University of Alaska Fairbanks Year One Self-Evaluation Report

August 2012

Prepared for the Northwest Commission on Colleges and Universities

UAF
UNIVERSITY OF ALASKA FAIRBANKS

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Institutional Overview

Established in 1917, the University of Alaska Fairbanks is part of the statewide University of Alaska System, which includes the University of Alaska Anchorage and the University of Alaska Southeast. UAF's administrative center is in Fairbanks, with campuses and learning centers throughout the interior, northwest, and southwest regions of the state, plus the eLearning and Distance Education office, which serves students statewide. The College of Rural and Community Development administers the community campuses, addressing workforce, economic, and social needs of the Fairbanks area and of Alaska Native people and rural communities. It includes the Community and Technical College in Fairbanks; the Interior-Aleutians Campus in Fairbanks, which serves rural and central Alaska; the Bristol Bay Campus in Dillingham; the Chukchi Campus in Kotzebue; the Kuskokwim Campus in Bethel; and the Northwest Campus in Nome.

Total enrollment for UAF in fall 2011 was 11,149, of which 5,936 were enrolled at the Fairbanks campus, and another 3,729 at the Community and Technical College. The majority of students come from Alaska, but all 50 states are represented, as are 48 foreign countries. Undergraduates make up 89 percent of the student body; 59 percent of all students are female. Fifty-four percent of students identify as Caucasian, 21 percent as Alaska Native/American Indian. Another 5.7 percent of the student body is African-American or Asian/Pacific Islander.

UAF offers 203 degrees and certificates in 129 disciplines through eight colleges and schools: the colleges of Engineering and Mines, Liberal Arts, Natural Science and Mathematics, and Rural and Community Development; and the schools of Education, Fisheries and Ocean Sciences, Management, and Natural Resources and Agricultural Sciences.

A Land, Sea, and Space Grant University, UAF is the principal research center for the statewide system, generating $122 million in research expenditures in FY11, about 90 percent of the UA System's research funding. It emphasizes high-latitude research in seven major research units: the Agricultural and Forestry Experiment Station, Arctic Region Supercomputing Center, and Geophysical Institute; the institutes of Arctic Biology, Marine Science, and Northern Engineering; and the International Arctic Research Center. Scholarly work takes place throughout the university, benefitting from collections of the University of Alaska Museum of the North, Alaska Native Language Center, and Alaska Polar Regions Collections at the Rasmuson Library, premier repositories of information related to Alaska or the circumpolar North.

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

The practical application of research to real-world problems in areas such as energy conservation, mineral extraction, and fisheries management is part of UAF's economic drive as well, and UAF has an extensive system of community outreach programs to help Alaskans in their everyday lives, with practical, research-based advice on everything from canning blueberries to insulating homes. Furthermore, UAF plays an important social and cultural role throughout Alaska, with a public radio and television station, lectures, musical and theatrical performances, and art exhibitions.

With so much diversity in its portfolio — workforce development to postdoctoral research; urban centers and geographically dispersed and remote locations — it is challenging to devise and coordinate its many efforts efficiently and effectively. The Strategic Planning Committee began meeting in spring 2012 to establish a comprehensive plan that integrates the five core themes for the university to follow over the next several years. The draft strategic plan available in summer 2012 is appended to this Year One

Report. The UAF Planning and Budget Committee incorporated the five core themes into UAF's formal budget decision-making process for 2012 – 2013. The Office of Management and Budget was created in late spring 2012 and will further refine the process for aligning budget development with the strategic plan, core themes, and objectives for the FY14 budget process. The new UAF strategic plan will be completed in 2013, after the UA Statewide strategic directions plan is complete, so that alignment between the two can be assured.

Core Themes

Educate

Undergraduate and Graduate Students and Lifelong Learners

Research

To Create and Disseminate New Knowledge, Insight, Technology, Artistic, and Scholarly Works

Prepare

Alaska's Career, Technical, and Professional Workforce

Connect

Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing

Engage

Alaskans through Outreach for Continuing Education and Community and Economic Development

Preface

Brief Update on Institutional Changes Since Last Report

UAF received reaffirmation of accreditation on Feb. 1, 2012, on the basis of the fall 2011 comprehensive peer evaluation. That evaluation resulted in the following three recommendations (the full text of the peer evaluation is available in our accreditation archives online):

1. The Evaluation Committee recommends that UAF coordinate its planning and evaluation processes of core themes in a systematic manner to help ensure that the institution's programs and services align with the accomplishment of the core themes' objectives. (Standard 3.B.1 and 3.B.2 - Core Theme Planning, and Standard 4.A.1 - Assessment)
2. The Evaluation Committee recommends that UAF evaluate its resource allocation processes and institutional capacity relative to its core themes' objectives to help ensure adequacy, effectiveness and sustainability of its programs and services. (Standard 5.B.2 - Adaptation and Sustainability)
3. The Evaluation Committee recommends that UAF systematically implement and execute its educational assessment plan to consistently achieve identified program and degree learning outcomes and that assessment results be used to guide program improvement. (Standard 4.A.3 - Assessment)

UAF is required to report progress made on the three above recommendations to the commission in its Year Three Report. However, in response to these recommendations UAF has already implemented several changes that are briefly described below.

First, UAF is currently engaged in strategic planning. Planning subcommittees were named for each core theme, and a separate resources and capacity planning subcommittee was also named to draft broad-based planning issues. A draft strategic plan will be vetted and finalized during academic year 2012 – 2013. In addition, annual unit reports, which are part of UAF's annual planning and evaluation process, require units to report on their performance with respect to the core themes and objectives.

Second, UAF's Budget and Planning Committee now requires each budget proposal submission to identify the specific theme and objective or the resource and capacity issue being addressed. Subcommittees are charged with identifying criteria for ranking requests on the basis of how they address the objectives of each core theme, and they rate requests according to those criteria to inform the assessment of the entire committee. The subcommittee and overall committee rankings are submitted to Chancellor's Cabinet, which makes the final decision on internal funding reallocations and which recommends items to the UA president for inclusion in the budget request to the UA Board of Regents.

In spring 2012 the Faculty Senate approved a revised student-learning outcomes assessment policy that requires faculty responsible for degree and certificate programs to submit a report for each program to the Provost's Office every two years rather than every five years. Reports were due in May 2012 to begin the new reporting schedule. Both the provost and deans are following up with programs that did not submit a report or submitted insufficient information, with the aim of achieving 100 percent compliance by the end of December 2012.

In addition, UAF has revised its themes, objectives, and indicators of achievement and mission fulfillment rubric based on the guidance received in the 2011 comprehensive evaluation. In particular, indicators for each objective occur in the mission fulfillment rubric. One indicator is not used in the rubric because information has not been collected historically so it is difficult to establish achievement benchmarks. The indicator not included in the rubric is designated experimental; it will be assessed over the next two years and either continued as part of the rubric or dropped.

Leadership Changes Since Fall 2011

John (Jake) Poole, vice chancellor for University Advancement, retired June 30, 2012. Mike Sfraga, vice chancellor for students, was charged with the responsibilities of that position and his title changed to vice chancellor for University and Student Advancement.

Carol Lewis, dean of the School of Natural Resources and Agricultural Sciences, plans to retire in October 2012.

Susan Whitener, dean of the Community and Technical College, resigned in February 2012. Michele Stalder was named dean in July 2012.

Johnny Payne II served as the dean of the College of Liberal Arts from August 2011 through June 2012. Anita Hartmann is serving as acting dean of the College of Liberal Arts while an internal search for a replacement is being conducted.

Alan Morotti was named dean of the School of Education in June 2012 after serving as interim dean for one year.

Mae Marsh joined UAF in March 2012 as the new director of Diversity and Equal Opportunity. Marsh replaced Earlina Bowden, who retired in January.

John Eichelberger joins the UAF team as dean of the Graduate School in September 2012.

UAF's current organizational chart is provided in the appendix.

Major Facilities Changes Since 2011

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

- Life Sciences Facility. Voters around the state of Alaska overwhelmingly approved passage in 2010 of Proposition B, the statewide general obligation bond that included $88 million for our much-needed Life Sciences Facility. The UA Board of Regents approved the final design of the facility on Nov. 9, 2010, and groundbreaking took place March 30, 2011. Phase 1 of this project is currently under construction. Estimated completion is in late 2013.
- School of Natural Resources and Agricultural Sciences (SNRAS) research greenhouse. This new facility, completed in December 2011, provides new teaching and research greenhouse space for SNRAS.
- Energy Technology Building. Fifty thousand square feet of new office and research space is planned for the Alaska Center for Energy and Power (ACEP). UAF will strive to achieve LEED (Leadership in Energy and Environmental Design) certification for the building. The proposed site is next to the power plant, where ACEP researchers can take advantage of the plant's large-scale power production capabilities and work closely with plant staff. The site also makes ACEP accessible to business and industry partners and undergraduate students participating in research and testing activities and projects. Energy technology test modules were completed in winter 2011 as the first phase of this project.
- Engineering Building. A new engineering instructional building received partial legislative funding for FY13. Funds to complete the facility will be requested in FY14. Classroom and instructional laboratories are needed to alleviate crowding due to the 70 percent enrollment increase in related programs since 2007.

