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MEMORANDUM

DATE: January 20, 2011

TO: University of Alaska Community

FROM: Pat Gamble, President

SUBJECT: The Fisher Report

Early in my appointment to the President's Office, thanks to the professional interest and strong support by the Rasmuson Foundation, I commissioned an external institutional review of the University of Alaska (UA) system. Today I am releasing the Fisher Report for general distribution. It is not a quick read, nor is it a blueprint to be followed dogmatically. Dr. Fisher is a university president emeritus and a noted author on the subject of university leadership. He and his team of experts have given us not only the benefit of years of experience, but the benefit of their extensive institutional research as well. This is not a report card. In most subject areas the report suggests where we fit in relation to other peer or near peer universities for illustration purposes. Where we markedly differ, it asks "why." Dr. Fisher's intention is not to be prescriptive. The report does not contain a checklist. The Fisher report does not, however, shy away from issuing a prescription where the symptoms are compelling.

The Fisher Report presents us with a timely opportunity to get our thinking better organized before we begin work on updating the UA system strategic plan. It includes observations and suggestions that, when combined with other analyses such as the 2008 MacTaggart/Rogers study of the UA System, allows us to establish trends, reinforce or dispel previous conclusions, and set the stage for new directions. Let the reader beware. Some will surely identify faults…perhaps an assertion that is obviously not too applicable here in Alaska, and so on. But do not make the mistake of letting a few off-target fragments obscure the credibility and value inherent throughout the whole report.

Dr. Fisher touches on a wide array of programs and issues in varying degrees of detail, both positive and negative. It is my intention to engage our leadership and governance talent all across UA to identify and address the report's fundamental themes. We will methodically evaluate these themes and link our subsequent actions to desired outcomes through good planning. In other words, our responses will not be designed to address each critique per se, many of which are simply illustrative or symptomatic data points. We will want to break out high order strengths, challenges and problems. Dr. Fisher's report will enable us to identify more clearly actions that could lead to the desired effects we seek from following our strategic plan. There is a great deal of complexity that characterizes much of what Dr. Fisher's team points out and not much to be had in the "low hanging fruit" category…quick reactions just waiting for a snap judgment/decision. This will make our work more challenging, but also more valuable as we pursue affordable ways to build value for our students, credibility with our communities, and the highest return we can on Alaska's investment in our university.

I encourage readers to jot down notes and send them to me at ua.president@alaska.edu. Better yet, join us in the series of public meetings we will announce in conjunction with our strategic planning process. More information on that will follow in the coming weeks and months. Now, please enjoy a good think piece.

You can find the report at http://www.alaska.edu/files/pres/FinalFisherReport.pdf/.

UNIVERSITY OF ALASKA

REVIEW

JANUARY 2011

James L. Fisher, Ltd

Gordon K. Davies, former Director, State Council of Higher Education for Virginia and
Former President, Kentucky Council on Postsecondary Education
James V. Koch, Board of Visitors Professor of Economics and
President Emeritus, Old Dominion University
Scott D. Miller, President, Bethany College
James T. Rogers, former Executive Director, Commission on Colleges of the Southern
Association of Colleges and Schools (SACS) and former President, Brenau University
James L. Fisher, Chair, Review Team
James L. Fisher, Ltd

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I. INTRODUCTION

On September 6 – 10, 2010, a team of five higher education professionals reviewed the general condition of the University of Alaska (UA) (Appendix A). The Review included assessing materials and conducting interviews from August 5 through November 30, 2010.

The purpose of the Review was: 1) To assist the Board of Regents in assessing the condition of the University System; 2) To advise on the attitudes of University and System constituencies; 3) To candidly identify and address issues and opportunities affecting the University System; 4) To recommend a tentative agenda for the future which could be used in strategic planning; and 5) To recommend more efficient and effective governance premises.

The Review considered the following in terms of strengths, limitations, and/or aspirations:

- General
- Academic programs
- Faculty
- Students
- Intercollegiate athletics
- Administration
- Technology
- Budget and finance
- Fund-raising
- Public relations
- Senior Officers
- Governance
- Other issues and conditions presented during the course of this Review.

Before beginning interviews, team members read and evaluated materials assembled by UA staff and position papers prepared by officers of the University. Individual and group interviews included approximately 250 persons including faculty, students, staff, alumni, elected/appointed officials, area residents, local business persons, members of the Board of Regents, potential benefactors, persons selected because of special knowledge and randomly selected persons (Appendix B). Interviewees were selected based on position, stratified random

sample, and random sample. All interviews followed a general format that included 19 separate areas (Appendix C).

Interviewers were to ask about, but not press, each of the areas and all interviewed were advised that their opinions might be used in the final report but *without* attribution.

Readers should bear in mind that although much of the Review can be documented, much of it is based on the opinions of those persons interviewed. Wherever the opinions of the Review team are expressed, it shall be obvious.

This Review is the exclusive work of James L. Fisher, Ltd and should not be attributed to individual members of the Review team.

II. OVERVIEW

Delivering higher education in Alaska is a daunting challenge, given the small population to be served and the vast size of the state. Small colleges that are responsible for serving resident populations of 8,000 or so who live in regions the size of Ohio or Indiana, most of which are without roads, have a extraordinary responsibilities. Administering universities that are responsible for several of these small colleges is challenging as well.

"Planning the Future: Streamlining Statewide Services in the University of Alaska System" (February 2008), a report written by Terry MacTaggart and Brian Rogers, made a number of thoughtful recommendations about the UA System which should be considered. This report has become known as "the MacTaggart report," after its primary author.

The University of Alaska, formally established in 1935, has thrived despite an imposing host of financial, geographic and environmental challenges. The University's three major campuses in Fairbanks, Anchorage and Juneau now enroll approximately 33,000 headcount students and the institution can justifiably claim to serve the most remote areas of the vast State of Alaska.

The earliest vintages of the University of Alaska involved a federal agricultural experiment station in Fairbanks. In 1915, the U.S. Congress approved funds to establish an institution of higher education in the Territory of Alaska and transferred land from the agricultural station for the purpose. The new institution was established as the Alaska Agricultural College and School of Mines in 1922 and generated its first graduate in 1923.

In 1931, the federal agricultural station was transferred to the college and in 1935 the name was changed to the University of Alaska. Over time, many other campuses of the University have been opened. Today, there are three major senior campuses --- the University of Alaska Fairbanks (UAF), the University of Alaska Anchorage (UAA) and the University of Alaska Southeast (UAS) in Juneau that serve as higher education hubs. Thirteen other campuses exist that are parts of UAF, UAA and UAS.

The University of Alaska has grown in nearly every respect over the past several decades. Whether the metric is the number of students served, the number of campuses and sites, the

number of academic programs offered, the volume of funded research activity, the institutions' trajectory nearly always has been uniformly upward. *"The University's progress has been nothing short of amazing,"* averred an elected official who spoke for many Alaskans. This view was supported by a national higher education official: *"This is a university that has exceeded most people's expectations in recent years and has done so even when economic conditions have been bad."*

The social and economic impact of the University of Alaska upon its state is immense. Students and citizens alike use phrases such as *"life-changing experience," "beacon of hope," "cultural asset," "the only library within one hundred miles," "a real unifying influence in our town,"* and *"economic engine"* to describe the influence of the University on their communities.

