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Standard Two: Resources and Capacity

Standard 2.A: Governance

2.A.1   **The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.**

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.

2.A.2   **In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.**

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 consulting 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.3   **The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.**

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.

Governing Board

2.A.4   **The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.**

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 among nominees elected from the campuses and serves a two-year term. Regent selections are geographically and demographically diverse. Regents receive no compensation for their service.

2.A.5   **The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.**

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. Board committees study problems in areas assigned to them and advise the full board as to appropriate policy changes and action. Unless otherwise directed by the board, all committees are advisory to the board. A standing audit committee oversees financial statements and controls within the university.

2.A.6   **The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.**

The Board of Regents modifies bylaws and policy and guides the strategic direction of the system. Following a three-year process of meetings and information gathering with key constituencies, the Board of Regents endorsed the Shaping Alaska's Future initiative in April 2014. Shaping Alaska's Future contains 23 effects, or outcomes, that the university intends to achieve. The effects are aimed at improving graduation rates, streamlining administrative processes, and providing better service to students. The multi-year effort, which involves students, faculty, alumni, staff, and the public, is intended to create a culture of continuous improvement and innovation. The initiative has been a priority for UA President Pat Gamble.

2.A.7   **The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.**

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.

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.

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 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 college and school deans. The Rasmuson and Mather 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 (VCRCNE) and Executive Dean of the College of Rural and Community Development (CRCD) Bernice Joseph passed away in December 2013. Interim Executive Dean Pete Pinney served as acting Vice Chancellor for FY14. Evon Peter was recently hired as the VCRCNE, starting in late July 2014. He 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 through UAF eLearning and Distance Education.

- In July 2012, the positions of vice chancellor for students and vice chancellor for university advancement were combined after the retirement of former Vice Chancellor John C. "Jake" Poole. Vice Chancellor for University and Student Advancement Mike Sfraga directs all functions related to student services, co-curricular activities, alumni affairs, public relations, development, intercollegiate athletics, KUAC public radio and TV, and marketing and communications.

- Executive Officer Kari Burrell serves as a liaison between the Chancellor's Office and community and state officials and organizations. Burrell is also responsible for implementing

certain chancellor's directives within UAF.

- 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, facilities, and real property. He reports to Vice Chancellor Pitney.

- Other individuals who regularly attend cabinet meetings are UAF Community and Technical College Dean Michele Stalder, Associate Vice Chancellor for Financial Services Raaj Kurapati, Director of Athletics Gary Gray, Director of Marketing and Communications Michelle Renfrew, Associate Vice Chancellor for Research Daniel White, Vice Provost Alexandra Fitts, Chief Information Officer Martha Mason, Director of Institutional Research Ian Olson and Director of Human Resources Brad Lobland.

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. Campus leaders 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 president and other executive officers are regularly invited to meetings of these shared governance groups to relay important information regarding policy, budget, and politics.

The Statewide Academic Council meets regularly. It includes UA Academic Affairs Vice President Dana Thomas, UAF Provost Susan Henrichs, Vice Chancellor for Research Mark Myers, the provosts of UAA and UAS, the UAA vice provost for research, and representatives of the UAF, UAA, and UAS Faculty Senate leaderships. This group reviews academic programs and priorities and ensures compliance with accreditation and collective bargaining agreements.

The UA President's Cabinet, which consists of the three chancellors and the president but normally meets with the three provosts and the UA vice presidents, meets approximately biweekly as schedules permit. This body is responsible for addressing system-wide administrative issues. A year ago, UA President Gamble established the Summit Team, comprising the UA president, the three chancellors, and the three provosts. That group is charged with making administrative decisions and policy recommendations to the Board of Regents which further the "Shaping Alaska's Future" initiative.

2.A.10   **The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.**

The chancellor's role is described in Regents' Policy and University Regulation (02.02.015).

Biographies of the chancellor and individuals listed above provide information on their qualifications. The organizational chart provides further detail on leadership.

<table>
<tr><td>2.A.11</td><td>The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.</td></tr>
</table>

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, 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.

Individuals may contact the chancellor and review communications, policies, and institutional research information on the chancellor's website. The UAF Strategic Plan and UAF Vision 2017 Plan are 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 for many 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 advise the chancellor, raise issues important to the stakeholders, and foster 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 use of funds generated by the institution-wide technology fee. 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.

Policies and Procedures

Academics

<table>
<tr><td>2.A.12</td><td>Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.</td></tr>
</table>

Faculty or administration propose revised or new academic policies and regulations. Proposals are reviewed and may be approved by the Faculty Senate, after which 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.

Students, faculty, staff, and administrators are generally 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. Beginning in fall 2011, UAF no longer published the paper version of the Fairbanks campus semester class schedule; there is only an online version, which provides constantly updated information to students. In early 2014, the Chancellor's Cabinet approved moving to an online-only annual catalog, with an option to print. The version effective at the start of each academic year is in effect until the following fall, though the online system allows for important changes to be included in an addendum. Distance education, rural campus, and Community and Technical College class schedules continue to be published in both paper and online formats.

Other communication methods include the *Sun Star* 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.13   Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

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 a brochure.

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 catalog as well as distance learning web pages and printed class schedules.

2.A.14   The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

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) for college-level coursework completed with a grade equivalent to C- or better at international institutions; 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.

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 sections on student conduct, the students' right to know, and emergency procedures.

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 Dean of Students. UAF's procedures promote fair and non-discriminatory 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 guidelines also include an ADA statement as well as contact information to request assistance during judicial proceedings.

Faculty Senate processes for grade and other academic appeals are stated in the catalog.

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

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

Academic probation and disqualification policies concerning both undergraduate and graduate students are published in the catalog and made available online.

UAF publishes its admissions policies annually in the catalog and online on the Office of Admissions and the Registrar website. In early 2014, the Chancellor's Cabinet approved moving to an online-only annual catalog, with an option to print. 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 and 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 endorsement, certificate, and associate degree programs require that a student be at least 18 years old (with some exceptions), or have a high school diploma or a General Educational Development (GED) diploma. High school students can be admitted into certain dual enrollment associate degree or certificate programs if they are 16 or older, with parent or guardian consent.

Bachelor's degree programs require students to meet admission standards 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 GPA or higher may simply submit the test scores. Students not meeting these requirements are admitted to the university as pre-majors and must complete at least 14 credits (9 credits of which must be from the Core Curriculum) with a C (2.0 GPA) 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 and the Registrar, along with transcripts, test results, a resume/vitae, a statement of academic goals, and letters of recommendation. General admission standards for graduate programs include a bachelor's degree from an accredited institution with at least a 3.0 cumulative undergraduate GPA and a 3.0 GPA in the major. Equivalent credentials from a foreign university can be substituted. Departmental requirements are published in the catalog or on the web as needed.

In recent years, the Office of Admissions and the Registrar 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.17 **The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.**

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, including KSUA student radio and the *Sun Star* student newspaper, are available through the student organization handbook available online.

Human Resources

The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

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.

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 staff trainings on administration of HR policies and regulations to ensure dissemination of knowledge and consistency in application.

2.A.19 **Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.**

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.

UAF utilizes employee listserv messages as well as US 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.20 **The institution ensures the security and appropriate confidentiality of human resources records.**

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 considering 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.

Institutional Integrity

2.A.21 **The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.**

The Marketing and Communications office under the vice chancellor for university and student 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 the 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 by providing a sample course of study and a three-year cycle of course offerings. Students and advisors are also able to plan and track students' progress with DegreeWorks software.

2.A.22 **The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.**

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 employees 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, and supervisor training). In addition to Regents' Policy on students' rights, UAF has established procedures for appeals of grades, academic decisions, financial aid, and residence life issues.

2.A.23 **The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.**

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.

2.A.24   The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

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.25   The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

"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.26   If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

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 that 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.

Academic Freedom

2.A.27   The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

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.

2.A.28	Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Teaching faculty learn about their academic freedom responsibilities of presenting scholarship fairly, accurately, and objectively during their initial orientation. 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 eLearning and 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.

The Office of Diversity and Equal Opportunity investigates all claims of discrimination based on membership in a protected category. Their policies clearly state that the university's anti-discrimination policy may in no way limit an individual's freedom of expression or academic freedom.

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 applied in a consistent manner.

2.A.29	Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

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).

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 for 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.

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.

Finance

> **2.A.30**   **The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds**

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.

Standard 2.B Human Resources

2.B.1   The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

UAF has sufficient faculty, staff, and administrators to address the five core themes of our mission: educate, research, prepare, connect, and engage. Some areas would benefit from additional human resources. Position reallocation and funding requests for new positions are evaluated to ensure adequacy, effectiveness, and sustainability of programs and services.

Table 2.B.1-1

Regular Staff and Faculty FTEs for Fall 2010 – Fall 2013	
TERM	**FTE**
Fall 2010	2,200
Fall 2011	2,151
Fall 2012	2,149
Fall 2013	2,131

Data source: UA Decision Support Database (DSD) Banner HR extract, UAF PAIR.

Table 2.B.1-2

Number and Types of UAF Employees (unduplicated, not FTE)		
EMPLOYEE TYPE (by EClass)	FY12	FY13
Executive employees	55	51
UAFT faculty	97	94
UNAC faculty	564	562
FT UNAD faculty	479	518
FW Non-represented faculty	183	165
Non-represented faculty	67	77
Temporary faculty	18	19
Regular exempt staff (salaried)	592	619
Temporary exempt staff (salaried)	35	21
Temporary extended, exempt staff (salaried)	2	-
Regular non-exempt staff (hourly)	846	854
Temporary non-exempt staff (hourly)	729	725
Temporary extended, non-exempt staff (hourly)	16	14
Graduate student: academic year	197	200
Graduate student: summer	284	247
Undergraduate student: academic year	550	585
Undergraduate student: summer	536	503
Crafts and trades (regular)	154	150
Crafts and trades (temporary)	13	18

Data source: UAF HR-Payroll, IDPCNSUF Banner query

The authority to hire positions is largely decentralized to the units. Units assess their mission, organizational needs, and funding resources, and hire personnel to achieve objectives within the constraint of available funds. In FY14 UAF implemented a strategy of holding most non-faculty positions vacant for 90 days except for mission-critical personnel. This allows short-term salary savings while positions and duties are evaluated for unit need. The Chancellor's Cabinet approves requests for refilling vacated positions in fewer than 90 days. Human Resources (HR) assists units in assessing their personnel needs, writing job descriptions, training hiring authorities and search committees in recruitment and screening processes, classifying jobs into job families and wage grades, testing applicants, reviewing interview and screening questions, and monitoring the hiring process for compliance and legal outcomes.