- Heat and Power Plant Replacement. A planning and permitting budget request for a replacement heat and power plant is planned for the FY14 request to the Alaska Legislature. Funds for construction will be requested beginning in FY15.
- Student Life Facilities. A public-private partnership has been established to build new dining and residential facilities.

Topics Requested by the Commission

The commission has not requested that UAF address any topics in the Year One Self-Evaluation Report.

Date of Most-Recent Review of Mission and Core Themes

The UA Board of Regents approved UAF's latest mission statement in June 2012. The process for revising the mission statement included the following processes: The provost surveyed the Provost's Council about the key elements of the mission statement; the UAF Accreditation Steering Committee proposed revisions to the previous mission statement (approved 2006) during its work in FY12; the Faculty Senate and Staff Council provided feedback and revisions on the proposed new mission statement; and the Chancellor's Cabinet finalized the version considered by the board of regents.

During FY12, the Accreditation Steering Committee proposed core theme revisions. Faculty, staff, students, administrators, and external advisory groups were asked via email and internal newsletters to provide feedback on the revised core themes via a web-based survey. Based on the survey results, the steering committee proposed a new set of themes. The Faculty Senate and Staff Council considered the revised themes and suggested additional revisions. The Chancellor's Cabinet proposed revisions and then the steering committee passed a draft to UAF's governing bodies — Faculty Senate and Staff Council. Based upon this shared governance process, the cabinet finalized the core themes in April 2012, and they were presented to the board of regents and approved in June 2012.

The following institutional planning documents provided guidance in establishing the core themes: the UA mission statement and the draft UAF Strategic Plan 2017 (appendix), the UAF mission statement, UAF Strategic Plan 2010, UAF Vision 2017 Plan, UAF Academic Development Plan, 2010 Campus Master Plan, and UAF Enrollment Management Plan.

Chapter One: Mission, Core Themes, and Expectations

Eligibility Requirements

The University of Alaska is established by the constitution of the state of Alaska, Article VII, Section 2. The board of regents and its authority over the University of Alaska are established by the constitution of the state of Alaska, Article VII, Section 3. Statutory provisions related to the authority of the board of regents over the University of Alaska are contained in AS 14.40. The statements of these articles and law are in the board of regents' bylaws.

UAF's mission and core themes are defined in the following sections. The board of regents approved the mission statement and the core themes in June 2012. UAF's purpose is to serve the educational interests of students, to ensure that our principal programs lead to recognized degrees, and to devote our resources to support our educational mission and core themes.

Standard 1.A: Mission

Mission Statement

The following UAF mission statement was approved by the UA Board of Regents on June 8, 2012, and is contained in its policy (01.01.03):

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

The mission statement is printed in the annual UAF catalog (this new mission statement will appear in the 2012 – 2013 catalog) and on the UAF web page. The mission is guided by and consistent with the following UA System mission statement (established on Oct. 6, 2000, and contained in Regents' Policy 10.01.01):

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

Based on the mission and core themes, a working group in collaboration with the Chancellor's Cabinet has produced the draft UAF Strategic Plan 2017 (see appendix).

Mission Core Themes

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

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

- Educate: Undergraduate and Graduate Students and Lifelong Learners
- Research: To Create and Disseminate New Knowledge, Insight, Technology, Artistic, and Scholarly Works
- Prepare: Alaska's Career, Technical, and Professional Workforce
- Connect: Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing

- Engage: Alaskans through Outreach for Continuing Education and Community and Economic Development

As a state research university and Land, Sea, and Space Grant institution, UAF advances (Research) and disseminates (Educate, Prepare, Engage, Connect) knowledge through teaching, research, and public service. Because of UAF's location in Interior Alaska, we have a strong commitment to maintain and further develop partnerships with Alaska Native and rural communities (Connect). The mission emphasis on Alaska, the circumpolar North and their diverse peoples is represented in all our core themes with the exception of Educate. The Educate theme addresses our broad national and international instructional responsibility within which we strive for academic excellence and student success. Lifelong learning is addressed specifically in both the Educate (for credit) and Engage (not for credit) themes but is evident in Connect as well. Thus, our core themes manifest the essential elements of UAF's mission and collectively encompass our mission.

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

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

Interpretation and Articulation of Mission Fulfillment

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

The rubric on the following pages identifies for each core theme thresholds for each indicator of achievement indicating when mission fulfillment is surpassed (Likert scale index 5), met (index 3), or below expectation (index 1). We define mission fulfillment as achieving an average index value of 3.0 or better for each subset of indicators, with no more than one indicator in each theme below expectation.

All but one indicator are used to define mission fulfillment; one indicator in the Connect theme is considered experimental because historical information is not available. Ratios, e.g., publications per faculty FTE, were used whenever possible so that external factors, such as major budget reductions, will not compromise our definition of mission fulfillment. This subset of indicators and the target ratios will be revised as we collect and summarize information over future accreditation cycles.

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

Some indicators of achievement are based on productivity; these are mandated by the UA System in our required annual report to the state Office of Management and Budget. While such indicators do not

necessarily reflect quality, they are important within our state. This inclusion is consistent with our stated value to be accountable for and to make efficient use of state resources.

UA System performance metrics have been as follows:

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

UA is in the process of developing strategic directions and new metrics for assessing performance. Once that process is complete, UAF may change some of its indicators to align with those adopted by the UA System.

Table 1.1

Mission Fulfillment Definition Rubric by Theme					
Likert Scale	**5**	**4**	**3**	**2**	**1**
Theme	**Surpasses Mission Expectation**		**Meets Mission Expectation**		**Below Mission Expectation**
Educate: Undergraduate and Graduate Students and Lifelong Learners	More than 95% of programs have direct evidence that students are achieving intended learning outcomes.		75 to 85% of programs have direct evidence that students are achieving intended learning outcomes.		Less than 50% of programs have direct evidence that students are achieving intended learning outcomes.
	Average student performance on all programmatic national examinations with at least 5 students assessed is above the 75th percentile.		Average student performance on all programmatic national examinations with at least 5 students assessed is between the 40th and 60th percentile.		Average student performance on some programmatic national examinations with at least 5 students assessed is below the 25th percentile.
	First-time full-time undergraduate retention rate is at least 70%.		First-time full-time undergraduate retention rate is 60 to 65%.		First-time full-time undergraduate retention rate is less than 55%.
	Average senior ETS proficiency profile score is more than the 70th percentile for doctoral I and II institutions.		Average senior ETS proficiency profile score is between the 40th and 60th percentile for doctoral I and II institutions.		Average senior ETS proficiency profile score is less than the 30th percentile for doctoral I and II institutions.
	More than 20% of graduates complete subsequent academic programs.		10 to 15% of graduates complete subsequent academic programs.		Less than 5% of graduates complete subsequent academic programs.

Mission Fulfillment Definition Rubric by Theme					
Likert Scale	**5**	**4**	**3**	**2**	**1**
Theme	**Surpasses Mission Expectation**		**Meets Mission Expectation**		**Below Mission Expectation**
	Students' responses to NSSE Student Engagement questions are higher than peers at other institutions (effect size +0.8 or more).		Students' responses to NSSE Student Engagement questions are similar to peers at other institutions (effect size between -0.5 and +0.5).		Students' responses to NSSE Student Engagement questions are lower than peers at other institutions (effect size -0.8 or less).
	Employment placement of master's and PhD graduates in degree-appropriate positions within 1 year of graduation is more than 85%.		Employment placement of master's and PhD graduates in degree-appropriate positions within 1 year of graduation is 65 to 75%.		Employment placement of master's and PhD graduates in degree-appropriate positions within 1 year of graduation is less than 50%.
	Students produce more than 200 independently reviewed research and creative products annually.		Students produce between 100 and 150 independently reviewed research and creative products annually.		Students produce less than 50 independently reviewed research and creative products annually.
Research: To Create and Disseminate New Knowledge, Insight, Technology, Artistic and Scholarly Works	The number of peer-reviewed publications per year per faculty member with a research workload is more than 1.5.		The number of peer-reviewed publications per year per faculty member with a research workload is 0.75 to 1.25.		The number of peer-reviewed publications per year per faculty member with a research workload is less than 0.50.
	Grant or contract research expenditures per faculty member are more than $200,000 per year.		Grant or contract research expenditures per faculty member are $75,000 to $125,000 per year.		Grant or contract research expenditures per faculty member are less than $50,000 per year.
	The average number of citations per publication is more than 12.		The average number of citations per publication is between 8 and 10.		The average number of citations per publication is less than 6.
	The number of creative exhibitions and performances per faculty FTE in the fine and performing arts are more than 1.25.		The number of creative exhibitions and performances per faculty FTE in the fine and performing arts is 0.75 to 1.0.		The number of creative exhibitions and performances per faculty FTE in the fine and performing arts is less than 0.50.
	More than 30% of baccalaureate students complete a research, thesis or honors project.		15 to 25% of baccalaureate students complete a research, thesis or honors project.		Less than 10% of baccalaureate students complete a research, thesis or honors project.
	The number of visiting professional and student scholars and local graduate students making use of the Museum of the North collections is more than 300 annually.		The number of visiting professional and student scholars and local graduate students making use of the Museum of the North collections is between 150 and 250 annually.		The number of visiting professional and student scholars and local graduate students making use of the Museum of the North collections is less than 100 annually.