The University is engaged in a myriad of different service programs throughout the state that impact Alaskans in their home communities. The innovative UA Teacher Education Mentor Project provides a superb illustration. Alaska long has been challenged to retain teachers in its K-12 schools; in the past, many new teachers have departed for "the lower 48" states, or left the profession. The Mentor Program pairs new teachers with experienced mentor teachers and has improved retention in both rural and urban locales. It is not surprising, therefore, that one official told us that the University of Alaska was *the* most important institution in the state, bar none. This is high praise, but consistent with the February 2008 judgment of consultants Terence MacTaggart and Brian Rogers that *"the University of Alaska System has developed into a remarkably high performing organization."*

The State of Alaska is the least densely populated state in the United States and the University of Alaska has made heroic efforts to serve the state's far-flung 700,000 residents. In addition to its three major senior campuses, the University supports twelve diverse community units situated in both rural and urban locations. Some of these branch enterprises enroll more than 3,000 students, while others are quite small (Kuskokwim enrolled only 335 students in Fall 2009). One of the more differentiated units is the UAF Center for Distance Education, a distance learning program that offers more than 100 courses per term through a variety of delivery methods.

Student enrollment at the various units of the University of Alaska has grown significantly in recent years and now approximates 33,000, not the least because the University has established campuses and centers across the state. Between Fall 2008 and Fall 2009, for example, credit hour generation in the UA System grew almost six percent.

The University's programs are on the whole well regarded within the state. *"Without UA, I'd be sitting at home trying to squeeze out an existence,"* commented a student from Alaska's interior who is well on her way to earning an engineering degree. The University's distance learning programs in particular have done much to overcome the geographic isolation experienced by some residents. An UAF administrator somewhat grandly opined, *"We provide opportunities and mobility to thousands of students who otherwise might never achieve their promise."* There is considerable truth in this vision; the University of Alaska provides what another student referred to as *"corridors of opportunity."*

One student appeared to speak for many when he stated, *"I love Alaska; I want to stay here and raise a family. But, I can't stay here if I can't get educated, develop my knowledge, and earn a good living."* This observation underpins an important challenge that UA has accepted---reducing the "brain drain" that sometimes has caused talented individuals to leave the state even though they would prefer to stay.

Love for Alaska generally is a positive and redounds to the benefit of the state and the University. However, as is often true in geographically isolated locales, it can lead to certain degree of parochialism. More than a few Alaskans suggest by words and actions that *"you have to be an Alaskan to understand."* Interestingly, we have worked in virtually every state in the Union and have invariably heard this opinion. To be sure, in many ways, Alaska is unique, but too much provincial thinking introduces resistance to new people, innovative ideas, and entrepreneurial thinking. It can lead to preferential hiring and to staffs composed largely of individuals who have never lived or worked anywhere else.

There is general agreement that the University has become a major engine for economic development in Alaska. By itself, it employs more than 7,000 people and has an annual economic impact exceeding $1.0 billion. *"The University graduates good people that I frequently hire,"* complimented an Anchorage business CEO. *"I only wish we could keep more UA grads here and convince more high schoolers to stay here for college,"* lamented another business leader. "*Yes, we are making progress, but I sent my kids to Washington*." *"Retaining smart people will become more and more essential as the oil industry gradually becomes less important,"* predicted an elected official. *"The University is our best bet to do so,"* he added.

The University of Alaska is a land grant institution that provides expertise in support of state initiatives in agriculture, natural resource extraction, and business and entrepreneurial ventures. *"They are rather good at incubating ideas and helping to start firms,"* praised an economic development official, *"but we need even more of that in the future."* Related to this, a state government official noted that more than 75 percent of Alaska's tax revenues come from petroleum-related ventures. *"We're not going to go out of the oil business soon, but we know this eventually is going to change,"* he predicted, "and *the University is admirably situated to help us cope with that situation when it occurs."*

Funded research generated by faculty members has been impressive but has not been matched by sources in private fund raising. The percentage of alumni who contribute is remarkably low. Clearly, this must change.

The University, particularly UAF, is beset by serious deferred maintenance problems that currently are estimated to be $800 million. These include an approximate $150-180 million challenge to refurbish and replace an electrical power plant and distribution system at UAF, where buildings average 35 years old. In any case, the plant does not produce sufficient electricity for the needs of the campus and it must purchase expensive electricity locally. While the Board of Regents requires each MAU (major administrative unit) to devote 1.5 percent of the value of its buildings to deferred maintenance types of expenditures, this is not nearly sufficient and needs to be addressed if the system is to fulfill its promise.

FIVE SIGNIFICANT FUTURE CHALLENGES AND QUESTIONS

While the University of Alaska faces numerous future challenges, five are particularly significant in terms of shaping the future University of Alaska.

- First, how much should the UAA campus be developed in size and programs and to what extent might (should) this occur at the expense of UAF?

- Second, how can the University of Alaska further improve its performance in critical areas such as student retention, student graduation, and externally recognized academic quality?

- Third, how can the University of Alaska prepare for a future that plausibly could involve diminished oil tax revenues, increased emphasis upon non-petroleum sources of economic activity, and gradually rising average annual temperatures?

- Fourth, how can the University of Alaska be organized in order to reduce its costs and increase its performance?

- Fifth, the new President, Patrick Gamble, is highly regarded in all quarters: a tested leader whose accomplishments have been extraordinary. President Gamble must develop and endorse a model which sharpens the mission(s), generates support, and reduces costs.

The UAF/UAA Question

The ten ton gorilla lounging in the corner of any room where the mission of the University of Alaska is discussed is the respective roles of the system's two largest senior campuses, UAF and UAA. One can attempt to ignore or even pacify the gorilla (which on occasion some University of Alaska central administrators do), but it isn't going to go away.

While UAF is the system flagship, it is UAA that enrolls the most students (20,368 in Fall 2009 as opposed to UAF's 10,446). These enrollments reflect the reality that the population of Anchorage metropolitan statistical area is about 375,000 (slightly more than one-half of the state's total population), while the population of Fairbanks metropolitan area approximates 100,000. Anchorage's significant growth in recent decades has resulted in the rapid expansion of UAA. Further, UAA is *"a dramatically better institution today than it was ten years ago,"* according to an external higher education authority.

Persons interviewed including faculty, staff, Regents, and others indicated that high levels of competition have developed between UAA and UAF. "Mission differentiation" has become an increasingly contentious issue. Predictably, this has produced a degree of tension between the UAF and UAA. UAF jealously guards its flagship status and the State of Alaska currently would be stretched financially to support two major doctoral research institutions of higher education. Further, most of the State's research infrastructure is located in Fairbanks and it would be quite expensive to replicate it elsewhere. Nevertheless, UAA and many Alaskans in the Anchorage region argue that University of Alaska programs ultimately must be located *"where the people are."* Hence, they assert that UAA's programs must be built up and supported generously. *"This is a painful, but inevitable process,"* commented a prominent Anchorage official, *"and future programs should be put here rather than there so that we don't make an historical circumstance worse. What made sense 100 years ago doesn't necessarily make sense now."*

The perception that the University's programs are poorly distributed geographically is accentuated (at least in the eyes of some) by the location of most of the University of Alaska System offices in Fairbanks rather than Anchorage, or elsewhere in the state. While systems personnel generally receive high grades for intelligence and effort, predictably they and the Board of Regents often receive some criticism for being *"out of touch"* (the observation of a significant number of campus administrators and faculty). The McDowell Group put it this way in 2009 after discussions with the University of Alaska Business Council (an informal organization of non-academic administrators in the UA System): *"The campuses and statewide*

offices of UA are, on occasion, in conflict, competitive, and may lack understanding of each other."

