES, MAP, and AFES have 12,000 to 14,000 participants annually, and are distributed topically and geographically across Alaska.		Non-credit and non-CEU workshops organized by CES, MAP, and AFES have less than 10,000 participants annually or are not well distributed topically or geographically across Alaska.
	4	Intellectual property procedures and practices result in 4 or more non-disclosure agreements between UAF and private business.		Intellectual property procedures and practices result in 2 non-disclosure agreements between UAF and private business.		Intellectual property procedures and practices do not produce any non-disclosure agreements between UAF and private business.
	5	Partnerships exist with 4 or more businesses or community based economic development groups.		Partnerships exist with at least 2 businesses or community based economic development groups.		No partnerships exist with businesses or community based economic development groups.
AVERAGE	4.3					

Note: The rubric utilizes a 1 to 5 Likert scale index that assigns a value of 5 when the mission is surpassed, a 3 when the mission is met, and a 1 when a component of our mission is not being fulfilled. When an indicator is assessed as falling between the rubric statements for surpassing and meeting mission fulfillment, a 4 is assigned. Similarly, when an indicator is assessed as falling between the rubric statements for meeting mission fulfillment and non-fulfillment, a 2 is assigned.

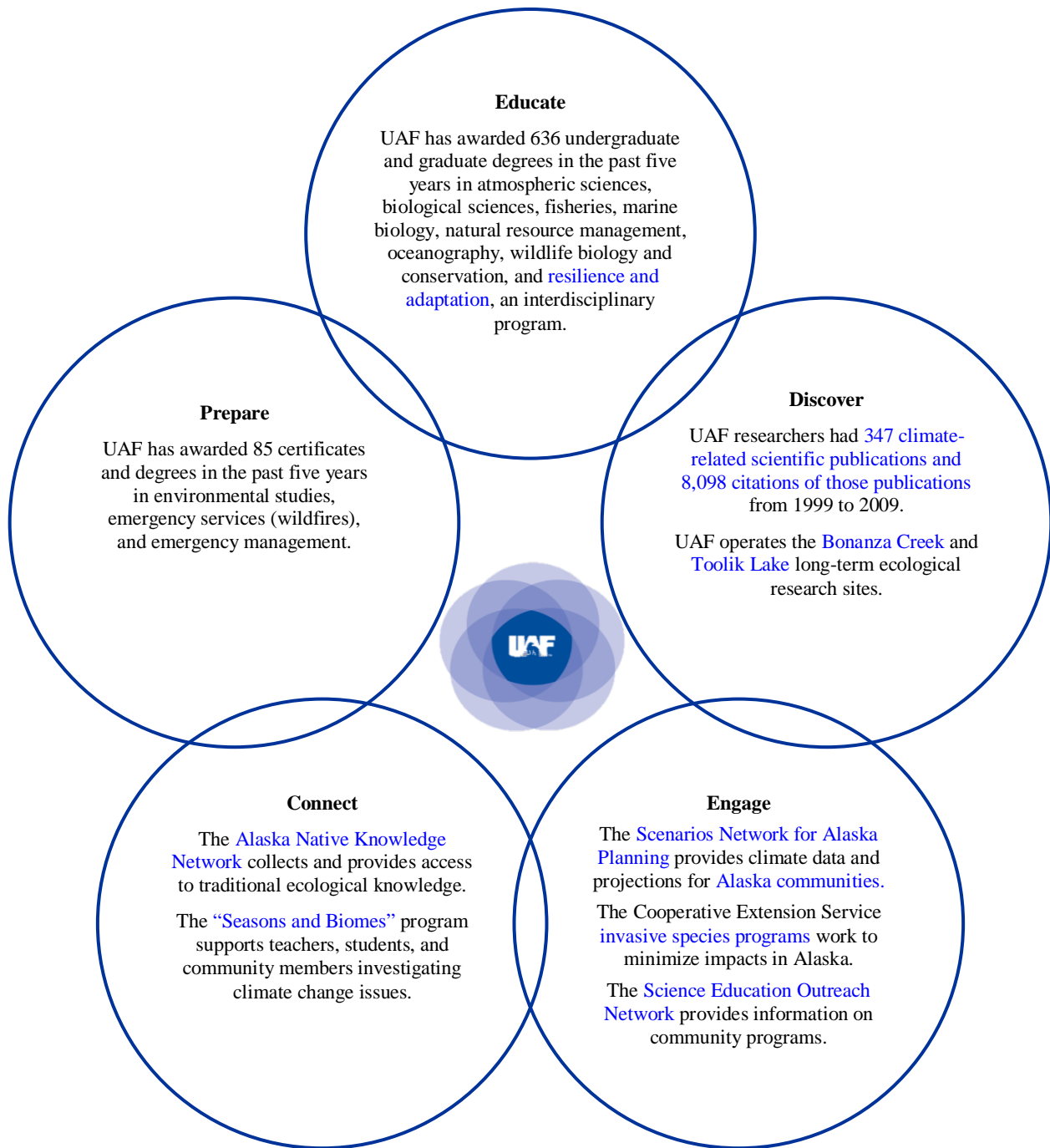
UAF is more than the sum of its parts, and we consider the synergy among themes in addressing issues of importance to Alaska to be a key strength. To illustrate this point, three examples will be provided: Northern Peoples, Climate Change, and Energy and Cold Regions Engineering. All of these have been identified in strategic or academic plans as key areas of UAF's mission, which should be a focus for enhancement and improvement. The diagrams show that each mission theme contributes to the success of work in that area. Academic, research, outreach, and engagement programs collaborate and achieve more than would be feasible for stand-alone efforts.