Mission Fulfillment Definition Rubric by Theme					
Likert Scale	**5**	**4**	**3**	**2**	**1**
Theme	**Surpasses Mission Expectation**		**Meets Mission Expectation**		**Below Mission Expectation**
	The number of online accesses of Alaska and Polar Regions Collection and Archives materials is more than 250,000 annually.		The number of online accesses of Alaska and Polar Regions Collection and Archives materials is between 100,000 and 200,000 annually.		The number of online accesses of Alaska and Polar Regions Collection and Archives materials is less than 50,000 annually.
Prepare: Alaska's Career, Technical, and Professional Workforce	The number of high-demand job area program graduates is more than 775.		The number of high-demand job area program graduates is 580 to 650.		The number of high-demand job area program graduates is less than 460.
	More than 120 rural residents annually complete Alaska Department of Labor and Workforce Development high-demand job area programs or programs that prepare them for rural jobs.		Between 70 and 100 rural residents annually complete Alaska Department of Labor and Workforce Development high-demand job area programs or programs that prepare them for rural jobs.		Fewer than 50 rural residents annually complete Alaska Department of Labor and Workforce Development high-demand job area programs or programs that prepare them for rural jobs.
	More than 75% of programs with state or national exams for certification have pass rates of 80% or higher.		40 to 60% percent of programs with state or national exams for certification have pass rates of 80% or higher.		Less than 25% percent of programs with state or national exams for certification have pass rates of 80% or higher.
	More than 350 high school students complete tech-prep course work annually.		Between 250 and 300 high school students complete tech-prep course work annually.		Fewer than 200 high school students complete tech-prep course work annually.
Connect: Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing	Alaska Native and rural baccalaureate students are graduating in a proportion to enrollment at 95 to 100% of the rate of other students.		Alaska Native and rural baccalaureate students are graduating in a proportion to enrollment at 70 to 85% of the rate of other students.		Alaska Native and rural baccalaureate students are graduating in a proportion to enrollment at less than 60% of the rate of other students.
	More than 15% of students complete Alaska Native- and rural-related courses annually.		Between 8 and 12% of students complete Alaska Native- and rural-related courses annually.		Less than 5% of students complete Native- and rural-related courses annually.
	More than 15 independently reviewed research and creative products per year demonstrate collaborative use of indigenous knowledge.		Between 5 and 10 independently reviewed research and creative products per year demonstrate collaborative use of indigenous knowledge.		No independently reviewed research and creative products demonstrate collaborative use of indigenous knowledge.
	The Alaska Native Language Center provides more than 250 consultations annually.		The Alaska Native Language Center provides between 125 and 175 consultations annually.		The Alaska Native Language Center provides fewer than 50 consultations annually.

Mission Fulfillment Definition Rubric by Theme					
Likert Scale	**5**	**4**	**3**	**2**	**1**
Theme	**Surpasses Mission Expectation**		**Meets Mission Expectation**		**Below Mission Expectation**
Engage: Alaskans through Outreach for Continuing Education and Community and Economic Development	At least 20 partnerships in place during the past 5 years demonstrate mutually beneficial and impactful relationships, and at least 10 such partnerships result in faculty scholarship (technical reports, curriculum, research reports, policy reports, publications, etc.).		Between 13 and 17 partnerships in place during the past 5 years demonstrate mutually beneficial and impactful relationships, and between 4 and 6 such partnerships result in faculty scholarship (technical reports, curriculum, research reports, policy reports, publications, etc.).		Fewer than 10 partnerships in place during the past 5 years demonstrate mutually beneficial and impactful relationships, and fewer than 3 such partnerships result in faculty scholarship (technical reports, curriculum, research reports, policy reports, publications, etc.).
	Non-credit workshops organized by CES, MAP, and AFES have more than 16,000 participants annually.		Non-credit workshops organized by CES, MAP, and AFES have 12,000 to 14,000 participants annually.		Non-credit and non-CEU workshops organized by CES, MAP, and AFES have less than 10,000 participants annually.
	4-H has more than 20,000 participants annually.		4-H has between 10,000 and 15,000 participants annually.		4-H has fewer than 5,000 participants annually.
	CES distributes more than 320,000 publications by paper or online.		CES distributes more than 250,000 to 280,000 publications by paper or online.		CES distributes fewer than 210,000 publications by paper publication or online.
	CES records more than 45,000 consultations annually.		CES records between 30,000 and 35,000 consultations annually.		CES records less than 20,000 consultations annually.
	UAF achieves or surpasses at least 3 of the 4 targets for economic development: 15 invention disclosures 10 non-disclosure agreements 3 patents 1 license		UAF achieves or surpasses 2 of the 4 targets for economic development: 15 invention disclosures 10 non-disclosure agreements 3 patents 1 license		UAF achieves 1 of the 4 targets for economic development: 15 invention disclosures 10 non-disclosure agreements 3 patents 1 license

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

Standard 1.B: Core Themes

Core Theme 1 Educate: Undergraduate and Graduate Students and Lifelong Learners

Brief Description

In alignment with our mission to disseminate knowledge and promote academic excellence, student success, and lifelong learning, UAF offers educational programs for occupational endorsements, certificates, and associate, bachelor's, master's, and PhD degrees. Programs include vocational-technical, arts, sciences, and professions. Pre-college preparation is also offered to help prepare students for postsecondary education. UAF has 17 PhD programs in areas of particular strength including the sciences, engineering, psychology, indigenous studies, and anthropology, and an active interdisciplinary PhD program. The diverse collection of programs includes 169 degrees and 34 certificates in 129 disciplines.

This collection of programs is a result of student, local, and state demand, our history as Alaska's first university, our strength in research, and our geographic isolation. As a Land, Sea, and Space Grant institution, baccalaureate, master's, and doctoral programs are infused with a research focus and our commitment to the state of Alaska and the northern regions.

UAF acts continually to assess and improve the educational experience for its students. Each certificate and degree program is evaluated every five years in a program review process, which includes a review of each program's summary assessment of student learning outcomes. Certificate and degree programs are required to report on student learning outcomes every two years. Faculty members evaluate courses in the undergraduate Core Curriculum every year. Students in every course (except for some with an enrollment of fewer than six students, since assessment of low-enrollment classes is optional) evaluate their teachers at the end of each semester. UA Statewide conducts the Noel Levitz survey and a graduate survey, and UAF conducts the National Survey of Student Engagement and Community College Survey of Student Engagement to gather broad student input on our programs and services. Results are used to change and improve education and related services through a continual improvement process.

UAF is currently working to revise its Core Curriculum to better meet the needs of its students. We are striving to produce a curriculum that is more flexible and that will reinforce key skills, experiences, and abilities through the General Education requirements and the major programs. A broad assessment plan is being designed along with the new curriculum to allow us to gauge the success of our General Education requirements on a regular and systematic basis.

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

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

Objective: Meet standards for learning outcomes of academic programs.

Indicator: Students achieve intended learning outcomes within their programs.

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

Regents' Policy and University Regulation (10.06) require academic program review every five years, and specific quality, productivity, and efficiency measures are addressed in that process. An institutionwide Faculty Program Review Committee examines information concerning the quality, productivity, and efficiency of each program, including any specialized accreditation reviews, comments on programmatic strengths and weaknesses, and suggestions for improvement. The committee recommends whether the program should be continued or discontinued, and any improvements that need to be made. An Administrative Program Review Committee examines the recommendation and summary drafted by the Faculty Program Review Committee, asks for further information from the program if necessary, and recommends whether the program should be continued or discontinued, and any improvements that need to be made. The provost reviews the recommendations and comments by these two committees and makes a recommendation to Chancellor's Cabinet, which informs a final decision by the chancellor. During this process the institutionwide Faculty Program Review Committee answers the following question for each certificate or degree program:

What is the evidence that students are achieving the program's intended learning outcomes?