Even so, were the University of Alaska to decide to move significant resources and programs from Fairbanks to Anchorage, it would immediately elicit many of the same *"out of touch"* complaints from Alaskans who reside elsewhere in the state. In the eyes of some Alaskans, entirely too much time, attention and authority already is given to Anchorage *when "it is the rest of the state that represents the real Alaska."*

Thus it seems to have always been so in states where the flagship state university is not located in the state's dominant urban area. The Chicago metropolitan region contains about two-thirds of the population of the State of Illinois, but the flagship campus of the University of Illinois is located in Champaign-Urbana, some 120 miles south of Chicago. Both the University of Florida and Florida State University are far removed from that state's population centers. Analogous situations exist in Alabama, Georgia, Indiana, Michigan, Mississippi, Missouri, Oklahoma, and Oregon---to name a few. Hence, Alaska's situation is hardly unusual.

Typically, these states have resolved their situations by maintaining the research campus in its more rural location (often accompanied by big-time intercollegiate athletic teams), but simultaneously developing significant public university campuses in the dominant urban areas. Ultimately, some variant of this model may provide the path that Alaska walks as well.

However, there are three factors that could mitigate against this solution. First, arguably the state is not well enough heeled financially that it will be able to develop two doctoral research institutions of higher education. The State of Alaska would have to increase its support of higher education significantly if it were to seek to develop a second full-blown research university. **(1) UAA's current strategic plan, which needs refinement, indicates that the institution will *"reinforce and rapidly expand our research mission"* and that it will *"build selected research-centered graduate programs."* It is not clear precisely what these statements mean. They could mask wholesale changes, or instead reflect only marginal changes in the current situation. These goals need to be clarified. As a well-placed**

individual wryly commented, *"Sometimes institutions don't accurately interpret their missions."* In addition, the plan should become more pointed, i.e., timelines, costs, source of funds and accountable officers, et al.

Second, neither UAF nor UAA currently emerge as highly ranked academic institutions in national higher education surveys. While the shortcomings of institutional ratings systems (such as that published by *U.S. News and World Report)* are well known, the absence of UAF and UAA in the higher reaches of such rankings suggests that there is much work to be done. At the very least, the University needs to publicize its efforts and achievements more effectively. Pragmatically, it might not be wise to spread scarce doctoral research resources thinly across two campuses if the University wishes to enhance its reputation for quality. Further, UAF enrolled only 333 doctoral students in eighteen doctoral programs in Fall 2009. Many of its doctoral programs are quite small by national standards, especially if one compares them to highly regarded programs. The implication is that it would be unwise to develop competitive doctoral programs at the two institutions even if UAA continues to grow. Distinctive, one-campus only doctoral programs might be a different matter if resources are available.

Third, roughly comparable institutions of higher education that fare better than the University of Alaska in higher education rankings typically benefit from what sometimes is termed as a "halo effect." These institutions usually have made conscious decisions to develop and invest intensively in five to ten academic programs that have succeeded in attaining legitimate national disciplinary recognition and rankings. The favorable publicity attached to these programs has cast the proverbial halo over the entire institution---the end result being that the reputations of these institutions for general academic excellence have improved. At the end of the day, such an institutional strategy represents a straightforward application of the economic principle of specialization and has particular relevance for institutions hobbled by scarce resources.

While the University of Alaska may be pursuing a variant of the halo strategy with respect to arctic and climate studies at UAF, it does not appear to be doing so in cmost onventional arts and sciences academic disciplines and its professional schools. As a

consequence, the University is substantially an unknown quantity in many academic disciplines and professional schools.

We don't argue that national recognition always reflects actual programmatic quality. Nevertheless, the moral to the story is that the dissipation of resources and a failure to pursue targeted investments in specific disciplines on a single campus seldom are the recipe for recognition and reputational success. To be sure, after reflection, the University might choose to disregard these dynamics. Yet, if it does so, it should not complain when many of its academic programs (and its doctoral research campus) often are not accorded recognition and consequently receive low rankings in national surveys. Mediocrity likely will be the result.

It appears that the further programmatic development of UAA is inevitable and certainly in the long run this is a good thing for the state's largest metropolitan region. However, not all paths to additional programmatic development for UAA are equally sound from the standpoint of the State of Alaska**. (2) We recommend that the UA System: (A) respect the lessons of specialization in graduate work and research and identify a limited number of academic disciplines that will receive special resources and commitment, whether at UAF or UAA; (B) continue to focus UAF on its traditional strengths in the sciences and engineering; (C) focus advanced graduate work and research at UAA on the social and behavioral sciences and education and avoid replicating UAF's primary areas of expertise; (D) locate any future law school—the state does not have one currently---at UAA; and, (E) support and expand WWAMI –type programs** (**WWAMI is a collaborative medical school among universities in five northwestern states (Washington, Wyoming, Alaska, Montana, and Idaho) and the University of Washington School of Medicine) in expensive disciplines and courses of study.**

Improving Performance

In a section below, we note in greater detail the less than satisfactory performance of the University of Alaska on several critical measures of performance and output, including the

University's freshmen retention rate and its six-year undergraduate graduation rate. The performances of UAF and UAS are below national standards on these metrics and hence beg for additional attention. UAA's graduation rate is disappointingly low. Interestingly, the University System's retention and graduation rates performances have improved over the past decade, yet generally still lag comparable institutions by surprisingly large amounts.

It isn't that UA isn't aware of the problem and it isn't that it hasn't made good faith attempts to address its shortcomings in a variety of ways. Rather, the difficulty is that it has not undertaken sufficient rigorous, statistically controlled analyses of the determinants of retention and graduation rates. Surveys of students provide useful background information, but they are not a substitute for rigorous analysis of actual data because what students say and how they actually behave often differs. We describe some of the parameters that might guide such an analysis the section below.

Currently, the University is more dependent upon subjective notions about retention and graduation rate determinants than it should be. One senior administrator opined, *"We haven't been shooting in the dark on retention. It might be more accurate to say that we have been shooting in twilight. We're not certain we're on the right track."* We agree. While all decisions of campuses should not be determined by data, it is better for decision makers to have reliable data generated by rigorous analysis than not to have such arrows in one's quiver.

(**3) Despite improvements, reality is that large numbers of students begin studies at the University, but then disappear. (We note here that the high school dropout rate is also unusually high.) There may be valid reasons why UA lags national standards; if not, then the numbers we observe reflect a waste both of human and financial resources. Whichever is the case, the University needs to determine why its performance lags national norms and then, as necessary, outline how it intends to improve the situation.**

The University generally has performed well in other areas, for example, in terms of generating additional graduates who will fill high demand jobs. It also has done a good job controlling its costs. Illustrations include its work to constrain energy expenditures, its decision

to eschew the usual employee cost differential that state employees based in Fairbanks ordinarily receive, and its decision to reimburse those of its employees who travel with a lower per diem than other state employees. Legislators should not ignore these efforts when they are making budgetary allocations.

On the other side of the ledger, UA has been less active in controlling often expensive programmatic expansion and somewhat reluctant to eliminate low enrollment academic programs. For example, in 2009, UAF granted only 37 doctoral degrees spread over 18 doctoral programs and, as already noted, total doctoral student enrollment in Fall 2009 was only 333. These data suggest that some of these doctoral programs enroll suboptimal numbers of students, one result being high costs (though such costs can be offset by external funding). **(4) Elsewhere in this report, we argue that the University of Alaska might be well advised to focus its scarce dollars on a smaller number of programs, especially at the graduate level, many of which can legitimately aspire to national rankings. It is not clear to us that some of the doctoral programs at UAF would survive if such criteria were applied. We recommend that the President and the Board take a long look at this situation and reexamine the viability of programs including enrollment, retention, research productivity and graduation.**

Despite these caveats, if we take a more global view of the University's situation, it is fair to say that its overall performance and efficiency have been remarkable. Over the past two decades, UA's state appropriation increases have fallen well below the increase in the national consumer price index (CPI) and even further behind the growth of the higher education price index (HEPI). Nevertheless, it has continued to perform well and to find ways to do more with less. Our observations and suggestions for changes and improvements should not obscure this conclusion.