Northern Peoples



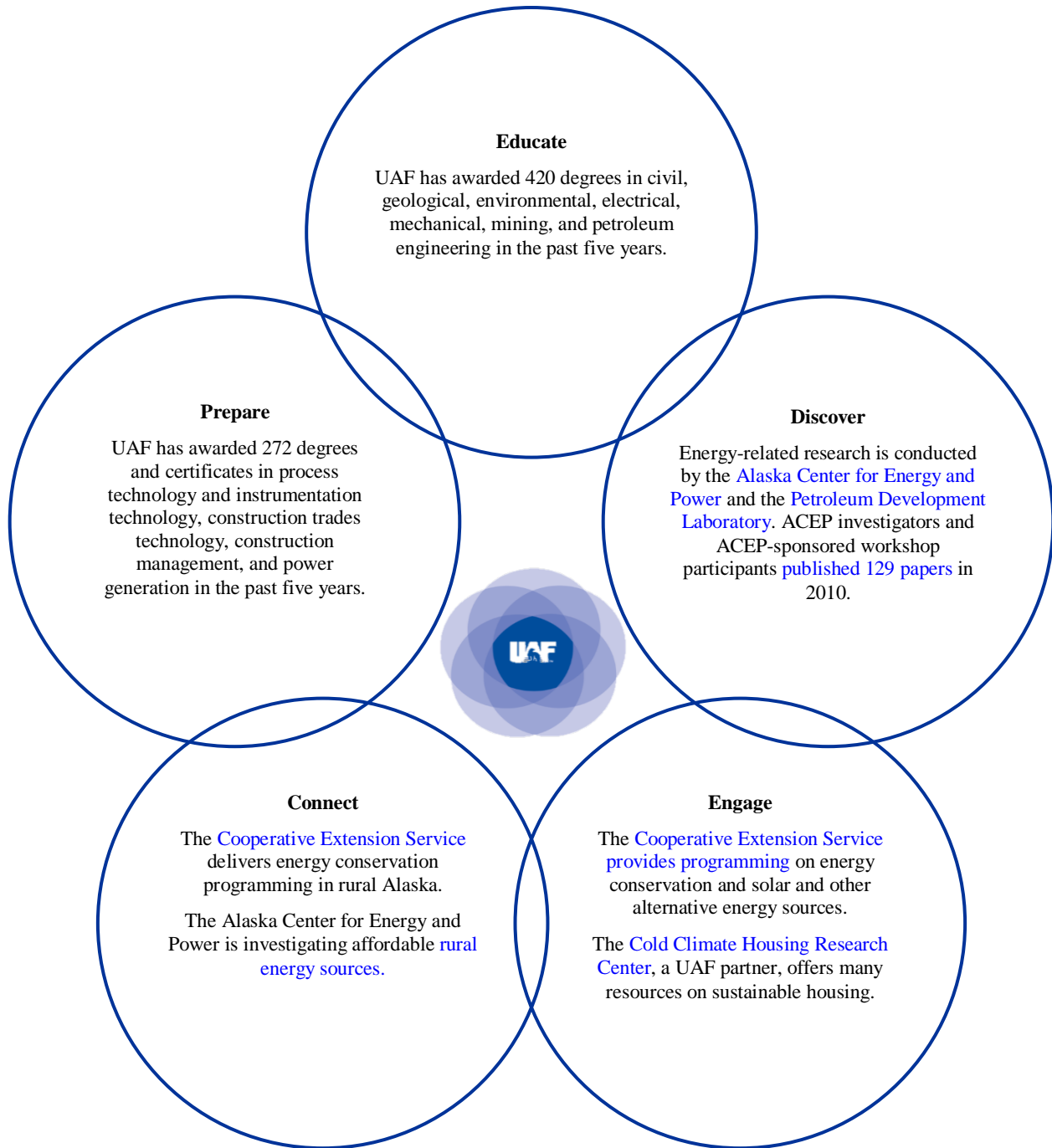
UAF has substantial activity in all theme areas around the focus of Northern Peoples, and each of the themes benefits from efforts in the other areas. The research resources of the Alaska and Polar Regions Collections and the Alaska Native Language Archive are also an important asset to faculty and students in teaching and learning about history, political science, anthropology, Russian studies, linguistics, Alaska Native languages, and other fields. The research collections of the UA Museum of the North also benefit instruction and bring many Fairbanks community members and visitors to campus to learn about Alaska's history and Native culture. The Festival of Native Arts brings faculty, staff, students, and community members together to experience and perform Native music, dance, and visual arts and crafts. The UA Press publishes books by UAF faculty as well as others, which are read by researchers, teachers, and the general public. UAF makes a wide variety of degrees and certificates accessible to rural residents, including those related to languages and cultures of northern peoples, and Alaska Native students are increasingly successful in completing programs of all kinds, including those in high-demand job areas.