Our first indicator for this objective is the proportion of programs that the Faculty Program Review Committee, Administrative Program Review Committee, and provost have identified as having evidence that students are achieving their intended learning outcomes.

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

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

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

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

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

Objective: Retain and graduate degree-seeking undergraduate students.

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

Rationale: The six-year baccalaureate graduation rates within the UA System (24 percent) and UAF (31 percent) are low by national standards (46 – 52 percent, depending on the source). Completion rates for certificate and associate programs also need improvement. Although UAF has improved first-time undergraduate degree-seeking student (including certificate and associate students) retention rates over the past decade and is working hard to improve these rates, 66 ± 3 percent retention is the current range. A high proportion of underprepared and nontraditional students and limited state financial aid support contribute to this problem. Retention rates will be reported by preparation level. Degree completion rates for graduate programs are generally comparable to national levels, so these will not be reported as part of this indicator. The governor's education priorities include increasing the number of high school graduates who are prepared for postsecondary education or job training, and increasing the number of Alaska high school graduates who graduate from Alaska universities and job training programs. The university is committed to improving undergraduate degree program completion rates, so we will track the impact of our efforts to improve these rates.

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

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

Rationale: UAF has agreed to take part in the Association of Public and Land-Grant Universities' Voluntary System of Accountability (VSA). The VSA requires adopting and reporting the results of one of three national examinations. UAF has implemented the ETS proficiency profile examination for a sample of students beginning in FY11 academic year. The average senior score will be compared to the mean score for doctoral II institutions, as reported by ETS, to assess similarity to peers. Our goal is that comparison of first-year and senior scores on the ETS proficiency profile learning-gained analysis will indicate that students meet expectations based on SAT/ACT scores.

Indicator: Graduates complete further higher education programs.

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

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

Senior student responses to the following select NSSE questions will be used to assess student preparation for contemporary life, active citizenship and engagement:

- 1 (k) Participated in a community-based project (e.g. service learning) as part of a regular course
- 7 (d) Work on a research project with a faculty member outside of course or program requirements. Baccalaureate student completions of research courses or projects will be summarized from the Banner information system to supplement NSSE senior responses to provide a more complete assessment of undergraduate research.

- 9 (d) Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc. Detail about the type of student participation in co-curricular activities will be summarized from the UA Graduate Survey.
- 11 (g) Using computing and information technology
- 11 (h) Working effectively with others
- 11 (i) Voting in local, state, or national elections
- 11 (l) Understanding people of other racial and ethnic backgrounds
- 11 (m) Solving complex real-world problems

Rationale: The NSSE provides the student perspective on the experiences important to higher education and contemporary life; UAF implements this survey every three to four years (twice in an accreditation cycle). Student experiences with diversity, use of technology, collaboration, integration of knowledge, and solving complex, real-world problems have been selected as a means to evaluate student preparation for contemporary life. Student participation in co-curricular activities, community-based learning and work on research projects outside of a course or program are used to assess engagement. A college education includes out-of-class experiences and interactions in a broad array of activities. Thus, involvement in extracurricular and co-curricular activities is a meaningful component of students' education.

The regular administration and summarization of the NSSE and the UA Graduate Survey make this information available. While student surveys are not direct evidence of education, positive student opinion of an institution and student participation in university activities provides valuable guidance for institutional planning, especially related to student persistence and graduation, and student support area budget allocation.

NSSE's Interpreting the Mean Comparisons Report indicates that effect size indicates the "practical significance" of the mean difference between UAF and select peer institutions. An effect size of 0.5 is considered moderate and 0.8 large; a positive sign indicates an affirmative result for UAF while a negative sign indicates UAF lags behind standard or select peers. These values have been used in the mission fulfillment rubric. Seniors' responses will be considered similar to select peers if NSSE-reported effect sizes for each question are between – 0.8 and + 0.8 for all of the questions listed above.

Objective: Mentor or guide graduate students to master a subject area or advance knowledge.

Indicator: Graduates secure jobs or continue their education.

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

Indicator: Students produce independently reviewed research and creative products.

Rationale: Research and creative products by graduate students, especially those externally reviewed, provide a meaningful measure that graduate programs educate students to master a subject area or advance knowledge. Although this information has not been historically collected centrally, we began collecting it on a regular basis in 2012 through the Annual Unit Plan process. Thus, this information is

measurable, and a plan is in place to collect it regularly. This indicator is also in the Research theme.

Core Theme 2 Research: To Create and Disseminate New Knowledge, Insight, Technology, Artistic and Scholarly Works

Brief Description

UAF, America's arctic university and a Land, Sea, and Space Grant university, is Alaska's only Carnegie-classified high-research activity institution. The university's faculty, staff, and graduate and undergraduate students perform research, scholarship, and creative activity that reach across the North and beyond. Our focus on high-impact, pure and applied, locally engaged, and transformative scholarship demonstrates our prominence in the global research community. UAF has nationally and internationally recognized research programs in fields ranging from Alaska Native languages to wildlife biology.

In light of current challenges in obtaining adequate research support through federal research funding, UAF is focusing most of its new state research funding in areas of significant interest to Alaska and national needs. At the same time, UAF plans to continue focusing on research areas where federal research funding has been increasing, including climate, biomedical sciences, and energy. The research and creative work conducted at UAF is especially significant to Alaska and the circumpolar North, but our work stretches beyond the North to include many other areas of the world, and extends beyond our planet to the atmosphere and space above.

Part of our mission is to educate researchers to meet the critical needs of the future; we educate graduate students and undergraduate students in the responsible conduct of discipline-based and interdisciplinary research. To that end, faculty integrate research and education by incorporating original research findings and creative work into classes, involving students in research, and collaborating with colleagues across disciplinary boundaries. The results of research and creative activities at UAF are also disseminated to the broader public. This integration of themes, particularly Educate, Connect, and Engage, is evident in the natural overlap among some of the objectives and indicators.

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

Objective: Conduct and disseminate basic and applied research.

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

Rationale: Because the National Research Council views peer-reviewed publications by faculty members as a meaningful measure of research quality, we have adopted it as a research mission indicator. An Institute for Scientific Information (ISI) Web of Knowledge search using "Alaska Fairbanks" in the address field is used to produce a conservative number of UAF publications annually. Faculty members represented by United Academics except those without a research workload (e.g., many faculty members in the Cooperative Extension and Marine Advisory Program do not have a research workload), are used to form a conservative ratio of publications per faculty member; this figure is conservative because publications in some fields, e.g., petroleum engineering and management, are not well represented in the Web of Knowledge. Between 0.75 and 1.25 publications per full-time equivalent faculty member in research or creative activity workload per year will indicate achievement.

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

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

Indicator: Faculty publications are commonly cited.

Rationale: Citations of peer-reviewed publications indicate that a paper has had an impact on the field, in part, because about half of all scholarly publications are never cited (see, for example, "How Should We Rate Research Universities?" by Nancy Diamond and Hugh Davis Graham). Thus, citations are a meaningful measure of demonstrating leadership in research. An ISI Web of Knowledge publication search using "Alaska Fairbanks" in the address field is used for the average citation index figure for the institution.

Objective: Exhibit and perform in creative works.

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

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

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

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

Indicator: Baccalaureate students complete a research course or project.

Rationale: Undergraduate research and scholarly activity are conducted across the university as both curricular and extracurricular activity. Completing a senior thesis is a degree requirement for several academic programs and is a skill-building elective for others, such as the Honors Program. Many students participate in undergraduate research informally through faculty-funded research projects and student-selected projects that are sometimes funded through formal undergraduate research solicitations. Additionally, students participate in UAF Research Day and in professional society paper competitions and contests which may or may not be formally funded.

The percentage of graduating baccalaureate students who have completed a research, thesis, or honors project-based course with a passing grade will be summarized using the Banner student information system. Students responding affirmatively on the National Survey of Student Engagement (NSSE) question "Work on a research project with a faculty member outside of course or program?" will be summarized also. These two sources provide a meaningful and measurable assessment of baccalaureate student engagement in research, scholarship, and creative activity. This indicator is consistent with the

goal to "Increase opportunities for undergraduate and graduate student participation in research" in the UA Strategic Plan 2009.

Indicator: Students produce independently reviewed research and creative products.