The Tangle of Oil, Conservation and Budgetary Constraints

The 1968 discovery of oil at Prudhoe Bay and the 1977 completion of the Trans-Alaska Pipeline led to a well-known oil boom that produced jobs, excitement and many new residents in

Alaska. In fact, the population of the state has increased more than 130 percent since 1970 and about 11 percent in the past decade. These developments hold both academic and financial implications for the University. Population growth generated by the oil boom brought with it new opportunities for higher education in Alaska. Enrollment surged and UA budgets increased, though closer inspection reveals that University budgets waxed and waned with oil prices because more than 75 percent of state revenues are related to petroleum. Thus, it makes a big difference to Alaska and to UA if the international price of oil is $100 per barrel as opposed to $40 per barrel.

Hence, the University clearly has a financial interest in high oil production (though it is wise to note that oil production in Alaska peaked in 1988 and since has declined by about two-thirds). Even so, while high prices prime the University's budget, as an academic institution, it also is legitimately interested in researching the wise use of Alaska's resources and exploring how to preserve its pristine environment.

Almost needless to say, tradeoffs often arise between resource extraction and conservation. As a consequence, the University often finds itself in the middle of conflicts between those who wish to utilize and exploit the state's natural resources and those who wish to preserve and protect them. This is hardly an unusual circumstance in the Western United States, but these tensions can be especially bitter in Alaska and the state's battles on this turf frequently attract the attention and participation of outsiders. An example in point is the controversies that have surrounded the positions taken by a UAF professor concerning offshore oil development. University of Alaska officials must be adept to avoid political damage in such situations**.**

(5) This is a difficult and often treacherous milieu. Nevertheless, we recommend that the University as an institution seek to avoid adopting official policy stances in such controversies, but instead: (A) insist on scholarly integrity and do its very best to avoid shoddy scholarship that will draw legitimate criticism; (B) seek to apply the University's considerable expertise to the analysis of similar problems; (C) via its faculty, offer prospective solutions, but not endorse those solutions; and, (D) actively sponsor discussions of relevant issues and ensure that the University remains a free and open marketplace for

ideas. On occasion, it may be necessary to defend academic freedom and free inquiry when interested parties are not pleased with the results of University research, or with the expression of particular points of view. However, untrammeled scholarly inquiry and research are foundation stones of any respectable academic community and the University of Alaska should not equivocate in such situations.

Whatever the consequences that oil extraction and conservation activities might have for academic matters, the implications of declining oil extraction for the University's budget are profound. Declining oil production might well lead to reduced state financial support for the University. Yes, the State of Alaska's Permanent Fund (the equivalent of sovereign wealth fund) will buffer possible future declines in state tax revenues. Even so, more than three-quarters of state revenue is derived from oil-related activities**. (6) Therefore, it is prudent for the University of Alaska to plan for the possibility that: (A) its general fund support from the State of Alaska might not keep up with price inflation; and, (B) its share of the state's budget might decline. The University should explore what the University would be like if ten years from today, the "real" (after inflation) value of its state appropriation has not risen, or even declined. What activities must the University improve or discard to operate efficiently in such a world? What things must it begin to do if this will be the state of affairs in 2020? What would this imply for tuition and fees? The number of questions that must be answered is almost endless.**

System Organization

The manner in which a university is structured and organized seldom is the major influence on its performance. The quality of the institution's faculty, staff and students, and the quantity and quality of the resources they have available usually are much more important determinants of performance. Nevertheless, structural organization can make a difference, particularly if it has an impact on operating costs, how decisions are made, and how communication occurs.

(7) Hence, we must recognize that a reorganization of the University of Alaska is not a cure all for whatever ails it. Even so, it is apparent that some improvements can be made. These fall into two main categories. First, as it stands, the University of Alaska is overly centralized and devotes too many resources to a command and control regulator model that should instead place more emphasis upon incentives, distinctiveness and entrepreneurial activities. Increasingly, under the authority of the President, UA Systems administrators should act as staff to the Board and provide recommendations rather than wielding final administrative authority. Second, the University's attempt to seamlessly integrate all post-secondary education into the same administrative structure sounds better than it actually works. UA's vocational, technical and community college activities must be accorded greater prominence and not viewed as *"four-year lite"* (the observation of a sometimes frustrated individual associated with workforce development).

President Gamble and the Board of Regents need to find ways to deal with the two problems just identified. We believe that the University's claim on the state's financial resources will be stronger and general support for its activities if it addresses these two structural concerns candidly and directly. We discuss organization of the UA System in a following section.

III. ACADEMIC PROGRAMS

The University of Alaska System is highly differentiated and geographically distributed across thousands of miles. The University of Alaska Fairbanks (UAF), the flagship campus of UA, is a doctoral research institution and is a land-grant, sea-grant and space-grant institution. It is a high-performing enterprise from the standpoint of research; though it enrolls only about 5,500 students, UAF generates about $110 million of extramurally funded research each year and about $150 million of total outside funding activity overall. According to the *Chronicle of Higher Education*, in 2009, UAF ranked 99th nationally in terms of federally funded research and development expenditures (a different metric than research only).

UAF hosts several major research units: the Agricultural and Forestry Experiment Station; the Geophysical Institute, which operates the Poker Flat Research Range; the International Arctic Research Center; the Arctic Region Supercomputing Center; the Institute of Arctic Biology; the Institute of Marine Science; and, the Institute of Northern Engineering. UAF's location 200 miles south of the Arctic Circle provides it with a comparative advantage for Arctic and climate research. The consensus is that UAF's most prestigious academic programs are those in Arctic biology, cold climate engineering, geology and geophysics, Alaska Native languages and cultures, fisheries and marine science.

The UAF MAU enrolled 10,446 headcount students in Fall 2009, though 4,917 of these were on "community" campuses rather than the Fairbanks University campus. Community campuses within the UAF MAU are located in Nome, Kotzebue, Bethel, Dillingham, and a half-dozen smaller communities throughout Northern Alaska and the Aleutian Chain.

UAF only recently has begun to implement meaningful freshmen admission standards. Students either must present a 3.0 high school GPA, or as lows as a 2.5 high GPA, if they also have an ACT score of at least 18.

The University of Alaska Anchorage (UAA) offers twenty-six Master's degree programs along with a number of Graduate Certificate programs. UAA also offers

cooperative/collaborative doctoral programs with UAF in clinical/community psychology; medical education program with the University of Washington Medical School; and other collaborative master's programs with Creighton University and East Carolina University. It has provided leadership in Alaska for its nursing and health science programs, including the delivery of associate degree nursing programs, in collaboration with other UA campuses, to ten communities throughout Alaska.

UAA is not classified as a research institution by national bodies, though in 2009 it recorded approximately $10 million annually in external research funding. UAA's strategic plan identifies the expansion of research and graduate programs as major campus goals. UAA serves many mature students and many who commute; approximately 60 percent of its student body is part-time, though this appears to be falling. The UAA MAU enrolled 20,368 headcount students in Fall 2009, with 4,706 of these students enrolling at "community" campuses connected to UAA. UAA community campuses are located in Kenai, Kodiak, Palmer and Valdez. The University describes itself as an open access institution.

The University of Alaska Southeast (UAS) is located in Juneau with campuses in Sitka and Ketchikan and serves the needs of Southeast Alaska, energizing the surrounding economic base (which has not prospered in recent years because of timber and logging contractions). UAS's coastal location, including proximity to the Tongass National Forest, provides rich opportunities for teaching and research in programs such as marine and environmental science, marine transportation and outdoor leadership. UAS offers a wide variety of associate and baccalaureate degree programs and about one dozen master's degree programs in education and public administration. UAS aspires to state leadership in the education of individuals in areas such as educational technology, early childhood education, elementary and secondary teaching, special education and educational administration. Currently, UAS produces approximately one-third of all new teachers in the state. The UAS MAU enrolled 3,834 headcount students in Fall 2009, of which 1,023 were at "community" campuses. UAS describes itself as an open enrollment institution.