The university adopted UAKJobs, 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. In response to UAF users' feedback, the HR Internal Recruitment Design Team (HIRED) assessed pre-recruitment processes and submitted a plan to the UA System Office in spring 2013. As a result, the UAF Office of Human Resources has started to implement changes such as additional technology training, increased reliance on general job family position descriptions for recruitment postings, and clarification of steps to reduce unnecessary routing through approval queues.

Guidance for supervisors, hiring managers, search committees, and applicants is located on the public procedures website.

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

UA System Human Resources organizes position descriptions by job families. Supervisors review position descriptions when conducting employee performance appraisals http://www.alaska.edu/files/hr/Performance_Eval_with_supervisor.pdf, when duties and/or

responsibilities change, and whenever a position is vacated. Many position descriptions have entered the revision process as a result. To ensure consistency, in spring 2013, UAF HR instituted a weekly meeting of HR consultants to review position description revisions and make collective decisions.

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2.B.2. **Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.**

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Regents' Policy and University Regulation (04.07.030) require annual performance evaluations of all staff and administrators. Employee evaluations may be initiated at any time of the year. Human Resources (HR) offers a "Supervising for Success" training program that is required for supervisors which includes best practices in evaluation and provides several templates that supervisors use to evaluate staff members.

Not all supervisors are conducting employee evaluations as required by policy, and/or completed evaluations are not forwarded to HR for inclusion in the employee's official personnel file. During the previous self-study process, we found that the UA statewide system 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 were likely unaware of when their staff had been evaluated because the unit office did not receive copies. Thus the percentage of staff that had not been evaluated was not well known.

In fall 2009 the Chancellor's Office reemphasized that supervisors must comply with the annual evaluation policy. Units were given until spring 2011 to improve their departments' compliance. The Office of Human Resources created a spreadsheet to record evaluations as they were received. While progress of a sort, this mechanism was flawed because only received evaluations were recorded. There was no mechanism to track whether all positions were being evaluated. In fall 2010, a Banner module was created to identify supervisors and the employees whom they supervise. It was to be updated by departments when assignments changed; however, updates were not maintained.

In spring 2011, UAF hired a database administrator to create a searchable database with a record for each employee, to include supervisor name and contact, the date of the last performance evaluation, and overall evaluation outcome (e.g., excellent, satisfactory, needs improvement). The database framework was completed in fall 2013 and is currently being populated.

Table 2.B.2-1

Current Status of Tracking Completion of Evaluations by Employee Type					
Evaluation Status (per database records)	Executive	Faculty	Student employee	Staff	Total
CURRENT Active employee* with a current evaluation	1	1	--	282	284
EXPIRED Active employee* with an expired evaluation	37	684	355	1085	2161
NONE Active employee with no copy on file in HR	11	795	1336	925	3067

Data source: Derek Bastille, OMB Database Administrator, database report query

* Active employee is defined as a person who has an active status in Banner PEBEMPL and whose TKL (time keeping location) belongs to UAF; primary PCN may not be active at time of data pull (Dec. 3, 2013).

We anticipate running database queries at least three times per year. After the first database query, supervisors of employees without recorded evaluations will be contacted to determine if the supervisor failed to send the completed evaluations to Human Resources. If the evaluations were not completed, the supervisor will be reminded of BOR policy and the UAF requirement to do so. A second database query will be run each month to identify employees whose current evaluations are expiring. HR will use this report to remind supervisors of the necessity to file evaluations. UAF HR is investigating commercial

talent management systems that integrate with Banner. There remains considerable room for improvement in tracking performance evaluations.

Faculty evaluations cannot currently be comprehensively tracked via this existing database with a high degree of accuracy since university authorized faculty performance evaluations are maintained in the faculty member's academic record file and not the employment record file. Per the collective bargaining agreement of United Academics, the academic record files are located in the unit member's dean's or director's office. There is not a central repository for all faculty evaluations. The faculty evaluations may be directly accessed in the academic record file maintained in the unit member's dean's or director's office.

Copies of faculty evaluations are not sent to Office of Human Resources for the employment record file and so cannot be captured via an imperfect database still under construction. Prior to this reporting year, the faculty collective bargaining agreements have not required annual faculty evaluations except for untenured faculty. Going forward, the new UNAC CBA requires annual evaluation of all faculty regardless of tenure status and the UAFT contract is currently being negotiated. A new software system, Faculty 180 http://www.uaf.edu/provost/faculty-180/ is being implemented to accommodate electronic annual activity reports that help inform annual evaluations.

Student employees are temporary, semester-based, and without probationary periods.
Faculty evaluation processes and schedules are discussed in standard 2.B.6 below.
In addition to annual evaluations by their supervisor, executives undergo a Faculty Senate supervised evaluation process every four years. The process includes opportunities for input from faculty and staff.

| 2B.3 | The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities. |

UAF's core theme of preparing Alaska's workforce includes professional development of our faculty and staff. 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.

UA Board of Regents Policy P04.06.010 and UAF implementing regulation R04.06.010 provide an employee education benefit, funded from restricted and unrestricted funds via the employee staff benefit rate (2 percent of the total proportion). The employee benefit continues to be monitored and was updated for 2013 to include a probationary period for newly hired employees, additional credit hours available for employees, and minimum cumulative GPA standards. Regular part-time and full-time employees and their families may use the university's tuition waiver program to work toward a degree or improve their job skills. At UA overall, about 12 percent of eligible employees utilized the employee tuition waiver in FY13.

Table 2.B.3-1

Dollar Value of Employee Tuition Waivers Used FY10-FY13					
TITLE	FY10	FY11	FY12	FY13	% Change FY10-FY13
UAF employee	690,322	670,905	686,384	643,851	-6.73%
UAF adjunct	51,449	50,831	66,649	95,775	27.85%
Total	741,771	721,736	753,033	709,625	-4.33%

Data source: UAF Office of Management and Budget

The Office of Faculty Development coordinates professional development for faculty. The OFD is guided by the Faculty Senate Committee on Faculty Development, Improvement, and Assessment. 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 faculty benefits programs. Webinars, guest speakers, workshops, audioconferences, networking events, brown bag lunch discussions, and DVDs and books for checkout assist faculty in their professional development. Most OFD opportunities are focused on teaching and grant writing.

During this reporting period, the OFD sponsored travel grants for faculty to participate in professional development activities via funding provided by the university and funds provided by one faculty union (UNAC) through a collective bargaining agreement which expired Dec. 31, 2013. Table 2.B.3-2 summarizes the faculty travel awards for this period.

Table 2.B.3-2

Office of Faculty Development Travel Grants FY09-FY13					
Year	FY09	FY10	FY11	FY12	FY13
Number of faculty	90	45	28	47	51
Total amount awarded	$37,329	$32,786	$20,381	$38,500	$31,806

Data source: UAF Office of Faculty Development

The two faculty unions are United Academics – AAUP/AFT and University of Alaska Federation of Teachers, Local 2404 AFL-CIO (UAFT). At the time of this report, the UAFT contract is under extension while UNAC has ratified a new collective bargaining agreement that will change funding and distribution processes.

Under the new CBA, any funds in excess of faculty workload release purchased by UNAC are to be used to support faculty travel for professional development. The amount of funds to be distributed to UAF on Sept. 14th of each year of the agreement will be based on the percentage of unit members assigned to UAF. These funds will be designated to the Office of the Provost for unit member travel. The provost will convene a joint labor management group of two members from each party to review travel requests and rank the requests for funding. An accountability report (list of faculty who received funds and the amount awarded) will be made available on July 31 of the following year. The parties will meet and confer to monitor the impact of this change.

The provost leads an annual Academic Leadership Institute that typically 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, chancellor, or individual units on an ad hoc basis.

Professional development for staff members is primarily organized through Human Resources http://www.uaf.edu/uafhr/training/ and via local chapters of national professional organizations. Staff training opportunities include supervisor training workshops, business skills, desktop computer skills, safety and health courses, and legal compliance courses. Many of these courses are required for supervisors and other workers, but others 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 through which supervisors can reward staff who develop their professional skills beyond their ordinary position description. Formal recognition is viewed as an important motivator for staff to engage in professional development.

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.

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, and Risk Management.

2.B.4 **Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.**

Table 2.B.4-1

REGULAR (full time and benefited (>50%) part-time, both term and tenure line) faculty numbers. Faculty with split appointments are counted with the school, college or institute that was paying them on the date the data were extracted. 1998-2000 data represent a nadir in faculty numbers due to university budget reductions in the preceding 13 years.		
	Faculty number ratio (2010 to 2012) / (1998 to 2000)	**Faculty number ratio** 2012 / 2007
College of Engineering and Mines	1.65	1.02
College of Natural Science and Mathematics	1.20	1.00
College of Liberal Arts	1.16	0.98
School of Education	2.09	0.95
School of Fisheries and Ocean Sciences	1.55	1.22
School of Management	1.12	1.13
School of Natural Resources and Agricultural Sciences	1.72	0.91
Academic subtotal	**1.35**	**1.03**
Cooperative Extension Service	1.29	1.03
Rasmuson Library	0.94	1.09
University of Alaska Museum of the North	1.33	0.78
Outreach subtotal	**1.19**	**1.00**
Arctic Region Supercomputing Center	2.14	0.25
CEM Institute of Northern Engineering	2.17	1.16
Geophysical Institute	1.16	1.12
Institute of Arctic Biology	3.92	1.46
International Arctic Research Center	Not in existence in 1998-2000	1.25
Research subtotal	**1.97**	**1.08**
Fairbanks TOTAL	**1.45**	**1.03**
Bristol Bay Campus	3.13	1.75
Chukchi Campus	1.83	1.50
Community and Technical College	1.37	1.03
Interior-Aleutians Campus	3.15	1.25
Kuskokwim Campus	1.44	1.11
Northwest Campus	0.50	0.33
Rural College	1.92	0.92
CRCD TOTAL	**1.62**	**1.04**
Overall TOTAL	**1.47**	**1.03**