Rationale: Independently reviewed student products provide an external and, therefore, meaningful assessment that UAF engages students in research, scholarship, and creative activity. This information will be gathered as part of the Annual Unit Plan process. To demonstrate the success of our PhD graduates we will also report the average number of independently reviewed publications per PhD graduate two years after graduating. This indicator is also in the Educate theme.

Objective: Collect, preserve, and provide access to intellectual, cultural, and natural history collections.

Indicator: UA Museum of the North collections are used for research by visiting scholars and students.

Rationale: The UA Museum of the North routinely tracks use of research collections by recording material loans, visitations by researchers from other institutions, and research-related data inquiries. This information reflects use by professional researchers, students, educators, and the general public. Each research department at the UA Museum of the North assembles these data on an annual basis and they are reported in the museum's annual report. Use of collections is an important metric by which the success of the museum is measured. State and federal agencies may also use data concerning use of research collections for funding and administrative decisions.

Indicator: Rasmuson Library Alaska and Polar Regions collections are used by scholars, students, and the public.

Rationale: As UA's research institution, the UAF libraries are responsible for the curation, care, and dissemination of information, scholarly communication, and rare and unique materials to support research and cultural heritage initiatives. The libraries are creating and managing an online Institutional Repository (IR) that will contain digital collections of materials to enable online searching and acquisition of materials in all formats from any desktop. This IR will also allow self-publication of faculty and student scholarship, fulfilling on one level the requirements by NSF to publish results of research supported by grants while also disseminating data and knowledge on a global scale, resulting in increased items available for use, new collaborations, and interest in UAF from potential students, researchers, and faculty. The IR is in pilot project phase and is expected to go live in fall 2013. In addition to tracking usage of collections through virtual environs, the Alaska and Polar Regions Collections and Archives will promote its holdings and teach best practices in preservation to increase the use of and reference to materials by both community and university scholars. The upcoming relocation of the Alaska Native Language Archives in the Rasmuson Library will enable natural partnership opportunities for grant writing, research, and innovative relationships between UAF and Alaska Native peoples that will be demonstrated through increases in research and collection inquiries, material and monetary donations, and attendance at university-sponsored events.

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

Brief Description

Historically, Alaska relied on out-of-state skilled workers such as farmers, miners, fishermen, teachers, welders, and engineers to meet local employment demands. Even today, almost 20 percent (19.6) of Alaska jobs are held by non-residents. Based on high-demand jobs identified by the Alaska Department of Labor and Workforce Development (DLWD), industry and business, UA and UAF are working to prepare

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

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

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

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

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

Objective: Prepare students for the professional and career and technical workforce.

Indicator: Professional, career, and technical students graduate in Alaska Department of Labor and Workforce Development high-demand job area programs.

Rationale: A UA System strategic planning objective is to assess and meet Alaska's current and projected workforce needs (see Goal 5: Responsiveness to State Needs). DLWD high-demand job area programs (HDJA) are listed online. The number of professional and career and technical graduates in

high-demand job areas is directly related to meeting this goal and Alaska's need to grow its own workforce. UAF reports the number of HDJA graduates annually in a performance report to the UA System and provides projected numbers of these graduates for future years. A five-year average number of DLWD high-demand job career and technical program graduates between 230 and 260 will indicate achievement. A five-year average number of DLWD high-demand job professional program graduates between 350 and 390 will indicate achievement.

Indicator: Rural residents graduate in Alaska Department of Labor and Workforce Development high-demand job area programs or from programs that prepare them for rural jobs.

Rationale: Rural Alaska unemployment rates are much higher than those in urban areas, and many of the jobs that are available (like wildlands firefighting) are seasonal. Like urban residents, rural Alaskans need and desire opportunities to become qualified for DLWD high-demand job areas. However, in addition there are certain programs that are focused on meeting employer needs in rural Alaska that differ from those in urban communities, such as Rural Human Services certificate, Community Health Practitioner certificate and AAS, and Tribal Management certificate and AAS. Native corporations and Native health corporations often sponsor students in such programs, illustrating their value to rural communities. Hence, those certificates and degrees are included in the indicator.

Indicator: Professional, career, and technical students pass programmatic state and national exams.

Rationale: Many programs require graduates to pass a state or national examination to work in the field. UAF tracks the examination pass rates for 20 career and technical programs. The list of programs requiring such tests and their pass rates is given in the Prepare section of Chapter 4. High pass rates on these exams indicate that UAF prepares students for jobs in their respective areas. Forty to 60 percent of the programs with state and national exams for certification will have pass rates of 80 percent or higher to indicate achievement.

Objective: Help prepare secondary students for postsecondary career pathways.

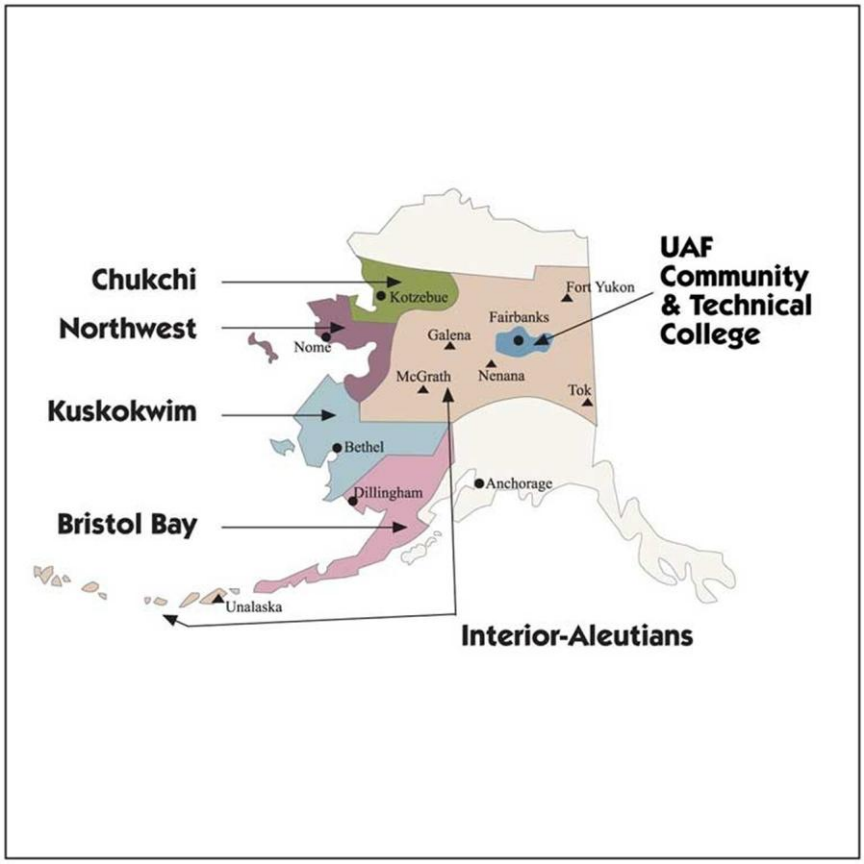
Indicator: High school students complete tech-prep courses and programs.

Rationale: High school students completing tech-prep programs indicate that UAF provides a meaningful pathway to college and career. Tech-prep programs are intended to assist students preparing for high-skill, high-wage or high-demand occupations. The UA System tracks articulations in tech-prep programs so indicator information is available and measurable.

Core Theme 4 Connect: Alaska Native, Rural, and Urban Communities by Sharing Knowledge and Ways of Knowing

Brief Description

This theme addresses three key elements of UAF's mission: 1) to connect diverse populations in UAF's commitment to culturally relevant, place-based programming, 2) the acknowledgement of indigenous ways of knowing, and 3) the documentation and sharing of diverse cultural and historical information. UAF's campuses ensure educational access for constituents across a vast geographic area by partnering with Alaska Native and rural elders and leaders, school districts, tribes, health corporations, and industry advisors. Together, they create educational opportunities designed for locally identified regional needs. At the same time, the institution is uniquely positioned to provide research, teaching, and service opportunities commonly associated with a premier research institution of higher learning.



As an example, rural community campuses are working with tribal organizations and technical training centers to build a construction trades technology program. Student cohorts are trained to pass industry-recognized certifications and earn degrees in the carpentry, electrical, and plumbing trades. These students master skills for upkeep and maintenance of local housing inventory while providing aid for elders with upkeep and maintenance of their homes.