Climate Change



UAF has a major research emphasis on climate, a top priority because of the substantial present and even larger predicted future effects of climate change on Alaska communities. In 2009 [scienceWATCH](#) ranked UAF climate research 11th in the world (and fourth among US universities) in terms of the number of citations of climate research publications. The climate emphasis extends to all of the themes. Many of UAF’s undergraduate and graduate programs focus on climate and resulting ecological change. Climate change is affecting Alaska’s forests, leading to increased wildfires and a demand for emergency personnel trained in wildlands firefighting. [The observations of Alaska Native elders](#) provide insight into environmental change, wildlife, and fisheries. [Seasons and Biomes](#) engages K-12 students and teachers in global change research. [Invasive species](#) are spreading and the public is being enlisted to assist in control. Outreach was an important component of [International Polar Year](#) activities, and the [Science Education Outreach Network](#) provides ready access to climate programming for students, teachers, and the general public.

Energy and Cold Regions Engineering



Energy is a focus of UAF engineering research, because accessible and affordable energy is a key to economic development in Alaska. Fairbanks, typical of Interior Alaska, has about 14,000 heating degree days per year. In many rural communities that are not accessible by road, [fuel can cost two to three times the Fairbanks price](#). [Research](#) focuses on more efficient conventional power generation and on alternative sources, such as wind-diesel, hydrothermal, biomass, and in-river turbines. In addition to cheaper energy, energy conservation is a subject of both research and outreach programs. Undergraduate engineering education provides a solid foundation of fundamentals, but with local examples and opportunities for projects and national competitions, such as the [clean snow machine challenge](#). The construction trades technology program is offered only at rural locations and provides training on the challenges of cold climate construction.

Standard 5.B: Adaptation and Sustainability

UAF regularly evaluates the adequacy of its resources, capacity, and operational effectiveness. The assessments are fully described in Chapter 4. Important components of UAF's evaluation processes include the [academic program review](#) process already discussed in this section. Program review includes an assessment of the adequacy of resources for offering a program. In the program review conducted during FY12, no program was found to have inadequate resources that prevented offering the required courses, with a qualified instructor in appropriate facilities, on a schedule permitting timely graduation of students. Programs presented evidence of effectiveness in terms of graduates, student learning outcomes, and faculty research productivity.

In FY11 the UAF vice chancellor for administrative services conducted an in-depth assessment of administrative staffing. This assessment found some variations in staffing levels across UAF, but no indications that staffing levels were inadequate. In a second phase of this assessment, best practices for administrative units will be identified and implemented across campus. The vice chancellor for advancement reviewed the University Advancement staffing level and found that it is well below that of peer institutions (see Advancement Staffing Comparison Report in [Exhibits](#)). UAF has set a goal of substantially increasing philanthropic support, and to that end is increasing funding to Advancement via annual Performance-Based Budgeting allocations.

Campus master plans assess the facilities on each campus, and are required to be updated every five years by Board of Regents policy. The recent update of the [2010 Campus Master Plan](#) found that the quantity of space was comparable to that of peer institutions in most categories, but UAF had significantly less research space than peers with comparable levels of research funding. The Life Sciences Facility and Energy Technology Test Modules currently under construction will significantly improve, but not entirely remove, this deficiency. However, despite the limited facilities, UAF research is notably successful.