One success story that needs to be noted is the improved performance of the University in the area of career, occupational and technical education. UA offers many certificate and associate degree programs that prepare students for work in a wide variety of fields including automotive electronics, logistics, pharmacy technology and paralegal studies at the certificate/endorsement level, and architectural and engineering technology, dental assisting, fire and emergency technology, nursing, and welding at the associate degree level. Over 4,600 UA students are enrolled in workforce-related programs. UA offers almost 90 certificate programs (one-year and two-year) and 75 associate degree programs that fall within this rubric. Graduates of these programs have been able to find jobs even in tougher economic times because employers view them as well trained and responsive to their needs. An admiring employer who hires UA graduates coming out of these programs remarked, *"This is where the rubber meets the road for me. The University is producing people who can work for me and begin to be productive immediately."*

Improved performance, however, is not the same as optimal performance. Workforce leaders within the state still see considerable room for improvement. They assert that except for the nursing and process technology programs, most other workforce-related programs are *"uncoordinated across the state and often inconsistent with each other."* They express surprise that one campus will not transfer in a course from another campus. *"They apply four-year thinking to two-year problems too often."* As a consequence, *"it is difficult to gain traction with UA on some of these things"* because this isn't their highest priority, or they don't understand. They also criticize UA for insisting on what they perceive to be excessively high overhead cost recovery rates that discourage joint projects. Many workforce-related professionals within the state would prefer that the University System separately identify and administer workforce-related programs and some prefer a return to the former system of community colleges.

Another programmatic task that must be addressed relates to the distribution of academic programs across the system. Though the philosophy of some members of the Board of Regents is to *"place programs on the campus where they fit the best,"* and the total breadth of academic programs in Alaska is not especially large in the context of other states, there nonetheless is some evidence that the system supports an excessive number of programs in its diverse locations.

Consider teacher education. UAS generates about one-half of the new K-12 teachers in the state and UAA contributes a significant number as well. UAF's teacher education program is the smallest of the three UA programs, though it enrolls 500 students including a significant number of Native Alaskan students, some of whom say they feel comfortable at UAF. Does UA really need to maintain three free-standing teacher education programs? Why should not UAS or UAA be responsible for any teacher education offerings at UAF and then supplement those offerings with NCATE-accredited distance learning courses coming from Western Governors University (WGU)?

(8) Our point is not to concentrate all program-reduction attention on teacher education; instead, why maintain three free-standing teacher education programs, three free-standing MBA degrees, three free-standing environmental studies programs, et al? UA often talks about being "one university," but shrinks from situations where one MAU will supply faculty and courses to another MAU, or one MAU will perform all of a certain type of administrative task for other MAUs. We believe it is time for the UA System to move off the mark on these issues and recommend that the President take steps to see that it occurs.

General/Liberal Education

The baccalaureate degree requirements for University of Alaska students include conventional course requirements in areas such communications, the humanities and social sciences, mathematics, and the natural sciences. These requirements total 38-39 semester hours UAF, but smaller numbers of hours at UAA and UAS. Curiously, the general/liberal education programs are not identical on each campus despite the oft-cited statement that UA is "one university."

UAF has a "core curriculum" of general education courses with some specifically required courses and several sets of courses from which students can make limited choices. General/liberal requirements at UA and UAS reflect a "cafeteria" approach that allows students to elect many different courses within categories**. (9) The problem with this approach is less**

the courses required and more the comparative absence of empirical evidence that the programs "work." Have students learned when they finish these programs and is there a measurable "value added?" Have their attitudes changed? Do they become more or less tolerant of the views of others? Are they better able to integrate and synthesize information? How do they compare to other students nationally? How do graduates from UAF, UAA and UAS compare, since they do not complete the same general/liberal education sequences? Does the "capstone" course at UAA designed to integrate knowledge make a perceptible difference? These are important questions and we strongly recommend that the University employ rigorous means to seek their answers.

The preceding recommendation (and analogous ones in this report that call for badly needed institutional research) reflect the fact that institutional research operations, both on campus and at the system level, have been oriented primarily toward information collection and distribution rather than hard analysis. As one institutional research professional put it, *"We've been data monkeys"* and only recently have become more analytical. Of course, substantially they have done the work they have been requested to do. The result, however, is a dearth of rigorous analytical evidence on many of the crucial questions in front of the MAUs and the UA System. **(10) We recommend that the President refashion the entire institutional research function with the UA System. If necessary, different individuals must be hired who are capable of performing sophisticated multivariate analyses and that have mastered applicable operations research techniques such as linear programming, queuing and simulations. Most of the heavy lifting in terms of institutional research should occur on the MAU campuses and experts on these campuses can be allocated specific tasks as well by the President. Relatively few central system personnel will be needed and these should focus on recording and classifying data and completing necessary reports.**

We have caveats with respect to the content of the UAF liberal education program that for the most part also apply to UAA and UAS:

(11) It appears possible for a UAA student to avoid taking a laboratory science. UAF requires two laboratory science courses of every baccalaureate student, and UAS

requires one course (although the UAS Catalog does not make this point clear for students). For several reasons, a laboratory science experience is an essential part of a respectable liberal undergraduate education. We recommend that UA require such on every campus.

(12) There is no writing competency exit examination. Given that high proportions of UA students transfer into the campuses where they seek to graduate, and many are mature and hence completed writing courses many years previous, it is important that they demonstrate their ability to write clearly and cogently. We recommend that UA take steps to implement such an examination. We can guarantee that citizens and employers will approve.

(13) We are uncertain what "academic" writing is (F211, F213). Such labels suggest these writing courses somehow are not aimed at preparing students for effective writing in other situations, e.g., in business, or everyday life. We recommend different titles.

(14) We recommend that UA institute a computer literacy requirement for all baccalaureate degree candidates. The vast majority of students will come to the University with computer and Internet skills, but will not necessarily be familiar with certain software programs and/or search techniques. Computer and Internet literacy has become a prerequisite for the exercise of intelligent and full citizenship and UA should ensure that its graduates have demonstrated such literacy. We note that computer/Internet literacy and library literacy are not identical.

(15) We recommend that every baccalaureate degree recipient be required to demonstrate competency in a non-English language or culture. UA students will graduate into a world that is increasingly international. The first language of more than one-quarter of all new elementary school students in California is Spanish. In Alaska, approximately fifteen percent of the population speaks a language other than English at the dinner table.

Further, language is the repository of a culture; it is essential that UA students come to grips with other cultures, preferably by means of their languages. Both the understanding of UA students and their employability will increase if they acquire facility with a non-English language at the second-year collegiate level. We recommend that UA introduce such a requirement.

(16) UAS's general/liberal education program appears to be substantially smaller in requirements than UAF. The differences between the three campuses are large enough that it is not clear that one could justifiably say the programs are interchangeable. This is odd given the "one university" slogan that UA frequently promotes. Since UA doesn't have rigorous empirical evidence available that speaks to what actually works and does not work in its general/liberal education programs, it is impossible to say whether these differences are helpful or harmful for students. We recommend that UA examine the differences in programs and rigorously determine if they do make a difference in the System's ultimate product, its graduates. To ignore the differences in the programs is to suggest that it really doesn't make any difference what courses students take. One university should have one set of general education requirements.