Our partners help us document and share traditional knowledge. Early in its history, as Alaska's first university, UAF allocated resources to the study and teaching of Alaska Native language, culture, and history. For example, the Alaska Native Language Center is an internationally recognized center for the study of Inupiaq, Yup'ik and northern Athabascan (Dene') languages. Faculty and staff members provide contemporary and traditional materials for bilingual teachers and other language workers throughout the state. They assist social scientists and others who work with Native languages, and provide consulting and training services to teachers, school districts, and state agencies involved in bilingual education. Our role in language and cultural education is guided by the UAF Mission Statement, which indicates that we should:

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

To that end, the Connect theme measures the array of knowledge systems that guide the values and history of generations long before territorial days and statehood. Rural development, behavioral health, and the sciences are taking a greater interest in the culturally appropriate examples of long-standing traditions of a resilient people intimately tied to the rhythms and cycles of the land.

Objective: Academic programs relevant to Alaska Native and rural residents are delivered broadly across Alaska.

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

Rationale: Alaska Native students make up a significant minority of the UAF student population. (21.3 percent; see Table 1.04 in UA in Review). On rural campuses, these students are the vast majority, whereas in the urban areas their percentage is far lower, although still a statistically significant subset of the student population. The university strives for uniform success, especially given the challenges for rural Alaska school districts to provide math, science and college preparatory-level curriculum. This is a common concern for rural districts anywhere, but more so in Alaskan communities off the road system. In many of these communities, English is often the second language and school districts struggle to find local teachers and retain others who are not from the region.

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

Rationale: Courses and programs about Alaska Native history, culture, and language enable both Alaska Native and non-Native students to engage in place-based learning. Effective and relevant courses and delivery methods such as cohort intensive sessions, along with e-learning when bandwidth to communities is available, create a strong continuum of modalities that are compatible with sharing diverse perspectives of the world.

Objective: Alaska Native knowledge and ways of knowing are integrated into the academic programs.

Indicator: Student research projects, theses, and dissertations incorporate indigenous knowledge.

Rationale: For Alaska Native students, reducing the sense of marginalization inside a dominant culture structure is critical for student success. Staying in a community to complete an academic goal or allowing that place-based value system to be a part of a project or demonstration of knowledge maintains strong ties to a student's surroundings and indigenous knowledge, producing work that is relevant and applicable to the changing conditions of home and sense of place in the world. Non-Native students also benefit from a broader understanding of the diverse cultures that make up the student population and the state.

Projects, theses and dissertations that include Alaska Native language, Alaska Native culture or history, or include Alaska Native participants in research (beyond normal demographic occurrence in broadly distributed surveys) or use community-based participatory research will be classified as incorporating indigenous knowledge and ways of knowing. Incorporation of indigenous knowledge and ways of knowing into undergraduate projects will be assessed by Undergraduate Research and Scholarly Activities, and graduate theses and dissertations will be assessed by the Graduate School. UAF has never attempted to collect this information before so this indicator is experimental; we will attempt to collect the information over the next few years and then assess its utility. This indicator is not included in the mission fulfillment rubric because we have no basis for assessment at this time; we expect to include this indicator in the rubric in the Year Three report, if data collection over the next two years supports doing so.

Student projects from the following graduate programs will be examined to determine if indigenous knowledge is incorporated:

- Applied Linguistics MA
- Counseling MEd
- Cross-cultural Studies MA

- Education MEd
- Rural Development MA
- Resilience and Adaptation PhD
- Indigenous Studies PhD

Indicator: Collaborative use of indigenous knowledge is demonstrated in independently reviewed research and creative products.

Rationale: Indigenous knowledge should be treated as any other source of data, as happens with literary review and documentation. This growing field is particularly important and allows for collaboration with others conducting similar endeavors in the circumpolar North and Pacific Rim.

A search of publications will be conducted my means of the ISI Web of Knowledge using Alaska Native and rural key words and phrases such as Alaska Native, rural Alaska, Yupik, Inupiaq, Athabascan, and Aleut in the title and/or topic. The resulting publications will be examined to determine if they demonstrate collaborative use of indigenous knowledge. See the rationale for the indicator immediately above for the definition of indigenous knowledge used.

Objective: Document and share Alaska Native and rural cultural and historical information.

Indicator: Alaska Native Language Center collections are used by scholars, students, and the public.

Rationale: ANLC publishes its research in story collections, dictionaries, grammars, and research papers. The center houses an archival collection of more than 10,000 items, effectively everything written in or about Alaska Native languages, including copies of most of the earliest linguistic documentation, along with significant collections about related languages outside Alaska. Use of these documents and archives raises awareness of the dangers of language loss and demonstrates efforts toward maintaining the vitality of Alaska Native languages.

Core Theme 5 Engage: Alaskans through Outreach for Continuing Education and Community and Economic Development

Brief Description

As the state's Land, Sea, and Space Grant university and with the Carnegie classification of high research activity, UAF has been dedicated to outreach services as an essential part of its mission since 1917 when founded as the Alaska Agricultural College and School of Mines. The Cooperative Extension Service (CES) and Forest Experiment Station deliver educational programs and services in agriculture and horticulture, forest management, health, home and family development, natural resource and community development, and 4-H youth development. The Marine Advisory Program delivers outreach services to promote coastal community sustainability, wise use, conservation, and enjoyment of Alaska's marine and coastal resources. Finally, as a Space Grant institution, UAF offers educational outreach in aerospace, earth sciences, and other NASA-related science, technology, engineering and mathematics disciplines throughout Alaska.

UAF is making strides in recognizing the importance of expanding the scope of this outreach mission to become a truly engaged university, the rationale for the name of this core theme. Engagement includes outreach in addition to partnership. In 2009, the director of Cooperative Extension was given the title of vice provost of extension and outreach to elevate the importance of this work and to integrate engagement across the university. Since that time UAF has continued its outreach efforts while also building partnerships in the community and in related scholarship activity. These partnerships provide for a

mutually beneficial exchange, exploration, and application of knowledge, information, and resources. The fundamental tenet of this activity is the appreciation and respect for the knowledge and information the community has to offer and to incorporate it in a mutually reciprocal relationship in which partners learn from each other to achieve goals of mutual interest. This more complete form of engagement is important to UAF because it provides input and relevance to our work and encourages alumni, donors, decision makers, and others to continue to support the university's mission and/or new initiatives. These partnerships provide a feedback mechanism for engaging with and identifying public priorities for university research and creating information in a usable form to help apply new information to solve problems and meet challenges that face the people of Alaska. UAF recognizes the vital function it serves to enhance the quality of life through engaging the community in services and programs that extend well beyond the education of traditional degree-seeking students. A wide array of non-credit courses are offered and tracked by institutional research as an important indicator of providing lifelong learning to community members. The Osher Lifelong Learning Institute delivers non-credit courses ranging from social media, Shakespeare, and nutrition, to educational travel programs celebrating the Katmai National Park centennial and a grandparent-grandchild trip to Denali National Park and Preserve. Numerous youth development programs exist, such as science symposia, arts and music academies, 4-H, and academic summer programs for rural students.

UAF communicates knowledge it creates through partnership, scholarship and research, distributing numerous publications via the mail and internet. CES offers a wide variety of publications covering subjects from gardening to home construction and child development. Research publications such as *Agroborealis* highlight important research that UAF faculty conduct which is of relevance to Alaska. The UA Press produces publications on topics ranging from skijoring (dog mushing on skis) to Denali weather, and also publishes educational children's books about the northern environment, cultures, and wildlife.

Given the heavy reliance on resource extraction to support the economy and jobs, diversification of Alaska's economy is at the forefront of efforts for both the university and the state. Since Alaska is home to one of the nation's and the world's most productive fisheries, UAF plays a vital role in preserving this important resource by ensuring sustainability and sound management. Rural Alaska villages are geographically and logistically distant from centers of economic activity and are challenged to provide jobs for local residents. High energy costs and lack of basic amenities such as sanitation make economic development in these areas a difficult proposition. UAF is partnering with local governments, Alaska Native corporations, tribal non-profit groups, and private enterprise to afford both urban and rural communities the opportunity to provide economic opportunity for individuals.

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

Objective: Partner with Alaska communities on issues of mutual interest.

While outreach has been an important and visible aspect of the programs and services delivered by UAF for many years, this only represents one direction of information flow: from the university out to the community. In developing and delivering outreach for the community it is equally important that there be a circular flow of information in which the needs and priorities of the community are gathered to make adjustments to the research and outreach efforts of the university. Partnerships represent the importance we invest in listening to and learning from the communities we serve.

Indicator: Partnerships demonstrate impacts that are mutually beneficial to the university and the community and result in faculty scholarship.

Three types of partnerships will be addressed: educational and workforce, research partnerships, and economic development partnerships.