UAF's research and teaching facilities are nearly 40 years old on average, and there is a significant backlog of deferred maintenance. Facilities Services monitors the condition of buildings and infrastructure. Its running list of needed maintenance, renovation, and renewal projects now totals more than \$0.6 billion. This [list](#) is publicly available. The UA president and Board of Regents have made this a priority, and renovation and repurposing funding was the top priority in the FY12 capital request to the Legislature. As a result, UAF received \$22 million for UAF and the authority to bond an additional \$33 million.

Chapter 3 describes UAF's planning processes and provides links to the current plans. These plans are available to faculty, staff, students, and the general public on [institutional websites](#). During the 2000 – 2010 period UAF developed a strategic plan, two academic development plans, a Vision 2017 Task Force Report, and a Campus Master Plan (and an update), all within the context of the UA Strategic Plan 2009. Each dean and director is required to prepare an Annual Unit Plan, which includes sections addressing unit funding needs. During most of the past decade, there has been an annual call for operating and capital budget increment requests. These could be initiated at the department, dean, director, or vice chancellor level, and reviewed by the campus-wide Planning and Budget Committee and the Chancellor's Cabinet, which set the priorities for the annual request to the Board of Regents. The board, in turn, approves the request that is sent to the state. At each level of review, requests are evaluated in terms of the institutional priorities established via the plans specified above. However, in deference to the "strategic pause" in growth established by the current UA System president, for the past two years, units have been asked to limit requests to only the most important needs of existing programs. Programs can also secure funding through the Performance-Based Budgeting process, by which funds secured through a 1 percent "tax" on unit operating funds are redistributed by the Chancellor's Cabinet. Redistribution is based on recommendations from the Planning and Budget Committee, either to reward achievements or to improve performance in priority areas identified through planning processes. The annual [Performance Reports](#) contain lists of these redistributions.

UAF assesses its planning, assessment, and resource allocation periodically. The schedule and process has changed with leadership over the past decade. Under current Chancellor Rogers, the assessment occurs at a biannual executive leadership workshop, which includes all executives, some senior staff, and Faculty Senate and Staff Council representatives. The inaugural workshop in this series, held two years ago, concluded that administration was relying too much on across-the-board funding cuts to address shortfalls. The participants advised the chancellor to implement vertical cuts instead. Toward that objective, the chancellor instructed each vice chancellor to assess performance within his or her areas of responsibility and to use that information in making strategic, rather than across-the-board cuts. The special, all-program Program Review in FY11 was in response to that instruction, as was the FY11 administrative review and the research review planned for FY12.

The new NWCCU accreditation standards have spurred changes in UAF planning processes. Formerly these were on a five-year cycle, to fit within the 10-year accreditation cycle. Because UAF had only two years to prepare this self-study, the Chancellor's Cabinet decided to extend the Strategic Plan 2010 through 2012. A new seven-year planning cycle will begin in 2012.

UAF has several mechanisms for monitoring its internal and external environment. [Planning, Analysis and Institutional Research](#) (PAIR) compiles and publishes a wide variety of institutional data relating to students, staff, and faculty, and makes that information generally available. [UA Planning and Institutional Research](#) also compiles data reports that allow comparisons across the system. Financial Services 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.

Each year, UAF produces a [Performance Report](#), which is based on Annual Unit plans submitted by deans and directors and performance data supplied by PAIR. The provost compiles the report, incorporating input from the other vice chancellors. The report addresses UAF performance on major UA System metrics of student credit hours, high-demand job area awards, retention, research revenue, and university-generated revenue. Some of these metrics have been incorporated as indicators for this self-study or are related to adopted indicators. Within that report, UAF is required to assess the internal and external factors that will influence its performance, describe strategies to improve performance, and project performance for the next five years. Some examples of internal and external factors that have been discussed in the annual performance report include the following:

- Western Interstate Commission for Higher Education (WICHE) projects that the number of Alaska high school graduates will decrease by about 1,200 between 2008 and 2014, an average decrease of 2.5 percent per year, before gradually increasing for the remainder of the decade. Compared with other states, an unusually high percentage of Alaska's students leave the state to attend college. The latest report available indicates that 47.5 percent (or 3,640) of Alaska high school graduates enroll in postsecondary education; 62.6 percent of this population (or 2,277) attends college within Alaska. This, coupled with the fact that Alaska has one of the lowest proportions nationally of high school graduates enrolling in college by age 19, means that the total pool of potential traditional-age freshmen is limited. UAF enrolls many non-traditional students, mainly at the rural campuses. Strategies being pursued include promoting increased state financial aid for students (see the Alaska Performance Scholarship, AlaskAdvantage Scholarships below); increased transfer and international student recruiting; and increased retention efforts (see next paragraph).
- UAF has made concerted efforts to improve retention since the performance reporting process began in 2006. The problems identified included a very permissive baccalaureate admission standard that admitted students who had very little chance of success, and lack of retention programs that have proven successful at other universities. Strategies implemented include the increased baccalaureate admission standard, mandatory placement for many 100-level courses, supplemental instruction, and enhanced advising. UAF has also focused on retention of high-

performing students by allocating funds to improve the Honors and Undergraduate Research and Scholarly Activity programs.