Growth of Faculty since 1998
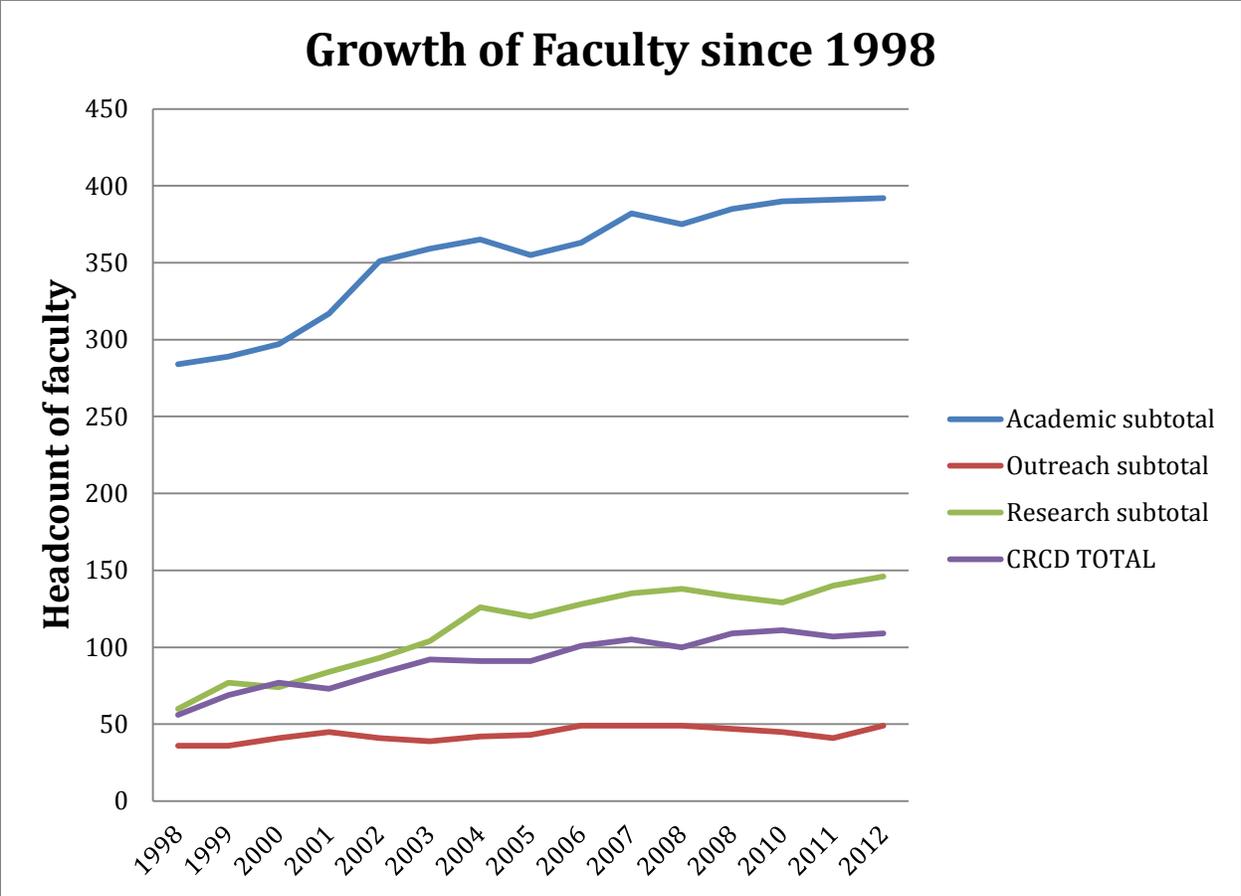
Table 2.B.4-3

Faculty Numbers by Full and Part-time Status (Fall 2006-2013)									
		2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
Regular	Full-time	627	658	647	655	656	658	670	664
	Part-time	18	18	19	22	22	25	27	24
	UAF Total	645	676	666	677	678	683	697	688
	Time	97.2%	97.3%	97.1%	96.8%	96.8%	96.3%	96.1%	96.5%

Data source: UA Decision Support Database (DSD) Banner HR extract, UAF PAIR. These numbers are for benefited (>50% time) positions, only. Adjunct faculty are not included.

Table 2.B.4-4

Full-Time Regular Non-Tenure-Track Faculty Job Titles for Fall 2013	
Faculty Job Title	**Faculty Headcount**
Term assistant professor	62
Post-doctoral fellow	43
Term instructor	35
Research assistant professor	19
Term research assistant professor	17
Research associate professor	11
Assistant professor	10
Instructor	8
Term research associate professor	7
Term research professor	6
Research associate (academic)	5
Research professor	4
Clinical assistant professor	3
Associate professor	2
Research associate professor	2
Professor	1
Term associate professor	1
Director (academic-faculty)	1
Term clinical associate professor	1
President's professor	1
Distinguished visiting professor	1
Visiting research scholar	1
Term professor	1
Clinical associate professor	1
Total	**243**

Data source: UA Decision Support Database (DSD) Banner HR extract, Jennifer Kreinheder, UAF PAIR.

Among regular (non-adjunct) faculty, 41 percent are tenured, 22 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 169 full professors, 192 associate professors, 260 assistant professors, and 398 lecturers and instructors; the latter group includes adjunct faculty. Non-tenure track clinical and research professors serve at the rank of term assistant professor, term associate professor, or term 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. 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, and the challenges of complying with the recent Affordable Care Act, and how "full time for benefits" may be defined, is an

external force tending to reduce reliance on adjunct faculty. Except for vocational programs in the UAF Community and Technical College, a relatively high percentage of classes is 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 hire the 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, although both currently have enough faculty to deliver the programs. In such cases, UAF has difficulty competing with private-sector salaries and attracting qualified candidates to Alaska, to Fairbanks, and to UAF.

The majority of permanent faculty in Fairbanks campus units have terminal degrees.

Chapter IV of the UAF faculty appointment and evaluation policies, last revised in May 2002 and approved by the BOR in June 2002, specifies that the earned doctorate will be the minimum degree required for initial faculty appointment with academic rank. For appointments in which the doctorate is not the appropriate degree, UAF requires academic preparation as evidenced by appropriate advanced degrees (e.g., MFA or MLS). For faculty in vocational/technical fields for which there is no recognized degree, the requirement is a bachelor's degree and/or appropriate licenses, certifications, and appropriate experience as reflected in unit criteria.

Table 2.B.4-2

Faculty Highest Degrees by Unit, as of Spring 2011*						
Unit	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**

*Individual degrees per unit don't equal the grand total column per unit in all cases because of the date the data were generated.

College of Rural and Community Development vocational programs are related to our core themes of prepare and connect. The vocational faculty may have specific credentials related to their area of instruction (e.g., welding, diesel mechanics, and airframe and power plant) rather than an advanced academic degree. A minimum of a master's degree is expected for CRCD faculty teaching academic core subjects such as math, English, or the sciences. In CRCD, 18 percent of full-time faculty have less than a bachelor's degree, 22 percent have a bachelor's degree, 39 percent have a master's degree, and 21 percent have a doctorate.

As discussed under Standard 2.A, and in support of our core theme to educate, the Faculty Senate's full-time faculty representatives from all schools and colleges establish and oversee all academic policies and approve all proposed program and curricular changes with special attention to Core Curriculum review. The provost administers a regular five-year cycle of program review and systematic assessment of student learning outcomes, both of which are also conducted by full-time faculty. Courses offered via e-learning and at all campuses must be approved by departmental faculty in the appropriate disciplines.

2.B.5   Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

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/or program heads, and the individual faculty member, with the aim of balancing instructional demands, requirements for research and creative scholarship, and service needs. Where faculty have joint appointments, the workload is assigned by the dean in consultation with the research institute director.

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 accomplishments relative to the assigned workload components of teaching, research, and service for the period under review.

2.B.6   All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specified the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Faculty evaluation is governed by Regents' Policy and University Regulation (04.04); UAF policies, regulations, and procedures; and collective bargaining agreements with the two faculty unions. Evaluation

varies by union and type of appointment. The provost's website provides the annual process schedule, templates, and policy information.

Adjunct faculty performance is evaluated at the sole discretion of the university (UNAC-Adjunct CBA Article 9.2). 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 undergo review for promotion and tenure no later than their seventh year. All UNAC tenured faculty undergo comprehensive post-tenure evaluation every six years. These reviews take place at the levels of faculty peer unit, dean, and research institute director or campus director, campus-wide faculty committee, provost, and — in the case of tenure and promotion — 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 such are needed.

Initial faculty contracts include the appropriate timelines for evaluation, and new faculty are provided with a copy of UAF's Policies and Regulations for the Evaluation of Faculty, which are also communicated to all faculty online (See Policies and Regulations). The Office of Faculty Development sponsors annual panel discussions about the tenure and promotion process, and 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 the basic set of faculty evaluation criteria; however, many faculty peer units and some subsets of peer units have developed their own more detailed peer unit criteria for evaluation. These criteria must be approved by the Faculty Senate Committee on Unit Criteria, and may not diverge from Regents' Policy or collective bargaining agreement guidelines. The approved supplementary unit peer criteria are available online for faculty reference.

Multiple indices of teaching effectiveness are required by UAF Regulation III.B.2, and tenure, promotion, and post-tenure reviews must include student opinion of instruction summary forms, and at least two of the following: peer or department chair classroom observation, peer or department chair evaluation of course materials, and narrative self-evaluation.

The provost reports the results of the fourth-year, promotion, tenure, and post-tenure reviews to the Faculty Senate annually and discusses improvements needed in the process.

The faculty collective bargaining agreements specify that faculty evaluations must also identify changes, if any, required for promotion, tenure, and continued professional growth. While the CBA applies to faculty statewide, individual campus rules and procedures identify processes to assist unit members in improving performance. (UNAC Article 9.2) Common examples include working with the Office of Faculty Development for opportunities to improve pedagogical skills and workload adjustments by the dean to support additional research and/or creative scholarship.

Standard 2.C: Education Resources

2.C.1   The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

UAF offers programs leading to 171 degrees and 33 certificates. The catalog lists the programs offered by each college and school. All programs, from certificates to doctorates, undergo program review on a five-

year cycle for rigor, content, and centrality to mission. Through an electronic system, reviews are available centrally, with hard copies in the Provost's Office.

All academic programs are detailed in the catalog and on the institutional website and departmental websites. Faculty are required to identify student learning outcomes on all course syllabi. All programs have 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 types of transcripted educational credentials. These include:

- **Occupational Endorsement, 9 – 29 credits** — Awarded for completing a series of courses that meet specific vocational needs.

- **Post-Baccalaureate Certificate, 24 – 60 credits** — Awarded for completing a program of study including undergraduate and/or graduate courses. A baccalaureate degree is required for admission to the program. Eligible (400- and 600-level) credits may be applied to a subsequent master's degree.

- **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 post-baccalaureate certificate programs in the School of Education. The College of Rural and Community Development offers occupational endorsements, many of which are available through the Community and Technical College. The College of Natural Science and Mathematics offers a graduate certificate in statistics and the College of Engineering and Mines offers one in Construction Management.

2.C.2	The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

All certificate and degree programs are required to publish a student learning outcomes plan and summarize the assessment of student learning outcomes every two years. 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 endorsement, certificate, 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.3   **Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.**

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), associate degrees (at least 60 credits), bachelor's degrees (at least 120 credits), master's degrees (at least 30 credits), and PhDs (at least 18 credits and three years of study) are comparable to other institutions. UAF's Academic Course and Degree Procedures Manual details the approval process for revisions, additions, and deletions.