Rationale: In January 2010 the Carnegie Foundation for the Advancement of Teaching announced an elective institutional Community Engagement Classification. During the 2010 institutional selection process they found that "partnerships require a high level of understanding and intentional practices specifically directed to reciprocity and mutuality." Carnegie's Community-Engagement Classification: Intentions and Insights by Amy Driscoll states that "Institutions with strong and long-term partnerships presented compelling evidence that their operation entailed collaborative and multi-faceted relationships among faculty, staff, students, and community partners." The 2010 documentation reporting form required institutions to "Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). In addition, the form requests a minimum of five examples of faculty scholarship associated with outreach and partnership activities (technical reports, curriculum, research reports, policy reports, publications, etc.). A partnership that resulted in integrating indigenous knowledge or ways of knowing in an academic program would be an example of curriculum revision related to the Connect theme. Thus, we have adopted a similar statement as an indicator of achievement and included this indicator in the mission fulfillment rubric using the numbers in the quoted material.

Objective: Involve Alaskans in lifelong learning.

Indicator: Alaskans complete non-credit courses and workshops.

Rationale: Through the Cooperative Extension Service, the Alaska Sea Grant Marine Advisory Program, and the School of Natural Resources and Agricultural Sciences Agricultural and Forestry Experiment Station, UAF creates and extends education and training opportunities in response to the diverse needs of Alaskans in their homes, communities, and workplaces. Through workshops, forums, and training programs these units connect the research and knowledge resources of the university with the life needs of Alaskans. Participation levels in these workshops reflect the communities' interest in the topics offered. Public participation in these workshops is recorded by the units offering them and collected centrally. Annual workshop participant numbers between 12,000 and 14,000 indicate achievement.

Indicator: Youth participate in 4-H programs and develop life skills.

Rationale: While UAF manages a number of youth development programs to promote and engage youth in education and community citizenship, 4-H is by far the largest program. This program represents a link between Alaskan communities and the university and it simultaneously helps prepare Alaska's youth for future educational pursuits. Participation numbers in the 4-H program will be used to assess youth engagement. The Alaska 4-H program uses the Life Skills Evaluation System to assess participant outcomes. A summary of outcomes will be reported. A brief summary of participation in other youth programs will also be provided.

Objective: Communicate research-based knowledge.

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

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

- UA Press
- Cooperative Extension Service
- Alaska Sea Grant College Program
- Marketing and Communications (*Aurora*)

- SNRAS (*Agroborealis*)

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

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

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

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

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

Rationale: Identifying measures for assessing the impact of UAF in economic development has evolved from a formative nature in the last accreditation cycle to a more mature objective with established baseline data and ongoing institutional support. UAF invested in creating the Office of Intellectual Property and Commercialization (OIPC) to assist faculty and staff in developing, transferring, and commercializing innovative ideas.

The OIPC, which opened in January 2011, is responsible for intellectual property development and licensing. Intellectual property and licensing agreements are indicators of accomplishment and are being tracked to assess progress and mission fulfillment.

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

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

The ultimate goal of this objective is economic return; the number of agreements serves as an indicator to demonstrate impact as the program matures. The elements that best describe progress are:

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

Not all invention disclosures lead to non-disclosure agreements or provisional patents. Not all provisional patents lead to patents, and not all patents lead to licensable products. Since licensing agreements are an important goal of OIPC, they are an indication that the first four steps were effective. If licensing agreements are not achieved, we will analyze where in the process we could do better to carry ideas through to inventions, non-disclosures, patents and/or licenses.

CONCLUSION

Based on its recently approved revised mission statement, UAF has identified five core themes that communicate the essential elements of its mission and collectively encompass its mission. Objectives have been identified for each core theme to further clarify UAF's purpose and intent. Thirty-one meaningful, assessable, and verifiable indicators of achievement have been identified. Thresholds have been set for 30 indicators to assess mission fulfillment.

Year One Self-Evaluation Report Appendix

August 2012

Prepared for the Northwest Commission on Colleges and Universities

University of Alaska Fairbanks Strategic Plan 2012

[draft - July 13, 2012]

As we approach the 100th anniversary of our charter, we will reflect on a century of growth and change that set our current trajectory to become recognized as one of the nation's outstanding student-oriented research universities. The world is changing rapidly, demanding flexibility and nimbleness from an active citizenry. Over the past decade climate change and economic, social and environmental sustainability have emerged as significant issues. Today's universities must educate students to address challenges yet to be identified and prepare graduates for jobs that do not yet exist. This Strategic Plan provides a map whereby UAF can capitalize on new opportunities and engage Alaskan communities in developing the state's future. The seven goals and associated strategies provide a vision of how we see ourselves serving Alaska and the world in the coming years.

The Strategic Plan was developed by dozens of faculty and staff members. Led by a steering committee, participants were organized in subcommittees according to UAF's five core themes and one for resources and capacity. Through this process it became clear that many of the University's goals reach across more than one of our core themes, demonstrating the profound degree to which the mission is as integrated as it is complex. The Plan is organized around goals and corresponding strategies, each followed by a short elaboration. Associated core themes are identified after each strategy. In the final goal the strategies are relevant to all themes.

Goal 1: Educate students to be informed, responsible, and active citizens by incorporating real-world experiences and applications into the undergraduate curriculum.

Goal 1 Strategies

- Implement new general education requirements, designed for the 21st century. *(Educate, Prepare)*

  This updated curriculum will improve our ability to serve diverse student needs, take advantage of broad faculty expertise, and prepare our students for 21st-century life.
- Empower students to achieve their educational objectives in a timely manner. *(Educate, Prepare)*

  This focus on the objectives of the students themselves is appropriate for the diverse student body and broad mission of UAF.
- Increase undergraduate participation in research and creative scholarship.

  Support for this activity will involve new strategies including mentorship by graduate students, more research-based capstone courses, and a stronger Honors research program. *(Educate, Research)*

- Provide more opportunities for experiential learning.
  Academic exchanges (national, international, and rural Alaskan), internships, discipline-specific competitions, service learning, and other forms of experiential learning enhance "regular" classroom work. *(Prepare, Educate, Engage)*

Goal 2: Promote UAF as Alaska's premier research enterprise in partnership with state agencies, industry, and civic organizations.

Goal 2 Strategies

- Establish new research partnerships in targeted growth industries that have potential to improve life in the north or competitive advantages of Alaskan business. *(Research, Connect)*
  Relationships with industry may be strengthened through establishment of testing centers, intellectual property licensing agreements, and grants and contracts.
- Respond to emerging issues in Alaska through greater integration with state agencies. *(Research, Connect)*
  Establish institutional links such as co-location of state agency offices on the Fairbanks and regional campuses, internship programs, and conventional grants and contracts.
- Increase partnerships with Alaska Native organizations and other rural groups. *(Research, Connect)*
  Augment current research efforts in rural development, behavioral health, and Native languages and arts, and establish more rural scholarships and visiting artist/scientist programs.
- Focus federal research efforts on growth areas in which UAF has a demonstrated expertise or natural advantage. *(Research)*
  Growing fields include biomedical, energy, natural resources, and climate research.
- Diversify Alaska's economy through promotion and commercialization of intellectual property. *(Research, Engage)*
  Increase the number of licenses per year and establish a formal research corporation.

Goal 3: Serve Alaska's diverse communities in ways that are more responsive and accessible and enhance the social, economic, and environmental well-being of individuals and communities.

Goal 3 Strategies

- Incorporate traditional and local knowledge more fully in appropriate curricula at every level from college preparation to graduate programs. *(Connect, Educate)*
  University teaching and research should be reciprocal in nature.

- Expand accessibility for a variety of learners. *(Educate, Engage, Connect)*
  Increase continuing education, e-learning, and asynchronous offerings, and certificate and degree programs available entirely by distance.
- Undertake focused recruitment of underserved and underrepresented Alaskan populations and provide appropriate support services following enrollment. *(Connect)*
  UAF will seek ways to serve populations such as young men in rural areas, with historically low enrollment rates in higher education.
- Obtain classification as a Carnegie Community Engaged Institution. *(Engage, Connect)*
  Document engagement and outreach efforts across all campuses and sites to demonstrate clear commitment to public access.
- Build outreach efforts to Alaska's youth. *(Engage)*
  UAF will be the state's leading resource and information source for positive youth development, by building on successful models such as youth camps.
- Foster scholarship in the discipline of outreach and engagement. *(Engage)*
  UAF's land grant mission would benefit from study and promotion of best practices in outreach, engagement, and applied research.
- Establish new economic development partnerships with the business community. *(Connect, Engage)*
  Such partnerships can generate new research ideas and student internships and address needs of the business community.

Goal 4: Improve assistance to students in making transitions across all phases of the education continuum.