- Despite the negative demographic trend, UAF saw one of its largest-ever annual increases in enrollment in fall 2009. There was a 6.3 percent increase in student credit hours, after flat enrollment from 2005 through 2008. Fall 2010 had a further 4.2 percent increase, and so far fall 2011 credit hours are up 16.8 percent over the same time last year. Recession and unemployment have historically increased enrollment and are very likely responsible for the increases in 2009 and 2010. However, this year new enrollment is apparently being driven by new financial aid opportunities for students, in addition to increased recruiting efforts and a weak economy in most of the continental US. Until now, Alaska has ranked near the bottom among states in state funding for need-based financial aid. A merit-based program, the Alaska Performance Scholarship Program (similar to Louisiana's Tuition Opportunity Program for Students), was funded at \$2 million by the Legislature for the upcoming academic year. In addition, the Legislature funded \$4 million for the AlaskAdvantage need-based aid program. If the double-digit enrollment increase holds, it will lead to additional costs for freshman instruction and place considerable strain on some student services. These will become more acute if the funding and enrollment increases continue in future years. UAF has taken several mitigating actions, including working on a public-private partnership for enhanced dining facilities, allocating operating funds to expand the Student Support Services Program, and planning a capital request for additional large classroom space. Additional tuition revenue will permit hiring some faculty and teaching assistants so that additional course sections will be offered.
- Facilities have been identified as a major constraint on research growth. UAF has placed a high priority on increased and improved facilities for research. Some (the West Ridge Research Building, the Biological Research and Diagnostics Building, and the UA Museum of the North) have been partly or wholly funded by internal reallocation, along with some funding from the Legislature. Others have resulted from concerted campaigns to secure public and legislative support. During the past decade, the Legislature funded the Lena Point Fisheries Laboratory, completed in 2008. In November 2010, after many years of work with the governor and the Legislature, Alaska voters approved a general obligation bond package that included funding for the Life Sciences Facility. In 2009, UAF received \$8 million in legislative funding for planning and constructing engineering facilities. Part of that funding is being used for the Energy Technology Test Modules currently under construction. After more than 30 years of effort, UAF at last secured funding for the NSF UNOLS (University National Oceanography Laboratory System) vessel *R/V Sikuliaq*, which will support arctic and subarctic ocean research.

As of 2009, the UA System requires the UAF Chancellor's Cabinet to refresh an enterprise risk assessment each year. Cabinet members identify the major threats to UAF's operations in terms of the likelihood and seriousness of the impact and the effectiveness of any current mitigation strategies. The top three identified risks are:

- Failure of the combined heat and power plant. While the plant is well maintained and to date has operated reliably, it is nearing the end of its 50-year design life and should be replaced within the next 10 years. However, it will be difficult to get legislative funding to cover the estimated cost (about \$180 million). Also, there is no cost-effective alternative to a coal-fired plant, and permitting such a plant will be difficult. There is no other choice, because although power could be purchased (albeit at a price about eight times that of our own generated power), only a few campus buildings have any source of heat other than the co-generated steam. UAF is planning a campaign to secure state funding and is taking initial steps in the permitting process.
- Failure of other facilities and infrastructure. The deferred maintenance, renewal, and renovation backlog results in breakdowns. For example, most of the central campus sewers consist of 50-

year-old wood stove pipe, and in the past three years there have been three sudden sewer line failures. The fact that storm drainage flows through the same system has spurred plans (see Facilities Services projects [2010150](#) and [2010001](#)) to replace all of the older parts of the system in the next several years. The other issue that extends beyond single buildings is the electrical distribution system, which is being upgraded (see Facilities Services project [2010098](#)).