Research

Research expenditures at UAF have increased substantially, from $56.4 million in FY97 to $107 million in FY09. While commendable, the $107 million number does not place UAF in the Top 100 institutions nationally, according to the *Chronicle of Higher Education*. However, in 2009, the *Chronicle of Higher Education* did rank UAF 99th nationally in terms of research and development expenditures (a different metric).

The University of Alaska has skillfully leveraged its academic strengths and location to garner federal funds to support its work in Arctic and cold weather research, include Arctic biology. It also has forged ahead in a variety of other areas, including the biomedical sciences, where it has garnered more than $81 million in federal funding since 2000.

Over time, the University also has attracted significant earmarked federal appropriations to support its research work and academic programs. Whether or not one believes earmarked appropriations are good national social and economic policy, they undeniably exist and the University of Alaska typically has done well in the scrum for such funds. Good ideas, time, cultivation, effort and perseverance are essential if one is to succeed in this process. That said, the absence of Senator Ted Stevens and changes in congressional leadership likely will reduce opportunities for earmarks in general. The University has deliberately moved away from earmarks for their on-going programs over the past decade and relies almost exclusively on competitive federal research grants. The one significant exception to this is continued funding for aspects of the super computer program.

Some of the promising avenues for future research endeavors in the UA System include biomedical research, energy-related studies and climate change**. (17) We recommend that the State of Alaska make targeted investments in these areas, as they bode not only address the specific needs of Alaska, but also to attract considerable outside funding. It is plausible for the State to make such investments on an incremental, *"show us what you can do"* basis.**

(18) Incentives count where research is concerned and we recommend that the University reexamine how it utilizes and distributes the indirect cost overhead recovery funds that accompany many grants that it receives. We don't have a formula to offer that magically and optimally distributes these funds amongst researchers, departments, colleges and the University. Nevertheless, the comments of some faculty suggest that increasing the distribution of funds to the actual researchers who generated the funds might induce more grant activity over time. These funds also could be used to nudge institutions (e.g., UAA) in programmatic and research directions consistent with the UA System's overall strategic plan.

The WWAMI Model

As mentioned above, WWAMI is a collaborative medical school among universities in five northwestern states (Washington, Wyoming, Alaska, Montana, and Idaho) and the University of Washington School of Medicine.

The Alaska WWAMI Program began at UAF in 1971 and for Alaskans now is located at UAA. WWAMI admits 20 Alaskans annually and these students complete their first year of medical school at UAA. Students from all five WWAMI states attend second-year courses at the University of Washington School of Medicine in Seattle. The third and fourth years of the medical school curriculum are comprised of "clerkships"---rotations in the various medical specialty areas that may be taken in any of the five WWAMI states. Students who choose the "Alaska Track" potentially can complete most of these clerkships in Alaska.

The WWAMI approach to producing physicians for the State of Alaska is dramatically less expensive than would be the development of a medical school within the state. A WWAMI-like program also exists to generate physicians' assistants. **(19) We recommend that the Board of Regents study extending the WWAMI model to other academic areas, especially high cost, low enrollment programs within particular academic specialties or professional schools. "Buying" spots in reputable graduate programs in others state might save Alaska the expense of operating and equipping small, high-cost graduate training. Veterinary medicine, dentistry, architecture and law could be candidates for WWAMI-like programs, but only if documentable shortages exist that have inflated wage rates**. **It would make little sense to initiate a WWAMI-like program if Alaska already is able to obtain the individuals it reasonably needs in a particular occupation or specialty.** Reality is that the University cannot be all things to all people and must make choices. If it can find ways to cooperate with other similarly situated Western states, save money and serve the citizens of Alaska, then it should do so.

IV. TECHNOLOGY

The University of Alaska System spends a great deal of money on technology and technology-related items. In FY 2009, the System spent $78.4 million on items labeled as technology; this was eleven percent of the System's total expenditures and represented a 93 percent increase since FY 1999. Technology expenditures per student FTE were $4,453 in FY 2009; on a per FTE faculty member basis, these expenditures amounted to $13,946.

Technology is critical to the operation and efficient performance of the University of Alaska, both inside campuses and between and among the campuses. The huge distances between its campuses require the use of technology if higher education is to be delivered capably. For example, it is 825 miles from Juneau to Fairbanks, 1,100 miles from Juneau to Nome, 1,150 miles from Juneau to Kotzebue, 1,275 miles from Juneau to Unalaska, and 1,700 miles from Juneau to Adak in the Aleutian Islands. All these distances are "as the crow flies." Each pair would involve longer distances if it were possible to drive between them.

It is wise to place these distances in perspective. It is only 711 miles from New York City to Chicago. The University of Alaska deals on a daily basis with distances that easily exceed this. Therefore, the productive use of technology is absolutely essential if the University is going to succeed in delivering higher education across its vast state. UA's College of Rural and Community Development, based at UAF, is primarily responsible for distance learning for UAF. In Fall 2009, Rural College enrolled almost 2,600 students, including 121 at the graduate level. For the most part, these students are place bound, tend to be women (65 percent), and frequently are Native Americans (23 percent). For many of them, distance learning is the only way they can access higher education.

It is important that the System ensure there is no unnecessary duplication or confusion in distance learning. Faculty and students reported courses from separate campuses with the same titles and numbers are often different and transfers can be exceedingly complicated.

The UAF College of Rural & Community Development (CRCD) reports that it delivers distance education to 160 communities statewide by means of both synchronous and asynchronous delivery plus a variety of other modalities such as audio conferencing, CDs, DVDs and the like. CRCD relies heavily on software packages such as Blackboard and utilizes E-Live to supplement CDs. This can be expensive and clearly is subject to economies of scale. For that reason, **(20) we recommend that UA explore the possibility of sharing distance learning courses with institutions in other states and that it give additional consideration to how it might economize by sharing resources with the Western Governor's University (WGU). WGU offers NCATE-accredited teacher education programs, CCNE-accredited nursing programs through the master's degree, and a raft of business programs through the MBA, all via distance learning. The University of Alaska should not casually cast these programs or their courses aside.**

Both in distance learning and on-campus, the University faces predictable challenges relating to the quality of broadband connections to the Internet, high-speed computing and modeling capacity, switches, multi-media classrooms, the number of work stations, the availability of up-to-date software, the ability to service and repair equipment, and the ever present need to train faculty, students and staff in the most productive use of what is available. Nevertheless, distance learning students with the UA System in general have very good things to say about the quality and service they are receiving. They note that UA has become more proficient at distance learning in the past few years (presumably because of Title III funding, though that could disappear). *"They are real problem-solvers,"* commented one distance learning student who noted a half dozen instances in the last year where a UA staffer had *"found a way to get it done."*

Of course, many technology challenges have little to do with distance learning. For example, there are comparatively few "smart" classrooms on the UAF campus (at least compared to the UAA campus, where facilities generally are newer). **(21) Many UAF classrooms do not contain the basic smart classroom essentials---a PC, Internet access, a projector and a large screen. Smart boards are somewhat unusual. We believe that special assessments in the**

form of increasing the student per credit technology fee should be considered to begin to remedy this situation.

One aspect of statewide university technology that generates mixed reviews is the Banner student information and records system. The Banner system is touted as fusing administrative and academic functions that make it easy to manage data and give students, staff and faculty secure, 24x7, on-line access to the diverse information it collects and maintains. Many around the UA System do not believe Banner carries through on these promises (*"It has given us fits."*), though predictably misuse and a lack of training sometimes appear to be present**. (22) A system-wide harmonious student records system is an example of where a statewide approach makes sense. We recommend that the President examine why this particular version meets with so much criticism. Do any legitimate problems that exist reside in the software, how it is managed, how it is used, lack of training, or…?**

While we believe a variety of UA System activities usefully could be devolved to the MAUs, it is eminently sensible for the University to centralize and standardize many technology-related decisions and purchases. Distance learning, for example, would fail almost immediately if there were not standardization in equipment, software and protocols. Similarly, it would be entirely uneconomic for the University to duplicate certain items of hardware in multiple locations. On the other hand, tasks such as equipment repair and training often can only be carried out locally and a distributed or decentralized approach to such matters is required. We give high marks to the University for its understanding and implementation of these sometimes controversial issues.