Goal 4 Strategies

- Implement a new comprehensive undergraduate advising model. *(Educate, Connect)*
  Help students transition successfully from high school into college and from college to graduate education or the workforce using current research on effective practices.
- Extend efforts to collaborate with rural and smaller high schools to improve readiness for post-secondary education and training. *(Connect)*
  Coordinate course offerings to increase opportunities for tech prep, college readiness, and eligibility for the Alaska Performance Scholarship.
- Ensure availability of professional development opportunities for students at all UAF campuses. *(Prepare)*
  Useful examples are seminars and colloquia in skills such as resume building and effective interviewing.

- Establish a comprehensive English as a Second Language (ESL) program to open education and workforce training opportunities to a broader population. *(Connect, Educate)*
    Improve transition of international students into UAF programs and provide a community resource for non-English-speaking residents.
- Increase the effectiveness of mathematics programs that help students make the transition from developmental to post-secondary higher education. *(Educate)*
    College-level mathematics is crucial for educational and employment advancement, and has been identified as a road block for many students.
- Expand the Rural Alaska Honors Institute in the area of workforce development. *(Connect)*
    Pursue new initiatives; recent examples are Geoforce and Process Technology.
- Identify additional opportunities to showcase events that emphasize applied learning. *(Connect, Engage, Prepare, Educate)*
    These events attract prospective students and enhance professional development of current students.

Goal 5: Expand graduate programs in targeted areas of identified need and existing strengths.

Goal 5 Strategies

- Maintain an average of 50 doctoral degrees per year over the next five years. *(Educate, Research)*
    This is a criterion for Carnegie classification as an RU/VH (Research I) university, which improves UAF's competitiveness for federal research grants.
- Explore opportunities for new doctoral programs in areas for which there is demonstrated need and existing capacity. *(Educate, Research)*
    As the state's lead research university, UAF has a responsibility to meet the state's needs for highly educated citizens.
- Diversify sources of graduate student funding. *(Educate, Research)*
    Pursue endowed graduate student funding to support recruitment of exceptional students and timely completion of graduate degrees.
- Double the number of Alaska Native graduate students. *(Educate, Connect, Engage)*
    Alaska Native students are underrepresented in graduate programs relative to their proportion in the state's population.
- Implement 2+2 veterinary program. *(Educate, Research)*
    This program will address the shortage of veterinarians in rural areas of Alaska.

- Expand UAF's commitment to the University of the Arctic. *(Educate, Research)*

    UAF is the lead institution for graduate programs in the University of the Arctic and is well positioned to increase access for students around the circumpolar north.

Goal 6: Enhance UAF's competitive advantage by attracting and keeping the best and brightest students and faculty.

Goal 6 Strategies

- Create and implement compensation models for faculty that allow the university to attract and retain high-profile faculty members. *(Research, Educate)*

    UAF needs to compete effectively with other universities for high-profile faculty within the constraints of collective bargaining agreements.
- Expand support for visiting scholars, artists, and industry professionals, particularly in those areas of research and creative activity for which UAF is already recognized nationally. *(Educate, Research)*

    Visiting experts enrich the university and give students a broader learning experience.
- Pursue strategies to increase the quality of students attracted from Alaska and elsewhere. *(Educate)*

    Diversify and enhance the intellectual capital of the University by considering such options as in-state tuition for Outside students in the top 10% of their classes or better marketing of UAF's nationally recognized programs.
- Leverage faculty resources by strengthening collaborative partnerships among schools, colleges, and campuses. *(Prepare, Educate, Research)*

    Research, teaching, and public service benefit from interdisciplinary cooperation.

Goal 7: Develop innovative approaches to resource management that support the University's mission and position UAF to meet the challenges of the future.

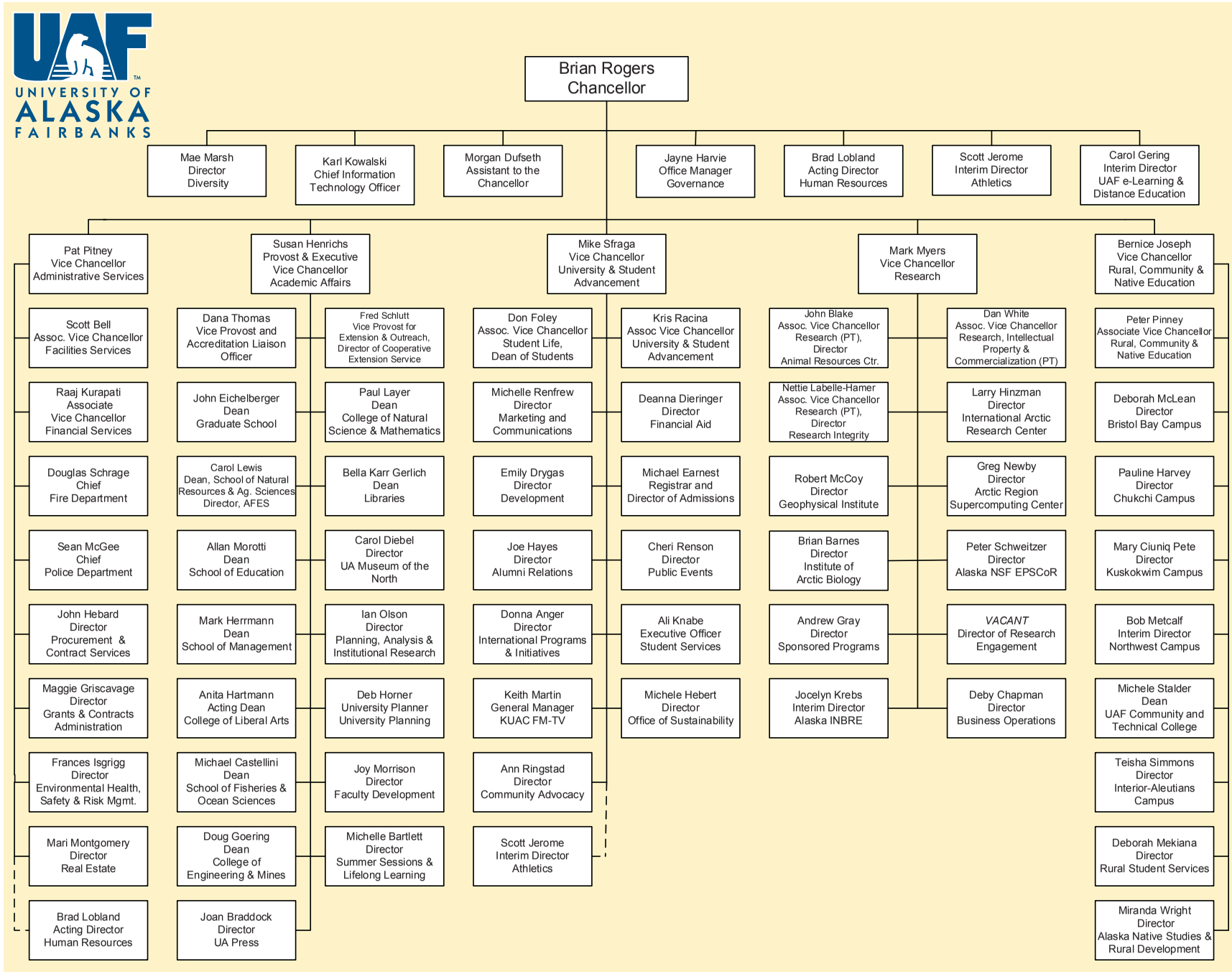
Goal 7 Strategies

- Insure that the budget and planning process is clearly tied to the objectives of the Core Themes.

    Core Themes have been recently developed and the planning and budget process should be integrated to match.
- Identify and implement administrative efficiency and effectiveness.

    Complete the current comprehensive administrative review and process mapping efforts.

- Conduct a fundraising campaign centered around the 2017 centennial celebration of the University charter signing.
    This serves to publicly highlight UAF's rich history and diversify its funding.
- Complete the plan for the West Ridge Deferred Renewal project.
    This will result in upgrades and new construction to support UAF's extensive research enterprise.
- Finalize plans for and begin construction on a new co-generation power and heat plant for the Fairbanks campus.
    The current plant is well beyond its intended lifespan.
- Complete a new Engineering building.
    This will significantly enhance the capacity to train engineers for which Alaska has a high demand.
- Develop public-private partnerships for construction of dining and housing facilities on the Fairbanks campus.
    This new fiscal model will be used initially in expansion of Wood Center dining facilities.
- Optimize use of teaching space and campus facilities during off-peak hours and summer and other "vacation" months.
    Benefits include more efficient use of our resources and more options for nontraditional students.
- Develop a sustainability plan for library materials, electronic resources and services.
    Library resources directly impact teaching, student learning outcomes, research, and accreditation requirements.
- Develop and implement a comprehensive plan for campus computing upgrades and sustainability of the system.
    Information technology is increasingly central to all activities at a university.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