- Increasing fixed costs in the face of probable declines (or, at least, insufficient increases) in state and federal support. The state currently funds 50 percent of salary and benefits increases for most employees, and some fuel costs increases, but no other fixed costs. Tuition increases (which are decided by the Board of Regents and which are nearly uniform across all campuses, including community campuses) have ranged between 5 and 10 percent per year in recent years. In FY10, UAF expended 59 percent or \$243 million of its total expenditures in salaries and benefits, of which \$170 million was unrestricted funds. The 6.5 percent tuition increase slated for FY12 will generate \$2.5 million in additional revenue, if enrollment does not change. UAF's added salary and benefit costs (for individuals paid from unrestricted funds) for FY12 will be \$4.8 million, of which \$2.4 million is being covered by the state. UAF will have an estimated \$2.1 million in other fixed costs increases (for commodities, services, and travel), leaving a net \$2 million in cost increases that must be covered by other revenue sources (increased ICR, increased student fees, or increased enrollment) or internal reallocation. Although this financial challenge is very minor compared with those faced by many other universities in recent years, \$2 million is equal to the annual expenditures of four to five of UAF's smallest academic departments, or about 20 faculty and staff positions. Should the trend in limited state support continue or worsen, the smallest academic programs and other university activities outside the core academic, research, and extension programs will be at risk.

More seriously, 90 percent of Alaska's state tax revenue is dependent on oil and gas production taxes. Production has declined since the early 1980s, with a projected end to sufficient production from Alaska's North Slope to keep the Trans Alaska Pipeline System flowing within a decade. In recent years, declining production has been offset by high oil prices, but the current budget surplus will certainly disappear soon. At that point, the university will compete with K-12 education and state agencies for funding. The university is likely to suffer from the fact that state spending on postsecondary education is discretionary, whereas much of the rest of state expenditures are constrained by federal regulations, matching requirements, and other factors. In addition, Southcentral Alaska's population is increasing relative to the Interior, western, and northwestern regions, and communities in those areas are losing representation in the Legislature. There is little that UAF can do unilaterally to change Alaska's demographics, the tax structure of the state, or oil and gas production, although some research addresses the latter. Mitigating efforts are on two fronts. First, UAF is striving to increase its perceived value among Alaska's legislators and the general public. In the past, UAF has been supported mainly by the Fairbanks community and Fairbanks area legislators. However, UAF's research, Cooperative Extension Service, and Marine Advisory Program have important impacts throughout the state. UAF is also working to attract students from across the state, both for in-residence and distance programs. The goal is for Alaskans to identify UAF as Alaska's university, not just Fairbanks' university. Second, UAF is seeking to diversify and increase non-state revenue (i.e., increasing philanthropic support, tuition, and fee revenue and federal support of its research and education programs). In addition, the UA president, Alaska governor, and Legislature are firmly resisting university growth that is likely to be unsustainable in the future.

External research funding is also at risk, given UAF's dependence on federal funding and likely cuts to federal research spending as part of national deficit reduction strategies. We have already weathered a \$10 to \$15 million per year loss of funding from the Department of Defense, which supported the Arctic Region Supercomputing Center. Although significant layoffs were necessary, a core of research and operations staff is being maintained by internal reallocations of general funds, and the remaining faculty and staff are successfully pursuing external funding. UAF is seeking greater private sector investment in

research, but it recognizes that this is only a limited solution. More broadly, UAF strives to recruit and retain highly capable faculty researchers and support them with adequate startup and matching funds and incentive programs to promote highly competitive research.

UAF has established the core themes, objectives, and indicators for this report over just the past two years, and therefore we have not yet conducted a systematic review, assessment, or revision of them. The university will conduct comprehensive and inclusive strategic planning beginning in 2012 for the NWCCU Year 1 report due in that year. UAF will review its mission, themes, goals, and indicators in light of this report, the new UA strategic plan due in 2012, and the internal and external environment of the institution. Any needed changes will be made.

Conclusion

UAF has been described in a number of different ways over the past decade, and each characterization captures some important strengths and weaknesses of our university.

UAF is **Alaska's First University**, but since the western European style of education was quite recently introduced in Alaska, the University of Alaska was the last state Land Grant institution (1862 Morrill Act) to be established, as the Alaska Agricultural College and School of Mines, in 1915 (some 1890 and 1994 institutions were established later, as were land grant institutions in some U.S. territories and Puerto Rico). The institution held its first classes in 1922 and had its first graduate in 1923. It grew very slowly during its early years, and more than half of all UAF graduates have completed their degrees since 1994. Altogether, we have about 34,000 graduates (at all levels from certificate to PhD) since 1923. Until 2000, most of Alaska's high school graduates entering college went to other states. Now, about 60 percent attend UA, but only about 45 percent of Alaska's high school graduates immediately enter college anywhere. The [WICHE Factbook](#) indicates that corresponding averages in 2006 for WICHE institutions are 85 percent in-state attendance and 49 percent college attendance. This history means that relatively few of Alaska's residents attended UAF or UA in general, and it makes garnering both philanthropic and political support a challenge.