A number of programs have specialized accreditation, indicating that they comply with accepted norms in their fields of higher education. The catalog (page 1) and the UAF website list specialized accreditations for UAF programs.

The semester length and numbers of course contact hours for classes, set by the Faculty Senate in compliance with Regents' Policy, are consistent with accepted practice in higher education. In particular, Regents' Policy and University Regulation (10.04.100) require a minimum of 750 minutes of instruction per credit hour, and specify that fall and spring semester must be at least 15 weeks long. Three-credit courses typically meet three times per week for 15 weeks. Distance courses offered by audio follow this same structure. UAF eLearning courses are designed to achieve the same learning outcomes as in-person courses. Students will usually spend eight to 10 hours per week on a three-credit-hour online semester course; students will interact with peers as well as instructors in a way that fits the course curriculum; typically, the same text, number of homework assignments, quizzes, papers, and exams are required. Documentation of student learning outcomes is discussed above under Standards 2.C.1 and 2.C.2.

UAF verifies the identity of eLearning students through student identifications and the UA ELMO password system. When new students register, a student ID is generated. After that, students can get e-mail and Blackboard access through ELMO. All eLearning 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. UAF eLearning proctoring policy, exam request form, and letter to proctors are posted online.

2.C.4   **Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.**

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 determine course depth, breadth, and course sequencing, although the program review process conducted every five years 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 and on the UAF website. Faculty members, advisors, and admissions staff communicate this information to prospective students.

Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

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 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 Faculty Senate Curriculum Review Committee.

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 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."

UAF's previous report stated that 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 had not been met. The situation has been addressed by the vice chancellor and associate vice chancellor for rural, Native and community education with the goal of ensuring adequate department consultation when creating the open request form that goes to the provost for signature approval, and attempting to have faculty as the majority of the search committee whenever feasible. At the least, the goal is to have full-time faculty representation on the search and recommendation for hire for any faculty position.

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. 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). Ensuring that student learning outcomes are achieved is largely the responsibility of the dean of the appropriate college or school, and ultimately the provost.

Program review is a more extensive analysis of program effectiveness. Regents' Policy and University Regulation on educational effectiveness (10.06.02) require 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 prepare the documents that are examined by the review committees. The review committee consists of at least one faculty member from each school or college. Compliance with the program review process is essentially 100 percent, though in special circumstances review has been delayed for a year or more.

Student learning outcomes assessment has always been a faculty (including department chair) responsibility. Faculty are also responsible for the content of program review reports.

2.C.6	**Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.**

Librarians 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 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 asked to discuss library resource requests with library faculty and staff when submitting new course and trial course proposals.

2.C.7	**Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.**

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.

Faculty from participating departments review credentials and make recommendations for awarding credit. Review is based on equivalency to regularly offered non-special topics courses listed in the course descriptions section of the catalog. Credit is not based on experience but on the university-level learning outcomes associated with the student's experience that match the learning outcomes of the equivalent course. Credit for prior learning is posted on the student's transcript as such, but it does not impact a student's grade point average, is not considered residence credit, and does not duplicate other awarded credits. At any point in review, the student's submission for credit may be denied, and UAF makes no advance assurances regarding the number of credits awarded.

UAF administers and accepts credit for some introductory courses from the College Level Examination Placement (CLEP) and grants credit through scores on 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 other avenues for obtaining credit through competency testing, or UAF advanced placement are stated in the catalog.

UAF students with certified professional, technical, or military training determined by UAF faculty to be the equivalent of UAF coursework may be eligible for transfer credit. UAF is also a member of the Servicemembers Opportunity Colleges (SOC) network for programs in applied accounting and culinary arts, and the associate of arts general program.

The tech-prep program allows students to earn credits toward a certificate or associate degree by completing approved high school career and technical education classes. The classes available for credit vary from school to school, but in general they are from the following areas: applied business, automotive, airframe and powerplant, construction trades, human services, computer information office systems, allied health, drafting, emergency medical services, and welding.

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

2.C.8 **The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.**

Transfer credit for specific courses is awarded where course content and outcomes are consistent with established courses in the 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 assess 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 UA System campus are accepted toward UAF's Core Curriculum. If a student has completed all GERs toward a degree at another UA System unit prior to transferring to UAF, the requirements for the Core Curriculum are considered to have been met. The Faculty Senate approved these agreements.

UAF is a founding member of the [University of the Arctic](#), a network of universities and other higher education organizations that work together to build educational programs that address the needs of circumpolar communities. The University of the Arctic 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. Credit is transferred based on a periodic review by UAF faculty of the college catalogs, course syllabi, and 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; these agreements allow students to do their first two years at the University of Pune and finish at UAF, or vice versa. A recent articulation agreement with Northern Marianas College allows students who complete their AAS in agricultural science to transfer to UAF's BS degree program in natural resource management, and for UAF students to study in Saipan. The agreement calls for fostering cooperation in education, research, and exchange opportunities. Recently, 2+2 bilateral agreements have been signed with China University of Mining Technology Beijing and Shenyang Jianzhu University, both of China. In addition, UAF signed a 2+3 bilateral agreement with the Mongolia University of Science and Technology in 2011. UAF has a guaranteed admissions agreement with Seattle Community College District that is open to international and domestic students. A 2+2 pathway has been created for civil and mechanical engineering; other students transfer through the general articulation agreement (signed in November 2012).

Table 2.5

Student Numbers Related to Articulation Agreements											
Institution	**Location**	**Type of Agreement**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
Alaska Bible College	Alaska, US	General Transfer	1	1	5	2	0	0	2	2
Covenant Life College	Alaska, US	General Transfer	0	1	2	1	2	0	0	0
Yukon College	Canada	Articulation Agreement	0	0	0	1	1	4	1	0
China University of Petroleum Beijing	China	Articulation Agreement	0	3	17	15	8	7	5	0
University of Pune	India	Sister City Agreement	3	3	1	5	2	0	0	0
China University of Mining Technology Beijing	China	Bilateral with 2 + 2	0	0	0	0	0	0	1	0
Shenyang Jianzhu University	China	Bilateral with 2 + 2	New agreement - no students to date	0	0	0	0	0	0	0
Mongolia University of Science and Technology	Mongolia	Bilateral with 2 + 3	New agreement - no students to date	0	0	0	0	0	0	0
Seattle Community College District	Washington, US	Articulation Agreement	will begin 2014	1	0	0	0	0	0	0
Northern Marianas College	Marianas Islands	Articulation Agreement		1	0	1	0	0	0	0
Guam Community College	Guam	Articulation Agreement		0	0	1	1	1	1	1
Jilin Agricultural University	China	?		0	15	7	10	10	10	10
Ivy Bridge	Online; through Tiffin University in Ohio	Articulation Agreement		3	1	5	2	2	2	2

Undergraduate Programs

> **2.C.9** **The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.**

The general education component of UAF undergraduate programs represents an integrated course of study with 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."*

The curriculum of the associate of arts (AA) degree consists of all courses required to meet the baccalaureate core with the exception of the upper-division writing and oral intensive courses and the upper-division ethics course.

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. In some certificate programs, students complete embedded, documented competencies within their technical classes to meet some or all of the communication, computation, and human relations requirements. The embedded competencies have been approved by the Faculty Senate. 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.10** **The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.**

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 implemented an integrated Core Curriculum 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, additional core assessment is documented on the provost's website. The AA 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."

Learning outcomes have been defined for individual degree programs. All plans for programs are listed on the provost's website, and 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 separately from those of the individual degree programs. Core Curriculum assessment plans and summaries are posted online.

> **2.C.11** **The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.**

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 meet 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. UAF administers the ETS Proficiency Profile to small groups of first-year and senior students as part of the Association of Public and Land-grant Universities Voluntary System of Accountability. Together with implementation of the National Survey of Student Engagement (most recently in 2013), 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 revising the Core Curriculum. New intended learning outcomes for general education 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. The Faculty Senate General Education Revitalization Committee is developing a new general education curriculum that fulfills these learning outcomes.

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.

Graduate Programs

2.C.12 **Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.**

UAF is a Doctoral/Research - Intensive institution in the Carnegie classification, and the only PhD-granting institution in Alaska (with the exception of the PhD in clinical community psychology that is jointly delivered with UAA). Fifty-seven master's degrees and 18 doctoral programs are currently offered, serving about 1,200 degree-seeking students. Graduate degree offerings are listed in the catalog and online. In FY13 UAF granted 52 doctoral degrees.

Graduate programs are designed and delivered by 32 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 for doctoral degrees). 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.

2.C.13   Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

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.

2.C.14   Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

Graduate credit is granted for internships, field experiences, and clinical practices in a few programs, but UAF does not award graduate credit for prior experiential learning or for any learning experiences external to the students' formal graduate programs.

2.C.15   Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

UAF offers research-oriented (thesis or project) and practice-oriented (non-thesis) master's degrees. Doctoral degrees require an oral defense and a dissertation that is a substantial contribution to the body of knowledge in the area studied. Research-oriented programs are designed to direct graduate students toward scholarly activity that leads to the acquisition of new knowledge. Practice-oriented programs prepare graduate students for professional practice and direct them toward application or transmission of existing knowledge. Fine arts programs are designed to provide artists with the background to compete for state, national, and international positions and to culminate in the production of a solo gallery exhibition or a publication-quality creative manuscript.

Continuing Education and Non-Credit Programs

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2.C.16   Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

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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, and 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. 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 summer research camps. In addition, various short-term orientation and familiarization programs offered through the Office of Admissions and the Registrar 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.

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2.C.17   The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

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Special learning programs and non-credit continuing education courses are governed by Regents' Policy and University 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 (CRCD) offers professional development courses for teachers, the same policies that govern course and instructor approval extend to the community campuses outside of Fairbanks (CRCD Red Book).

2.C.18   The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

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.19   The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Non-credit unit productivity is 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. Some units, such as the Cooperative Extension Service, do not enter registration information in the Banner information system, but instead use soft ledgers and report this information to external agencies, such as the USDA, as required.

Standard 2.D: Student Support Resources

2.D.1   Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

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 seven full-time staff and four 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. 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.

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

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

2.D.2   **The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.**

The University Police Department, located on the Fairbanks campus, helps to assure a safe and secure environment for staff, students, and visitors, and collaborates with other local law enforcement units. The department employs 10 commissioned police officers, 11 student community service officers, and six 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 includes crime-reporting procedures and a UAF campus safety and security document, fulfilling requirements of the Higher Education Opportunity Act. Crime statistics for the Fairbanks campus are posted on the department website and distributed to students, staff, and faculty each year. UAF's judicial officer and the chief of police address safety and security at New Student Orientation for Fairbanks students each semester. Local police provide safety and security for the UAF Community and Technical College, which is located in downtown Fairbanks and areas around 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 provides protection to a campus as well as a large off-campus service area using student firefighters. The department consists of 12 full-time staff and close to 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.