The relevant question for the University is not whether it needs to utilize technology. It must do so. Nor is the salient question whether centralization in some technology areas and decentralization in other technology areas is required; it is. Rather, the most important questions at this point are these:

- Broadly speaking, does the University's use of technology work? Do students learn more or less when they do use technology? Do students who have a

a choice prefer to utilize technology? What measures of later student success (e.g., retention rates, graduation rates, pre-testing and post-testing results, GRE test scores, job placement, etc.) exist that provide evidence on these points?

- What rigorous evidence is there that the ways in which students use technology and how much they use technology make a difference in their performances? E.g., if students utilize a Blackboard chat room, do they score higher or lower on examinations, once one has controlled for relevant demographic variables?

- What evidence is there that faculty training results in additional use of technology in their teaching, increased student learning, etc.? One UA official estimated to us that while *"80 to 90 percent of faculty have been trained to use Blackboard, only 15 percent actually do."* Perhaps, but data supplied to us indicated that 41 percent of all sections taught at UAA involve Blackboard use. Do students learn more or less in such courses? Are they more or less satisfied and are they retained and graduated at higher rates?

- How does the University decide the amount of resources it devotes to various technology-related tasks? Is there empirical evidence to support the current distribution of expenditures among tasks such as Internet connectivity, work stations, faculty training, etc.? E.g., in FY10, the System will spend $7.48 million on non-personnel services in the area of "central technology." This is up from $5.78 million in FY 00. Is there a metric by which such allocations are decided, or instead is it a more subjective, seat of the pants variety of decision-making?

- The University's goal of eliminating much of its current paper flow and substituting on-line methods (electronic timesheets, purchases, applications, etc.) is admirable. Can it be demonstrated that such an evolution actually will save money after all overhead and maintenance costs are taken into account?

(23) It would take effort for one not to be impressed by the University of Alaska's massive use of technology. We recommend, however, that both the System and individual campuses spend more time evaluating what they are doing with that technology. Strong emphasis should be placed on generating rigorous empirical evidence concerning the University's use of technology and its effect upon learning and subsequent student outcomes such as retention, graduation, and job placement. The questions noted above might serve as a starting point. It is apparent that the University of Alaska already has done some of the analysis called for here; it simply hasn't done enough to justify what now is approaching a $100 million per year expenditure.

(24) Some of the funding for UA's technology efforts is supported by a $5.00 per credit hour student fee (maximum = $60 per semester). We believe there is a strong argument for increasing the size of this user fee, provided the proceeds are used directly to support and assist students. Additional "smart" classrooms (noted above) provide such an example, as would additional work stations. We also recommend, however, that UA administrators utilize student advisory committees to assist them in ascertaining how things are working and what things need to be done.

(25) Finally, while UA's technology intensive distance learning efforts are much appreciated by students, it is fair to note that some knowledgeable outsiders believe that UA is not at the forefront of distance education today. *"There are some outdated in their approaches and high cost in their operations,"* said one, who believes the President should bring in one or more acknowledged experts at institutions that either are on the cusp of new developments, or which currently operate highly successful, profitable programs. We concur.

V. FACULTY

The University of Alaska's 2,383 faculty (1,361 FTE) in general are well qualified and dedicated. Many are part of a self-selected group. Either they originally were Alaska residents, or they are individuals who have selected Alaska because of the attractiveness of its distinctive life style and environment to them. A representative UAA faculty member put it this way: *"I'm here because I want to be here. This is an astonishingly beautiful place to live and in my department , we are right on the cusp of new developments."*

Many UA students give high marks to their faculty for their teaching effectiveness and their willingness to spend extra time with them. *"My faculty and my advisor always make time for me and don't stop until they've taken care of my problems,"* remarked a senior engineering major. Students also are pleased that UA faculty often structure their courses to include practical out-of-class learning experiences and internships. *"I talk to students who attend other universities and here we have lots more opportunities to apply what we are seeing in classrooms than they do,"* commented a political science major.

There is great variation among UA faculty as individuals and across campuses in terms of their devotion to externally refereed scholarly productivity and performances. Not surprisingly, UAF faculty in the sciences and engineering lead the way in terms of their scholarship and grantsmanship, but more than a few faculty in other disciplines and on other campuses publish books with reputable presses, author articles in well-regarded journals, perform artistically, and compete successfully for extramural funding. Nevertheless, taken overall as a group across all sixteen sites, UA faculty are not exceptionally active as scholars. Substantial proportions of them regard high quality teaching as their primary responsibility.

It's fair to say that many faculty, though certainly not all, are reasonably well satisfied with their situation. *"Given the recession and everything else going on, we're not doing too badly,"* averred a faculty member. True, they harbor a variety of gripes and complaints about salaries, research support, teaching loads, office space, computer support, travel money, parking, etc. Further, faculty on some campuses believe they are *"being stifled"* by a variety of forces

located somewhere else, usually either in Fairbanks or Juneau. Still, most believe that *"we are doing something important here and making a real difference."* Most believe the University has been led very capably over the past decade by now departed President Mark Hamilton and are very pleased with the appointment of new President Patrick Gamble.

The notion that the University of Alaska favors UAF over other campuses does occupy the minds of some faculty and legislators. The *Anchorage Daily News* (30 January 2010) reported the perception of a legislator that the Board of Regents favors UAF over other campuses. It appears that more than a few faculty not located at UAF believe some variant of this and several noted to us that fewer than 6,000 students actually attend classes on the UAF campus proper. One noted that the student/faculty ratio is 12:1 at UAF, but 19:1 at UAA (numbers also reported in *U.S. News and World Report*). The Board of Regents responded by noting that UAA (in particular) has received the lion's share of new construction projects and that its budget has increased at a more rapid rate than that of UAF.

Whether or not the perception that UAF receives favored treatment holds any water depends upon each institution's mission and subsequent resource allocation. If UAF's mission differs from that of UAA and UAS, then its funding probably should differ as well. The relevant question, of course, is how much.

(26) In any case, a partial solution to the tension on this issue is to have the Board of Regents adopt refined, distinct institutional mission statements---a step we recommend. We note that as a doctoral, research institution, UAF must be accorded distinctive treatment, or it will fail. However, it is obvious that the majority of the state's population and resources are located in the Anchorage metropolitan area . Hence, the real questions are: (1) how many doctoral programs should be supported at UAF? and, (2) over time, should some free-standing, distinctive doctoral programs be developed at UAA along with a variety of other graduate and research offerings?

Not surprisingly, most UAA faculty favor doctoral status for their institution. *"We're bigger and better than UAF in many departments,"* asserted a UAA faculty member. The

implication is that the state's future allocations of resources and programmatic authority should reflect this.

Training and Supervision of Part-Time and Distant Faculty

Approximately 50 percent of UA faculty system-wide are part-time or adjunct and on some campuses, this percentage exceeds 60 percent. Hundreds of UA faculty teach in locations remote from UAF, UAA and UAS. *"The salient issue,"* observed an administrator, *"is how well supervised and trained these part-time remote faculty are."* The honest answer appears to be---it depends. Some academic departments, college and schools work hard to include part-time and adjunct faculty in their activities and provide them with training and support. Further, they monitor their teaching activities with periodic peer visitations. One academic unit has developed its own training module that covers essential orientation topics. In other situations, however, *"almost nothing at all is being done,"* according to a dean.