UAF is a **Land, Sea, and Space Grant institution**. Our Educate, Prepare, Discover, and Engage themes stem from those identities. However, we have a [land grant](#) of only 110,000 acres and very limited income from that source. UA statewide holds the land grant, and most of the income is devoted to the UA Scholars program, which benefits all three UA institutions. Alaska looks to its university system to spur economic development and reduce the state's dependence on oil revenue, but UAF research is mostly federally funded basic research, without direct applicability to business or industry. Land Grant institutions typically have roles in workforce development, tech transfer, and applied research benefitting business and industry, but some Alaskans think the university should take an even larger part in developing the state. UAF is working to define its role in addressing Alaska's issues, given that the state can provide only limited resources.

UAF is **America's Arctic University**. As elaborated in the assessment of the Discover theme, our 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 our geologically active corner of North America, northern peoples, cold regions engineering, and other directions associated with this place. We have more external research funding per capita faculty than any of our peer institutions, and our 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 research. We are building upon our high research productivity/enrollment ratio by increasing undergraduate research opportunities for students through the recently established Undergraduate Research and Scholarly Activity office.

Fairbanks is far from other population centers and has a bracing subarctic continental climate. The only larger municipality in Alaska, Anchorage, is 350 highway miles to the south. Seattle, the closest major US city, is 1,500 air miles away. The annual average temperature is minus 3.5°C (26°F), and occasionally temperatures fall below -50°C (-58°F). In December, the shortest day is only 3 hours and 41 minutes long. These factors make recruiting faculty, administrators, some specialized staff, and nonresident students challenging. Among the effects are that many of our senior faculty and administrators have spent most of their careers at UAF or UA, and some of our higher administrators were drawn from jobs outside higher education. For example, the UA president was a four-star Air Force general and then president of the Alaska Railroad; the UAF chancellor led a private consulting firm; and the UAF vice chancellor for research headed the Alaska Division of Geological and Geophysical Surveys and then the U.S. Geological Survey. Our faculty and administrators avoid isolation by actively participating in many national and

international organizations, especially those related to research. Our biggest difficulty relative to location is that certain important positions can prove almost impossible to fill.

UAF is a **360-million-acre classroom and natural laboratory**. As described under the Connect, Discover, and Engage themes, UAF serves all areas of Alaska, and employs faculty in such widely separated locations as Unalaska, Kotzebue, and Ketchikan. Alaska has much less infrastructure per square mile than any other state. Our community campus locations in Dillingham, Bethel, Nome, and Kotzebue, as well as many of the communities served by the Interior-Aleutians Campus, lack both road access and broadband Internet connections. Alaska's remote rural communities are challenged by a high cost of living, limited employment opportunities, lack of community utilities, limited health care, and struggling K-12 school systems, among other issues. The university is called upon to provide remedies. UAF is making progress in its core mission of providing educational opportunities to Alaska Native and rural students. Enrollment data show that Alaska Natives have recently made gains in their representation in baccalaureate and graduate programs while maintaining a large share of enrollment at the associate and certificate level.

Table 5.4

Percentage of Alaska Native* Student Enrollment at each Level					
	FY06	FY07	FY08	FY09	FY10
Certificate	41%	38%	31%	29%	45%
Associate	30%	30%	30%	31%	31%
Baccalaureate	13%	14%	15%	14%	16%
Master's	7%	7%	7%	8%	11%
Doctoral	2%	2%	4%	6%	8%

*American Indians constitute a small part of the reported percentages. Alaska Natives and American Indians are 15% of the total Alaska population according to the 2010 census. They are 7% of the Fairbanks population and 30.5% of the population of the UAF region, including areas served by rural campuses.

Even more important, Alaska Native student success in completing programs has improved over the past decade and is better than that of other students at the certificate level. However, Alaska Native students should be as successful as other students at all degree levels, and we continue to strive toward that goal.

UAF is **Alaska's Flagship University**. We believe UAF deserves that title based on its achievements in the areas encompassed by the Educate, Prepare, and Discover themes. We take pride in our students' learning as demonstrated on state and national examinations, our unique programs in Alaska Native languages and culture, and the excellent research and creative activities of our faculty and students. Our achievements equal or exceed those of other public research universities on many measures, when scaled to the number of faculty. The clearest exception is timely graduation rates, but our weaker performance in degree completion is largely due to our much more permissive admission standard compared with other Carnegie RU/H institutions. Nonetheless, an improved graduation rate is an important goal for the next decade.