2.D.3	Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Consistent with the public land-grant mission, high school students from across the state of Alaska are the major market for undergraduate programs. Undergraduate student recruitment is primarily conducted by a staff of eight, including five professional admissions counselors who work with high schools across the state, as well as with admissions coordinators within the schools and colleges. 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 advising and academic support for students at its downtown location.

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.

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 non-traditional 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.

The Office of Admissions and the Registrar has one counselor designated to recruit under-represented populations and another specializes in recipients of the UA Scholars Award. This statewide program offers significant tuition support for the top 10 percent of every high school class in Alaska. Although merit-based, the program reaches every demographic across a very large and diverse state and has supported many students who otherwise would likely not have thought about attending college.

The Office of Admissions and the Registrar evaluates credits earned by students transferring from other institutions. 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 the 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.

A large part of the institutional mission is carried out in its research programs. Graduate students are typically recruited through faculty contacts, unit websites, and other marketing efforts (e.g., distributing brochures at professional meetings), and 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 encourages campus diversity and provides diverse experiences for students.

2.D.4   In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

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.

UAF makes information available to students, their families, faculty, staff, and other constituents through its catalog in both hard copy and online form (www.uaf.edu/catalog) and via other websites. In 2014, UAF began transitioning to an online-only catalog, with a print option. The mission statement and the core themes (first appearance in 2011–2012) are stated in the catalog and on 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. A central website provides Student Learning Outcomes and pathways to graduation for most UAF degrees. 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. 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. Students have access to a website that provides sample roadmaps to completion and student learning outcomes for most degree programs.

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, in course schedules, and on the web.

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.6	Publications describing educational programs include accurate information on: National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; Descriptions of unique requirements for employment and advancement in the occupation or profession.

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.

2.D.7	The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of 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.8	The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

UAF offers financial aid similar to that available at peer institutions in addition to unique opportunities for Alaska students. The Financial Aid Office strives to meet student needs through educational programming on the student loan repayment process, the Free Application for Federal Student Aid (FAFSA) process, and money management. The Financial Aid Office comprises a full-time staff of nine; 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 over 60 percent of those.

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 2013, UAF had 230 teaching assistantships, 39 fellowships, and 245 research assistantships. Students who received UA or outside scholarships or other funding not recorded by the Graduate School are not counted in these totals. Over the past five years the number of graduate assistantships has varied from 527 to 594; variation is largely due to external grant funding of research assistantships.

Approximately 1,000 students are employed 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. Students are informed of scholarship and aid opportunities through the recruiting and admissions process and the Office of Financial Aid's website and outreach, such as the UAF scholarship opportunities listserv.

2.D.9	Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

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

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. UAF has established consistent and firm guidelines for the financial aid appeal process, which allows students to appeal loss of financial aid based on conditions outside of their control, such as a major disruption in their personal life or serious illness. This appeal is reviewed by the Financial Aid Appeals Committee.

Academic advising is mandatory for all undergraduate degree-seeking students. As described in the UAF catalog 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. 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 2013 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 2013 were very similar to "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.

Faculty and staff advisors have numerous opportunities to learn about the curriculum, program requirements, and graduation requirements of UAF majors. All faculty and staff advisors must complete online FERPA training 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 advisors. Sequential academic advising success workshops are offered by the Academic Advising Center. 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 Undergraduate Academic Advising Manual is posted on the Academic Advising Center website. Staff and faculty advisors can access the annual catalog on the web or may print on demand. All staff advisors and many faculty advisors subscribe to an academic advising listserv that publicizes advisor development opportunities and advising tips and reminders. 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. The Academic Advising Center website provides students with academic planning resources. With their acceptance letter, undergraduate students are given contact information concerning their academic advisor's department. Academic advising contacts are posted on the Academic Advising Center's home page. All admitted students receive a Trail Guide which provides them with a checklist and step-by-step instructions on how to set up their academic advising session. UAF also offers freshman-level courses in developmental studies, rural development, and first-year experience which incorporate advising requirements and responsibilities. Course descriptions for these courses are published in the catalog. Students may talk to advisors at the annual Major Mania majors fair. Major Mania's corresponding Major Explorer Guides and Career Pathways brochures provide additional academic and career planning information for students.

2.D.11   Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

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.

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 with 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 UAF Festival of Native Arts to share their rich artistic traditions with each other, the university community, and Fairbanks. Over the years, groups from the United States and 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. 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 is also used for ice climbing during winter, was completed in 2012. The same year, UAF became the first university in the US to have an on-campus terrain park, available for community skiing and snowboarding.

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.

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, and offers apparel and other goods. To enhance efficiency, UAF 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. 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 at the UAF Community and Technical College downtown center. In 2013, UAF began construction on a new multi-million dollar dining facility attached to the current student union (Wood Center). Construction will be complete in July 2014 and the facility is scheduled to open for the fall 2014 semester. This addition is in the core area of campus, and will provide ample seating for students, faculty, and staff to mingle and dine together. The Lola Tilly Commons will be repurposed.

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.

While Residence Life provides safe, clean, and generally well-maintained housing facilities, some of these facilities are aging and no longer meet student expectations, which has a negative impact on recruiting and retaining students. Skarland Hall was closed in 2010 due to a sewer line issue; this issue has been resolved and the hall reopened in September 2011. Work is planned to avoid similar issues in the adjoining Bartlett Hall and Moore Hall, which are 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. Sackett Hall is the only on-campus residence life facility in rural Alaska. The dormitory houses up to 28 students and provides meal service, a spacious common area, cable TV, wireless Internet connection, and a coin-operated laundry, and is close walking distance to the campus and the Consortium Library.

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

A nonprofit scholarly publisher, the UAF-administered University of Alaska Press distributes 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 solicited through governance structures and surveys such as the NSSE, graduation survey, dining services focus groups, and public discussions such as those held periodically by Administrative Services.

2.D.13   **Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.**

The athletic director is responsible for the management and fiscal operations of athletic programs. The director is under the direct supervision of the vice chancellor for university and student advancement. 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 with 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 primary purpose of the university, and the athletics experience is secondary. 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. In addition, the six-year graduation rate of student-athletes is significantly better than the institutional average (44 percent vs. 32 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 the same as 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 corporation, academic, and miscellaneous scholarships, a student budget is created to ensure that they only receive 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. 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 be 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.14** **The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.**

Many UAF eLearning and Distance Education courses require that the student complete proctored examinations, one of which is the final examination. Fairbanks area students may take their exams at the eLearning office. For those outside the Fairbanks area, or those who cannot schedule the exam during business hours, examination request forms are found within their online course and on the eLearning website. Examinations (or examination passwords) are sent only to designated proctors who are willing to supervise the student and to certify the examination's proper completion. An approved testing site (a local educational institution like a public school or university branch campus, or library is preferred) must be identified. Proctors must be education officials at a university, community college, or public school, other governmental or community officials, or, if such persons are unavailable, other people approved in advance by eLearning. Relatives and/or friends cannot be proctors. Students must submit identification documents to the examination proctor. Students in eLearning are subject to the same regulations as regular students regarding honesty in their work assignments and exams.

UAF eLearning does not charge for identity verification/proctoring services, but students outside of Fairbanks who make their own arrangements for proctoring may have to pay for proctoring services.

Standard 2.E: Library and Information Resources

> **2.E.1** **Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.**

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 they make regular use of library facilities for training. 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, and then partially restored in March 2010. Budget shortfalls are a concern each fiscal year, because while the library's operating budget has remained flat, annual subscriptions for databases and electronic resources continue to increase. The library has responded to shortfalls through attrition of vacant positions and shifting of some monograph funds into permanent reallocation for subscription costs.

The libraries contain holdings of more than 1.75 million items and subscribe to approximately 170 online index/abstracting services and reference collections for the UAF campuses. The libraries provide links to a suite of 40 additional resources that are either openly accessible or are jointly purchased by the state of Alaska and the university.

In recent years, the libraries have focused on acquiring access to electronic journals and books, resulting in total subscriptions of more than 58,000 online serial/journal titles and 431,000 electronic books. A 2012 review of the 10 highest-use databases shows more than 292,647 full-text journal article downloads. 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 2012 provide a feel for the interest in and relevance of these resources:

- Nearly 29,000 chapters were downloaded from Safari Tech, a collection of current IT books. From the "ebrary" collection, 30,452 book chapters were used, and the EBL (Electronic Book Library) was accessed for 14,037 complete book downloads (use of chapters is not available in the EBL statistics package). These numbers represent only a portion of the use of electronic books through the library catalog; the content of 12 vendors and publishers is currently available as e-books.

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 immediate access to physical library collections and services other than those 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 Collection Management Group (CMG), a standing committee of library employees who select materials for academic departments, meets monthly to review existing resources, evaluate new resources, run trial subscriptions, and assess and prioritize each resource to support academic and research programs. The collection development officer (CDO) works with the Geophysical Institute librarian to coordinate material purchases and participates in the review process for new or updated courses and programs. The CDO is also an ex-officio member of the Graduate Academic Advisory Committee. The CDO regularly solicits input and purchase suggestions from faculty within academic departments and institutes, and prepares specialized accreditation reports, participates in site visits, and provides relevant library information addressing questions posed by accreditation boards.

The libraries participate in statewide collection development through the Alaska Library Network, as well as throughout the University of Alaska statewide. Consortia-wide subscriptions to electronic resources are negotiated as needed, and as benefit individual member libraries.

The CDO office is centrally located in the Rasmuson Library, and the library website provides an online method for submitting purchase requests.

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. Because electronic library resources have reduced demand for hard copies, especially journals, the BioSciences Library was recently relocated to the Mather Library in the Akasofu Building, about one block from its former location. During FY15 the collection will be reviewed; high use items will be relocated to Mather or Rasmuson Library, less used items to nearby storage, and unused or redundant items will be culled. Operating hours will be at least 45 hours a week. The BioSciences Library continues to offer interlibrary loan and reserve services.

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, as well as interlibrary loan services, from 8 a.m. to 5 p.m. Monday through Friday. GI and IARC faculty, staff, and students are permitted after-hours access by magnetic card. Library staff work with GI and IARC researchers, faculty, and staff to support their information needs.

2.E.2   Planning for library and information resources is guided by data that include feedback from affected users and appropriate faculty, staff, and administrators.

In 2007, the libraries instituted a recurring user survey based on a survey developed 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, 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; patron-placed holds were implemented; 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. 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 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 variation.