When undergoing external assessments, we are sometimes tempted to say that UAF is unique, and can't be judged by the same standards as peer institutions. In many respects that is not true. Several years ago UAF described itself as **Three Institutions in One**. Those institutions are a nationally and internationally prominent research university (the Fairbanks campus), a community college (the Community and Technical College), and an association of tribal colleges (the rural campuses). We no longer emphasize our separate identities because we prefer to highlight collaboration. However, the "Three Institutions" description helps to explain the challenge in developing university-wide planning, assessment, and improvement processes and documenting them in this self-study. As a research university, a community college, or a tribal college, we have many peers. The combination of all three is rare.

Two of UAF's core themes—Educate and Prepare—apply in some form to all colleges and universities, and were the focus of the old accreditation standards. We trod familiar ground in developing those themes. Research and outreach/extension were little considered under the earlier accreditation standards, but they are key components of our mission and are represented by the Discover and Engage themes. Those themes required substantial work, because planning and assessment in those areas has not been fully integrated and aligned with accreditation processes until now. Connect is an unusual theme and represents the importance of Alaska Native peoples and communities to the state and the university. In that area, also, we needed to develop new approaches to assessment, evaluation, and improvement.

Two particular difficulties emerged as we worked on objectives and indicators for this report. First, Connect and Engage are mission areas in which the objectives and indicators were less concrete and straightforward to work with than those related to other themes. For example, partnerships with businesses, governments, and organizations are important to both community campuses and extension units. However, partnerships are diverse, and therefore it is difficult to report them in ways that make it easy to assess their quality and importance to the mission of UAF. Examples described earlier included partners ranging from Kawarek Reindeer Herders Association to the Fairbanks Memorial Hospital. Partners may provide money, facilities, supplies or equipment, research participants, expertise, or other valued contributions. Public workshops, another Engage indicator, are offered regularly by the Cooperative Extension Service, the Marine Advisory Program, and the Agricultural and Forestry Experiment Station, but these vary dramatically in purpose, scope, and attendance, and they were not recorded consistently until this self-study. The second difficulty was that the themes of Educate, Prepare, and Connect overlapped significantly. Perhaps an expanded Educate would suffice to address them all. On the other hand, Connect and Engage encompass many of the achievements that make UAF different from other colleges and universities.

We would appreciate guidance from NWCCU on a reasonable number of objectives and indicators. As it stands, data collection and management are significant tasks. For purposes of this self-study, UAF had 19 objectives and 37 indicators, some of which included information from more than one source. UAF considered that number minimal to address both quality and quantity of achievements under the five themes, because we have an unusually broad mission. However, in earlier accreditation reports and evaluations, extension, economic development activities, and even research and creative activity, received very little attention compared with their coverage in the present report. The focus of the former accreditation process was on quality of education programs and student services. If such a focus returned, the effort required would be greatly reduced. As it stands, the work required about 50 percent of the time of the accreditation liaison officer for two years; a full-time accreditation assistant; about 0.5 FTE in institutional research; 5 to 10 percent of the provost's effort, mainly in the last year; and the work of 30 faculty and staff on the campus [accreditation steering committee](#) and 45 additional individuals on [committees within the schools and colleges, library, and other units](#). However, UAF employs more than 2,100 FTE faculty and staff. The aggregate effort expressed here is three to four FTE, or less than 0.2 percent of institutional effort, and the cost was about 0.1 percent of total institutional expenditures, or 0.2 percent of unrestricted funds expenditures over the time period.

Despite some difficulties, we have found and implemented appropriate processes and standards of assessment for each of our five themes. We have shown that UAF is using the assessments to improve and that UAF is fulfilling its mission. In addition, we have provided evidence that the teaching, research, and service elements of our mission and the rural, community, and Fairbanks campus units collaborate and benefit from one another. Fairbanks campus strengths include providing students with a small-college experience in the context of a research university. Faculty/student ratios are high, class sizes are small, and students have opportunities to work with faculty in research and scholarly activities. Students receive a quality education, with learning outcomes that are as good as or better than those of peer institutions. Alaska Native people are close to achieving proportional representation in undergraduate program enrollment, and their enrollment at the graduate level is increasing. UAF reaches across Alaska to provide

community campus programs with a focus on workforce development, distance education, credit-earning opportunities for high school students, youth development programs, extension programs to provide research-based information to the public, and other benefits to Alaskans. Although we face some unusual obstacles, we aim to achieve everything that is expected of a public research university and to be a world leader in education and research related to Alaska and the circumpolar North.