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. In 2011-12, the library management group became the Library Council (LC) and added an elected staff member with a two-year term. Following the reorganization and renaming of the library units, the LC implemented a strategic plan to address the alignment of library strategies to the core themes and develop a plan to systematically assess services.

The LC initially identified 13 library themes that encompassed unit-wide efforts and created strategic planning committees to plan work in those areas. The LC identified personnel from all departments to serve on these committees to create short- and long-term goals and assessments that align with the core themes. A website was created for committees' work that included library user surveys from 2010, UAF core themes, and a table rubric to complete:

Library Goal	UAF Theme Objectives	Library Indicators	Assessment (Quantitative & Qualitative)	Resources Needed -Staff, Equipment, Collaborations	Timeline

Strategic planning committee chairs / co-chairs of each group periodically reported back to the Library Council and worked through 2012 to complete the planning phase. In addition to developing long-term strategies and identifying assessment measures, these efforts have resulted in the completion of short-term goals and ensured current and future work processes and goals are tied to core themes and ongoing data gathering.

Using the completed rubrics and recommendations from the planning groups, the Library Council has created eight standing committees and three sub-task forces to continue the work identified in the strategic planning process. An assessment / impact plan was completed in fall 2013 and will be implemented in fall 2014 that will identify and incorporate the library indicators developed by the working groups as well as the qualitative and quantitative statistics of individual department services and strategic planning goals and efforts. The 2010 library surveys will be used as a benchmark for client satisfaction in addition to the data points developed through the planning process. Another survey to users is planned for spring 2015 following implementation of the assessment plan.

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 completing the course via e-learning. The College of Rural and Community Development offers LS 101 via audioconference for rural students with intermittent access to a local library and the Internet. Some rural campuses offer the course depending upon available qualified instructors.

Librarians 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 the library's head of research and instruction 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.

As mentioned in the response to Standard 2.E.1, 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.

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.

Standard 2.F: Financial Resources

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

- The total FY13 operating actual expenditures were approximately $448 million (actual fiscal year-end balance), of which approximately $173.4 million (38.6 percent) is state-appropriated funds.

- The total FY13 capital actual expenditures were approximately $141.6 million. In recent years

UAF's capital budget and annual expenditures have fluctuated due to large capital/construction projects funded through state and federal sources. Major capital projects in recent years which have contributed to such include:

- o Construction of the Alaska Region Research Vessel *Sikuliaq,* funded under the federal American Recovery and Reinvestment Act of 2009, at a total cost of approximately $148 million.

- o Construction of the Life Sciences Classroom and Laboratory Facility, funding for which was obtained through state issue of general obligation bonds of approximately $88 million, and UAF internal debt financing of approximately $20 million (FY11).

- o Construction of the new engineering facility with funding obtained through a state of Alaska appropriation of $46.3 million in FY13 (Phase I).

- o Various deferred maintenance projects financed through the governor's commitment to provide $37.5 million annually to UA for deferred maintenance beginning in FY10. Based on the UA formula, this has resulted in approximately $22 million annually for UAF and has helped tremendously in addressing UAF's deferred maintenance needs.

- Primary sources of revenue are, in order of size, state appropriation, federal receipts, tuition and fees, and indirect cost recovery. These sources represented 71 percent of total revenue received in FY13.

For comparison, capital budgets for FY08, FY09, and FY10 were $28.4 million, $13.9 million, and $30.0 million, respectively.

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 $9.2 million in unrestricted funds per year over the last six financial years. This trend demonstrates sound financial planning, austerity, 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. 2 | Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations and other nontuition revenue sources. |

Recognizing the need for greater university-wide awareness of the UAF budget and related processes, and the need to clearly link institutional financial planning, budgeting, and resources allocation with UAF's core themes and strategic guidance documents, UAF created the Office of Management and Budget (UAF OMB) July 1, 2012. UAF OMB is responsible for managing all aspects of UAF's budget. A specific charge to UAF OMB is to adjust our budget processes to ensure that that all budget considerations and decisions incorporate UAF's core themes and objectives, the UA Shaping Alaska's Future 2017 Initiatives, and the UAF Strategic Plan 2012.

The Office of Finance and Accounting (OFA) assists in preparing financial projections and providing historical financial data. This office also assists units in developing realistic revenue and expenditure projections based on anticipated enrollment and restricted fund activity.

Reporting to the associate vice chancellor for financial services, the UAF Office of Management and Budget and the UAF Office of Finance and Accounting play distinct but equally important roles in the annual financial planning, budget development, and execution process.

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

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2.F.3   **The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.**

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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, UAF's core themes, UAF's Strategic Plan, UA Shaping Alaska's Future 2017 Initiatives, , 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 serves as the primary budget advisory body on UAF's annual budget proposals. Co-chaired by the provost and the vice chancellor for administrative services, this body meets regularly during the planning process to review the operating and capital budget guidelines and recommend priorities for the annual budget request to the Chancellor's Cabinet.

Much of the budget increment requested each year is to address the university's fixed costs increases. Until recently, 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, which is based on a trigger mechanism driven by the average price of oil and 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 the other two major administrative units (UAA and UAS), and the system office. The president, all three university chancellors, and key executive staff assemble the final system-wide budget for submission to the Board of Regents. The president and staff typically honor the priorities set by each of the three universities, but normally delete lower-ranked requests to keep the total UA budget request within a limit that is based on assessment of the political climate.

The vice chancellor for administrative services, the associate vice chancellor for financial services, the director of finance and accounting, and the director of the Office of Management and Budget hold meetings twice each fiscal year with school/college/department executive leadership and their fiscal staff.

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

Additional meetings are held with units that face specific challenges in any given financial year. These meetings, led by the associate vice chancellor for financial services, allow for more frequent conversations throughout the fiscal year so issues are addressed and managed as appropriate.

2.F.4	The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

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.5	Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

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.6	The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

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.7** **For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.**

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. The Board of Regents Audit Committee approves the selected firm. The audit is conducted in accordance with auditing standards accepted in the United States and the standards applicable to financial audits in the Government Auditing Standards, issued by the comptroller of the United States. The external auditors issue a single management 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.8** **All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.**

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 nonprofit 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 Aug. 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.

Standard 2.G: Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 **Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.**

Approximately 50.4 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 others 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	176	37	2,938,405
Ag. & Forestry Exp. Station	Fairbanks, Delta	17	39	48,120
Ag. & Forestry Exp. Station	Matanuska	28	41	87,172
Ag. & Forestry Exp. Station	Palmer	6	49	22,456
Fishery Industrial Technology Center	Kodiak	3	23	21,745
Cantwell Reindeer Station (IAB)	Cantwell	1	44	566
Poker Flat Research Range	Chatanika	22	27	37,989
SFOS Juneau Center (Lena Point)	Juneau	1	6	31,071
SFOS Halibut Cove	Homer	2	56	2,116
Seward Marine Center	Seward	9	33	56,269
Toolik Field Station	Toolik Lake	1	16	1,671
Bristol Bay Campus	Dillingham	3	20	19,936
Chukchi Campus	Kotzebue	1	38	8,948
Interior-Aleutians Campus	Fairbanks, Fort Yukon, Tok	5	26	29,158
Kuskokwim Campus	Bethel	7	30	51,774
Northwest Campus	Nome	14	34	20,758
Community and Technical College	Fairbanks	2	31	108,330
UAF Total	**All**	**298**	**32**	**3,486,484**

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 P+W study, 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 was investigated further. One reason for the surplus is that College of Natural Science and Mathematics faculty with 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.

Most underutilized spaces require significant renovation to meet code and provide basic functionality. Significant changes of use (e.g., classroom to research laboratory) typically require major renovations that may not make economic sense in older buildings. In addition, contiguous space in any significant amount is virtually impossible to find. Optimal utilization of space requires 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 completed in 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.

Paulien and Associates has recently been engaged to update the space utilization analysis and suggest ways in which UAF can use its space more efficiently; their report is due in the fall of 2014. This study will develop a detailed inventory by building and room, describe space requirements for current and projected needs, provide benchmark and comparison data with peer institutions, set out planning options for improving use of space, develop centralized scheduling methodology, processes, and standards, and outline an implementation approach.

Recent space acquisitions include UAF purchase of a 28,000-square-foot aircraft hangar at Fairbanks International Airport in 2011 to house the CTC aviation program. In 2012, UAF acquired the 18,930-square-foot Orca Building in Seward. This facility is currently leased to third parties, with plans to accommodate future space needs for the UAF Seward Marine Center's program to meet the operational needs of the R/V *Sikuliaq*, scheduled to arrive in Seward summer of 2014. R/V *Sikuliaq* is a 261-foot, oceanographic research vessel capable of breaking ice up to 2.5 feet thick, and equipped for global research missions.

At the Bristol Bay Campus in Dillingham, UAF purchased the 7,200-square-foot NAPA building near campus and is remodeling it to be science classrooms and teacher apartments. It will be completed in 2014.

At Toolik Field Station north of the Brooks Range, the National Science Foundation constructed a 6,073-square-foot dining hall in 2011, and in 2014 will construct a 4,958-square-foot garage and 2,787-square-foot laboratory. TFS houses up to 150 researchers for seasonal fieldwork, and with the addition of the National Environmental Observatory Network (NEON) will have some staff year-round.

In 2012-13 NASA constructed an 11-meter satellite dish on campus; the UAF Alaska Satellite Facility now operates three dishes for NASA. In 2013, ASF also acquired a 4,632-square-foot satellite communications facility near Fairbanks. This facility and land will be used to expand ASF's research support needs.

UAF completed the Margaret Murie Life Sciences Building in 2013. This state-of-the art, 100,000-square-foot facility provides research lab and teaching spaces. However, the new building provides only a fraction of the required assignable square footage in research space indicated in the P+W space analysis. The Murie Building provides 21,647 assignable square feet (research labs, offices, and support) of the total deficit of 146,410 assignable square feet. This is about 15 percent of the space required to meet current research needs.

A report by Ira Fink and Associates, Inc., UA Engineering Plan 2010, described the space needs of UAF's engineering programs. This report was commissioned to support the UA Board of Regents mandate to

double the number of graduating engineers over a five-year period. The realized increase in student numbers in engineering programs at UAF resulted in a documented space deficit of 25,835 assignable square feet for engineering programs. In 2012 UAF received funding to begin construction of the new 119,000 gross square-foot Engineering Innovation Facility between the Duckering and Bunnell buildings. When complete in 2016 (contingent on legislative funding of the remaining cost) it will provide sufficient space to meet the current enrollment in the College of Engineering and Mines.

A master plan for West Ridge space was completed in FY13. UAF is addressing deferred maintenance needs in the research facilities on West Ridge through the relocation of 24/7 operations from the Elvey Building and Elvey Annex into the West Ridge Research Building, relocating research animal quarters into unused space in the BiRD and Virology buildings, and repurposing Irving I space to support the new professional veterinary medicine program being offered in conjunction with Colorado State University. This 2+2 program will begin classes in fall 2015.

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.

UAF is addressing the most immediate and critical infrastructure repair and replacement issues which include inadequate and antiquated electrical distribution systems, inadequate and antiquated power and heat generation equipment within the Atkinson Building (UAF's cogeneration heat and power plant), and failing campus sewers.

Following the plan outlined in the 2012 campus-wide sewer system assessment report, $1 to $3 million of deferred maintenance funds are being used annually to repair the system over the next decade. Starting in 2009 and scheduled for completion in 2015, the campus electrical distribution system is being upgraded from 4,160 volts to 12,470 volts, new electrical feeders are being installed throughout campus, more than 100 electrical transformers are being replaced, and the main electrical switch gear has been relocated to a new building remote from the Atkinson Building.

The most serious infrastructure issue remains replacement of the two coal-fired boilers in the Atkinson Building. The coal boilers are at the end of their 50-year design life, having begun service in January 1964 and operated almost continuously. Most campus buildings rely on the central plant for heat and power and have no backup heating source. A coal-fired boiler system failure would raise utility system operating costs by a factor of 4.5, and if extensive, a winter failure could force the campus to close for an extended period. The Atkinson Plant upgrade cost is estimated at $248 million and was funded by the 2014 Alaska Legislature with a combination of direct appropriation and authorization to borrow the remainder. Part of the debt service was provided as an operating budget increment, and the rest will be covered by utilities savings, because the new plant will allow UAF to meet nearly all of its electricity generation and heating needs with coal, rather than more costly diesel, natural gas, or purchased electricity. Construction will begin in August 2014, and the new plant should be operational September 2018.

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. Elvey Building 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 economically practical, but in the absence of new construction, some repairs must be done to improve the quality of these facilities.

The Provost's Office and deans are working with the registrar to ensure that large classes are taught in classrooms of the correct size. Although the Murie Building, completed in 2013, and the engineering building scheduled for completion in 2016 will provide additional large classrooms, demand for these rooms will continue to exceed 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.

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 136,207 square feet of leased space, or 1 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 approximately $1.8 million. UAF is working to reduce and consolidate leased spaces to decrease operating expenditures and 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.

Table 2.8

Off-Campus Leased Space		
Campus Name / College	**Number of Leases**	**Square Feet**
Bristol Bay Campus	**4**	**3,176**
Dillingham	1	1,082
King Salmon	1	853
New Stuyahok	1	221
Togiak	1	1,020
College of Rural and Community Development	**2**	**8,311**
Anchorage	1	4,104
Fairbanks	1	4,207
Community and Technical College	**2**	**56,869**
Fairbanks Pipeline Training Center	1	6,535
Hutchison Institute of Technology	1	50,334
Fairbanks Campus – various locations are administered from this campus	**16**	**54,057**
Anchorage	3	12,972
California	1	374
Cordova	1	360
Delta	1	1,105
Fairbanks	5	26,501
Juneau	1	2,171
Kodiak	1	6,574
Nome	1	1,200
Petersburg	1	500
Soldotna	1	2,300
Interior-Aleutians Campus	**4**	**3,896**
Fort Yukon	1	1,920
Galena	1	1,000
McGrath	1	276
Unalaska	1	700
Kuskokwim Campus	**1**	**222**
Hooper Bay	1	222
Northwest Campus	**2**	**1,601**
Shishmaref	1	960
Unalakleet	1	641
Grand Total	**31**	**128,132**

2.G.2   The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Environmental, Health, Safety, and Risk Management (EHSRM) 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 supports faculty, staff, and students in developing and implementing programs, including training, hazardous material and oil spill response, analysis of specific environmental concerns, and operational risk assessment. In matters of actual or potential regulatory enforcement action, investigations, or employee complaints, EHSRM takes the lead in responding 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 provided on the EHSRM website (http://www.uaf.edu/safety/) and addressed in training. Regents' Policy and University Regulation (05.09) addresses authority, financing, and roles and responsibilities for environmental, health and safety risk management within the UA System.

Transport of hazardous material is regulated by the Federal Aviation Administration, and all transport must follow Policy 902, *Hazardous Materials Shipment Procedures*.

UAF requires a chemical hygiene plan to protect laboratory personnel from potential hazards as required by OSHA under 29 CFR 1910.1450 "*Occupational Exposure to Hazardous Chemicals in Laboratories*". A chemical inventory is also required for each lab or facility using chemicals; EHSRM provides an online program to assist users in developing their inventory.

Policy 601 provides requirements for establishing a hazard communication program, otherwise known as a "Right-to-Know" program required by OSHA under 29 CFR 1910.1200. UAF also submits chemical lists to the State Emergency Response Commission (SERC), the Local Emergency Planning Committee (LEPC), and local fire department by March 1 of each year under the Emergency Planning and Community Right to Know Act.

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). Training slides titled *UAF Hazardous Waste, CESQG Waste Management and Introduction to Hazardous Waste Management* are used for training.

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.

2.G.3	The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

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.

The firm of Perkins + Will led the 2009–10 campus planning effort at the Fairbanks campus. 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 identifying ways 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).

As mentioned elsewhere in this section, rural campus and CTC master plans were completed in 2012.

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 engage themes. The provost's instructional equipment fund and Technology Advisory Board allocations are the major sources of funds for equipment for the educate, prepare, and engage core themes. 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.

Technological Infrastructure

The Office of Information Technology, (OIT), provides secure, reliable, and comprehensive technology systems to meet the demands and expectations of the UAF community. OIT routinely monitors and plans the replacement of aging legacy systems with efficient enterprise systems; transforms the infrastructure required to support these systems; and provides an effective, customer-focused portfolio of information technology services.

All university-scheduled, general-use classrooms on all campuses are equipped with wireless access. On the Fairbanks campus, 75 classrooms, auditoriums and lab spaces, called smart classrooms, are equipped with instructional technology at varying levels. Smart classrooms are categorized in four tiers, each of which has an increasing level of technological sophistication. Tier I classrooms contain basic computer projection, laptop connectivity, and audio (amplification, speakers) capabilities. Tier II includes all Tier I equipment with the addition of an in-room computer and a DVD playback device. Tier III includes all Tier II equipment plus one or more of the following: document camera, digital displays, or interactive display. Tier IV includes all Tier III plus lecture capture and/or videoconferencing capability.

In 2011, Chancellor Rogers initiated a $1 million instructional technology investment. Disbursed over three years, these funds were used to upgrade 36 instructional technology facilities on the Fairbanks campus. The Margaret Murie Life Sciences Building, completed summer 2013, adds an additional 15 state-of-the-industry smart classrooms, labs, an auditorium, and collaborative areas. On the Fairbanks campus there are now six venues equipped with lecture capture.

OIT transformed a first-generation computer lab into an inviting and engaging collaborative commons. Making its debut fall 2013 and dubbed *The Nook*, the area offers a variety of seating options with accessible power outlets, virtual computer stations, wired and wireless network access for student devices, mobile printing, and collaborative conference tables where students can share content on their devices with others on a large screen. OIT operates and maintains two traditional-style computer labs on the Fairbanks campus open to all UAF students. 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.

> **2.G.6** **The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

UAF eLearning and Distance Education provides instructional design and faculty development services for faculty. It provides a wide range of faculty development in the use of instructional technology and course development through hands-on clinics, publications, and live and web-broadcast events.

OIT User Services designs and builds technology enabled learning spaces and the Training and Development Group offers training on the use of the technology in classrooms and how to incorporate online systems and tools into teaching styles.

OIT maintains and operates a suite of learning systems and tools to enhance the learning environment for traditional face-to-face in-classroom learning; virtual classes presented entirely online; hybrid classes that use elements of face-to-face learning combined with lecture capture and other online resources; and courses delivered by videoconference across the UA System.

Since fall 1999, UAF has used Blackboard Learn, an on-premise learning management system. OIT has streamlined operations and maintenance to ensure an efficient and mature system-application that has become critical to the UAF instructional mission. User account provisioning, course shell creation, and course enrollment have been automated and integrated with Banner. Blackboard Learn is a flexible learning management system used to enhance and complement traditional in-classroom learning, and offers a robust platform for hybrid and online courses. Use of Blackboard Learn has steadily increased at UAF; during fall 2013, 60 percent of instructors and 70 percent of students used Blackboard Learn compared to 42 percent and 56 percent in fall 2008. Blackboard Learn is fully integrated with Google Apps @ UA and Blackboard Collaborate.

In 2006 UAF began using a web conferencing tool called Elluminate Live or more simply eLive! This web conferencing tool revolutionized the synchronous online course experience and complemented Blackboard Learn. eLive! was quickly adopted across the UA System. In 2010, Blackboard, Inc., acquired Elluminate Live and since then has worked with eLive! developers to enhance the tool. Recently rebranded as Blackboard Collaborate and deployed using the Software as a Service (SaaS) model, Blackboard Collaborate has replaced eLive! as the supported web conferencing tool as of spring 2014. The transition is relatively easy as the features are very intuitive and similar to eLive!

In 2008 UAF adopted cloud-based Google Apps for Higher Education for e-mail, calendaring, and collaboration tools, called Google Apps @ UA. Google Apps suite is fully integrated with Blackboard Learn and provides a seamless collaboration experience for students and faculty. Students, faculty, and staff can safely and easily share content and resources, hold ad-hoc videoconference meetings, share calendars, establish and engage groups for special projects, and develop websites with the tools of Google Apps @ UA.

OIT introduced Echo 360 Lecture Capture in fall 2009 and the adoption has been impressive. As of fall 2013 six auditoriums on the Fairbanks campus are equipped with lecture capture. With more than 2,000 captures since 2009, there is an average of 774 views per month and an average of 9,286 views per year. Lecture capture is used to engage students and enhance the traditional learning experience. Typically, students attend lectures in person and then view the recordings at their convenience to review materials; this replay allows students to master complex concepts that they may not have grasped in real-time during the class.

UA has been on the forefront of videoconferencing technology for over 15 years and has transformed the impact of distance learning and research across the state. Today, the UA System has more than 255 video rooms in 90 buildings on 16 campuses or off-site locations. In FY13, the UA System utilized more than 18,531 hours of videoconferencing with 14,088 hours used for academics in distance education.

UA has partnered with the Alaska Library System's federal BTop grant, Online With Libraries, to provide all videoconferencing support. This has enabled 92 libraries in the state to connect to content providers around the world. UAF's Cooperative Extension Service has routinely delivered content around the state to library patrons who wouldn't have had a chance to learn otherwise.

Of the total 18,531 FY13 hours of videoconferencing, UAF hosted 8,433 hours, with 7,661 hours for academics. Comparing FY13 to FY09 when UAF hosted 5,574 hours of conferencing there is a remarkable 51 percent increase.

UAF has 64 videoconferencing enabled rooms in 22 buildings on the Fairbanks campus. Additional sites are located at:
    Interior Aleutians - Tok 1, Ft Yukon 1
    Community and Technical College - Delta Junction 1
    School of Fisheries and Ocean Sciences - Juneau 4, Kodiak 2, Anchorage 1, Petersburg 1, Seward 1
    School of Natural Resources and Agricultural Sciences - Palmer 1
    Cooperative Extension Service - Anchorage 1

UAF educators routinely conference with colleagues at international sites such as New Zealand and Antarctica, at national sites such as Washington, D.C. and Berkeley, Calif., with organizations such as NASA, and at numerous statewide locations. It is common for a UAF instructor to teach students at UA extended campuses across the state as well as K-12 sites such as Glennallen, the Lower Yukon School District, Bering Strait School District, Telehealth networks, and students nationally and internationally using video on their personal computers. Administrative users save time and money by conducting meetings, training sessions, and interviews via videoconference.

OIT Video Conferencing Services designs, builds, and operates the videoconferencing infrastructure for the UA System. This infrastructure assigns videoconferencing network traffic a high priority service across the UA wide area network to ensure high-quality HD videoconferencing. This infrastructure includes bridges that connect sites and enable recording, webstreaming and connecting computers and laptops with a webcam, phone connections, and ISDN legacy sites.

In 2009, OIT created the Faculty and Staff Training and Development Office to provide technology training to UAF faculty and staff. 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. Since 2009 OIT has expanded the space for this group to include an on-site training and instructional lab feature SmartBoards and 12 iMac workstation. This lab is used primarily for faculty engagement and training for regularly scheduled classes and impromptu drop-in sessions.

The OIT Faculty and Staff Training and Development group emphasizes both faculty development and corporate-style training. Various campaigns ease the transition into new technologies, and all have been well received. In addition to face-to-face training, OIT offers distance training using Blackboard Collaborate for faculty and staff who are unable to attend in person. UAF eLearning resources include

SkillSoft portal and AtomicLearning. In the past two years OIT has produced topic-focused videos for self-service training. Face-to-face training ranges from introductory to 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.

In FY13, OIT's Training and Development Group offered 45 types of professional development. A total of 424 sessions (792.5 hours of training) were attended by 1,239 individuals. The opportunities provided ranged from small informal sessions to departmental sessions to formal classroom sessions. Participation was larger than in past years due to the rollout of VoIP and the accompanying sessions. In addition, UAF eLearning and Distance Education's team of 11 instructional designers provide end-to-end faculty development and support for UAF educators using technology to enhance, supplement, or deliver their courses online.

UAF eLearning's "iTeach" intensive faculty development model--focused on contemporary and emerging pedagogies combined with hands-on creative practice--is the basis for its series of three five-day hands-on iTeach clinics held each year. Independently and in collaboration with specialists from OIT, the School of Education, UAA, UAS, and from other educational institutions in the US and Canada, UAF eLearning produces 40-50 shorter faculty development opportunities each year, many of which are simultaneously broadcast on the web and archived for later viewing. For faculty who can't attend live events, UAF eLearning provides the "iTeachU" self-help resource housing all of the curriculum and presentation material from its faculty development events, weekly one-page Teaching Tips, and a variety of other faculty development and support documents and resources. UAF eLearning has created an in-house course development and revision framework to work with faculty and staff who take advantage of its free consultation services as well as educators at schools and colleges offering online courses. The individualized faculty development activities for these faculty include the use of Google Apps, Blackboard, Wordpress, and additional technologies in service of information fluency, authentic assessment, peer- and place-based learning, and other fundamental pedagogical characteristics.

2.G.6	**Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.**

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 summer 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 providers. 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) core between the three main campuses at the University of Alaska and the commodity Internet (CI) and Internet2 (I2) connections. The core WAN is a 245-mbps circuit between each of the main campuses providing redundancy in case of a lost link between any of the sites. OIT also operates the CI connections from each campus. The Internet connections are based on the bandwidth need of the campuses and currently consist of a 100-mbps circuit for UAS, a 460-

mbps connection for UAA, and a 550-mbps connection for UAF. The research network via Pacific North Gigapop is currently a 1.44-gbps connection connected at Seattle.

The campus 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, Bethel, and Interior Alaska campus centers in Fort Yukon and Tok. WAN connections to community campuses on the west coast of Alaska are Ethernet over satellite connections and are between 5 and 10 mbps. In addition to these UA sites, OIT also operates the connections to two National Science Foundation research sites in Alaska: Barrow Arctic Science Consortium WAN and the WAN and LAN connections for Toolik Lake Field Station, which is operated by UAF's Institute of Arctic Biology.

The School of Fisheries and Ocean Sciences Seward, Juneau, and Kodiak site WAN/LANs are also operated by OIT. The Seward Marine Center WAN connection as well as the Kodiak Seafood and Marine Science Center are 45 mbps connections and run between the Statewide/OIT point-of-presence in Anchorage. The Lena Point Fisheries Facility is 100 mbps, connected to the OIT POP on the UA Southeast Juneau Campus.

LAN connections within the community campuses are available at 100 mbps and 1000 mbps speeds using either fiber or copper, depending on user equipment and need. The LAN backbone for UAF's Fairbanks networks is 10 gbps fiber. As a result, UAF has highly redundant voice, video, and data converged network with 10 gbps fiber backbone. Unofficial network reliability provided to customers has, on average, exceeded 99.99 percent. The Fairbanks campus has more than 13,000 ports. The number of ports varies between 100 and 500 at the community campuses.

Effective, fast, and easy-to-use wireless has been implemented on all of the Fairbanks campus and virtually all of the associated community campuses. OIT attempts to stay ahead of wireless demands by upgrading wireless access points and bandwidth where feasible. With the recent implementation of streamlined onboarding of wireless devices (http://connect.alaska.edu) and the resulting simplicity of configuring various devices for wireless access, the majority of wireless users are now using our secure/encrypted Eduroam wireless network. Most all of the wireless infrastructure has been upgraded to the 802.11n wireless standard.

The Arctic Region Supercomputing Center (ARSC) provides high-end computing and storage for the University of Alaska. As of early 2014, ARSC operates two mid-sized supercomputers. A technology refresh is envisioned for mid-2014. The older supercomputer, *pacman*, is an x86 cluster providing over 30 million CPU hours per year to UA researchers. A newer system, *fish*, provides a further 20 million CPU hours per year, and features computational acceleration via graphics processing units. ARSC also provides a hierarchical storage system with 6-petabyte tape capacity, a 300-terabyte center-wide high-performance storage system, and a variety of software and other services. ARSC personnel maintain systems and provide support to the students, faculty, and staff who utilize ARSC resources. Personnel also engage in science, support campus partnerships, and are active in outreach. ARSC resources are utilized for a wide variety of activities, including externally funded grants and contracts, courses, theses and dissertations, and projects requiring substantial computational or storage infrastructure.

The Butrovich Computer Facility operates 24 hours a day, 365 days a year. The data center houses dedicated and virtual servers that support both UA and UAF mission-critical applications and functions. These include the university system web presence, ERP (Ellucian Banner), UAF learning management system (Blackboard Learn), UA campus cards (Blackboard Transact), UA Digital Document Imaging (OnBase), application databases, administrative and student file and print services, web services, distance education, departmental applications, and much more. Two hundred plus physical servers are housed in the data center, of which 31 comprise the virtual infrastructure with over 300 virtual servers.

Approximately half a petabyte of SAN/NAS/DAS storage provides back end data stores for databases, file and print services, virtual infrastructure, enterprise and UAF specific applications, clustered file systems, and distributed network storage for students, faculty, staff and university departments.

Other equipment located in the facility provides network connectivity to the UA campuses across the system as well as to the Internet in general (reference the Networks and Telecommunications section).

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.

A 2009 donation to the University of Alaska by Alaska Communications Systems provides a geographically distributed location in western Oregon for an off-site disaster recovery (DR) facility for the University ERP system and associated critical systems. ERP transactions and associated data/files are continuously replicated to the DR system on a near real-time basis. Twice yearly university technical staff react to a simulated disaster and activate a clone of the production ERP system at the DR site. During this simulation, university staff perform their normal activities utilizing the infrastructure at the DR site, such as testing software upgrades before they're applied to the production environment. As of the fall 2013 "switch-over" a complete mock payroll job stream was run against the production clone at the DR site.

OIT is a service unit with both UAF and UA staff guided by system and campus principles, rooted in the strategic areas of focus at UAF. OIT provides university students, faculty, and staff with technology, tools, and resources to support and enhance learning, research, and outreach. OIT unveiled a service catalog in 2011. OIT also created a number of self-service online utilities that enable customers to resolve issues on their own. Two examples are the Easy Login Maintenance Option, ELMO, and the Ask UA? searchable knowledge base. Following through on its commitment to customer service, OIT has embarked on an IT service management initiative to improve efficiencies in IT service delivery.

OIT is led by the chief information technology officer (CITO) for the UA System. OIT comprises the following five key areas of support, each led by an executive director who reports to the CITO:

- User Services works with students, faculty, and staff to deliver IT services. User Services is the first point of contact to assist with technology needs. In spring 2014, OIT co-located all of its Fairbanks campus IT customer support functions in one location, establishing a one-stop Tech Central. Here, OIT User Services provides help desk assistance, training, desktop support, videoconferencing services, and audio / visual technology 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.

- 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 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 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 support to UAF users of these applications with the assistance of UAF-based enrollment services and financial services support groups.

2.G.7   Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

UAF's principal IT governance structure is the Faculty and Student Technology Committee (FAST). 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. The chief information officer meets regularly with various groups to gather their input, and attends Provost's Council and Chancellor's Cabinet meetings. The Faculty Senate has recently established an IT Advisory Committee, beginning in fall 2014.

UAF IT governance interfaces with system governance at the level of the UA Portfolio Management Team (PMT). PMT representatives are 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 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; and standardize reporting and training.

2.G.8 **The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.**

UAF's technology fee ($5 per credit to a maximum of $60) and network fee (3 percent of tuition) provide base funding for technological infrastructure and replacement planning. OIT receives 30% of the technology fee to maintain smart classrooms. The Technology Advisory Board solicits proposals and provides recommendations to the chancellor for use of the remaining funds generated by the technology fee. The network fee goes directly to OIT for the maintenance and expansion of the network and associated activities that provide access to such services. 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 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 plans for updates accordingly.