The University of Alaska provides heroic service to the state by means of its 16 campuses. **(27) Nevertheless, the extent to which training, course materials, supervision and evaluation are consistent across the campuses, and sometimes even inside campuses, is in doubt. This is an issue that UA must address, as it speaks to academic quality and maintenance of standards. It is possible that resolution of some of these matters might involve collective bargaining issues, but they do need to be addressed.**

Collective Bargaining

Some of the quirks of the faculty salary structure among the campuses may be a function of the three collective bargaining agreements the Board of Regents has negotiated with faculty unions---the UNAC (a joint AAUP/AFT operation), the UAFT and the UNAD (which represents adjunct faculty). The UNAC bargaining unit does not represent community college faculty, vocational-technical faculty, and faculty at rural community campuses, who are represented by the UAFT.

The UAFT bargaining unit is a somewhat unusual arrangement and apparently was designed "to take care of" community college and vocational-technical college faculty when those individuals were merged into the greater, more expansive University of Alaska. Bipartite faculty in the UAFT are those who pursue duties constituting four parts teaching and one part service, while tripartite faculty pursue duties involving four parts teaching and one part research. Much more unusual, however, is the notion of the "bipartite" and "tripartite" faculty members in the UNAC bargaining unit. The UNAC bipartite faculty may have duties composed of research and service, or of teaching and service in any proportion. Tripartite faculty in UNAC have workloads comprised of research, teaching and service with workloads ranging from 5 to 90 percent in any one category. The current collective bargaining agreement (CBA) for UNAC faculty expires on 31 December 2010, while the UAFT CBA expires on 30 June.

(28) The UAFT agreement recognizes that community college, community campus and vocational-technical college faculty are different individuals with different responsibilities. We agree and note that the differing missions and scope of these units is one of the reasons why it would be wise to differentiate further the four-year institutions (UAF, UAA and UAS) from the UAFT-oriented units, and administer them and record their results separately. Elsewhere, we report comments of work force development leaders that all things considered, they would prefer a different administrative arrangement that would better recognize the distinctive nature of the community college/work force mission. We believe their concerns are valid. **(29) Further, we cannot help but note that UAF, UAA and UAS would not be savaged so much in national rating systems if their retention and graduation numbers did not include students from the community campuses who have not already earned an associate degree. We regard this as a win-win proposition for all concerned and recommend that the President move in this direction.**

The CBAs cover the usual topics---faculty status and evaluation, reductions in force, disciplinary actions, workloads, compensation, etc. In the fashion of most other CBAs, the UNAC agreement constrains the ability of the Board, the President and the Chancellors to take certain actions and requires them to take other actions. For example, faculty are responsible for 30 "work load units" per academic year; these units are derived from faculty members' teaching,

research and service activities. Unusual for a CBA, however, is the fact that the precise number of work load units associated with instances of each of these activities is not specified.

Minimum faculty salaries by rank are specified in the UNAC CBA (for example, $55,000 annually for a full professor). The emphasis is upon *"across the board"* salary increments (3.4 percent in FY 10 and 3.5 percent in FY 11). Allowance is made for market salary adjustments, but the size of these is limited to 5.48 percent of the total base payroll of CBA unit members as of 15 November 2007. Market salary adjustments and initial salaries are supposed to pay heed to the 2008 Oklahoma State University (OSU) national faculty salary survey. This turns out to be highly beneficial to faculty at UAA and UAS because the OSU study numbers tend to pump salaries in those locations, but disadvantageous for UAF because the OSU study results in salary quotations for UAF faculty that often are below national averages for doctoral research institutions. Reliance upon the Oklahoma State study also has resulted in seemingly overly generous or even unmerited raises for some faculty whose less than scintillating performances are the reason their salaries fall below the Oklahoma State standards. The result is a distorted salary structure that is a merit-killer.

In any case, the most important salary decision ever made in the life of any University of Alaska faculty members usually is the determination of his/her initial salary. Virtually everything else is built on that initial contractual salary number. If you start behind, then you tend to stay behind. If you start ahead, then you tend to stay ahead. AAUP data reveal that UAF, UAA and UAS faculty tend to start their professorial lives with approximately the same salaries. This situation does not change as these faculty accumulate seniority and are promoted in rank. This is despite the fact that their duties often are very different and they are hired in different salary markets.

The problem, then, is that the UAF, UAA and UAS units are all being treated as if they are operating in the same salary markets and are hiring the same kinds of faculty. However, this is not so. **(30) We recommend that the President give very strong consideration to negotiating changes in the CBA that will provide more faculty salary flexibility among the**

institutions and that UAF be accorded a different set of peer institutions that more closely fits its doctoral research role.

Merit salary increases also are possible in the UNAC CBA, but may not exceed 1.0 percent of the faculty salary base on 1 July of each year, though another, smaller class of "limited" merit bonuses not to exceed $500 may be dispensed on a one-time only basis. Promotion in rank confers a 10.0 percent raise.

All faculty employed since 2006 have been enrolled in a defined contribution pension program in which faculty contribute 8.0 percent of their salaries (pre-tax) and the state contributes 5.0 percent. State contributions are totally vested for faculty members after five years of service. The defined contribution arrangement likely will prove to be beneficial both to faculty and the state in future years and we commend the University and UNAC for moving in this direction.

Allowance also is made in the UNAC CBA for "geographic" salary differentials. Thus, relative to Anchorage, the salary differential in Barrow/Kotzebue is 42 percent. Presumably this differential reflects a variety of factors including cost of living, weather, etc., though as we note below, some of these differentials do not appear to be supported by BLS data. In addition, the University contributes a minimum of 83 to 85 percent of the net cost of a health insurance plan. An attractive tuition waiver for faculty, spouses and dependent children also exists.

The University of Alaska UNAC CBA is unusual in that it is beneficial to faculty (most faculty nationally would endure great pain to receive similar salary increases and such broad tuition waivers) and to the Board of Regents and the general citizenry. This CBA is less prescriptive than many. This is desirable because very few institutions that have highly prescriptive CBAs are prestigious or highly ranked. Highly prescriptive, confining CBAs *"tend to make it very difficult for institutions to move up the ladder"* (the observation of a national higher education leader). The CBA also includes valuable provisions for market and merit pay increments, even if such dispensations are relatively small. Finally, from the standpoint of the

State of Alaska, the switch in 2006 from a defined benefit pension program to a defined contribution program likely will avert major financial problems for the state in the future.

(31) We have two recommendations with respect to the UNAC CBA. First, the President should work to increase the share of the total salary pie devoted to market and merit raises. If the State and the University truly believe in excellence, then they should reward it. It is inconsistent with a commitment to excellence and damaging to morale as well to assign the same raise to a faculty member who is a superb teacher and productive scholar and to one who is mediocre in both pursuits. Plainly speaking, the University of Alaska is unlikely to move up in national rankings, or achieve its potential, if assigns salary increases on an across the board basis. Such a practice is equivalent to assigning all students a C grade, regardless of performance.

(32) Second, the President should end the situation where one external salary survey (the Oklahoma State University study) applies equally to all three MAUs. As we detail below, this has worked distinctly to the disadvantage of UAF, which realistically has a very different set of peer institutions than UAA and UAS. Further, it also sometimes has resulted in a strange pattern of faculty raises that one administrator has labeled "anti-merit."

Faculty Salaries and the Cost of Living

Faculty salaries always are a sensitive topic on college campuses and the University of Alaska is no exception. The Collective Bargaining Agreement (CBA) with the There are at least four significant assertions made by various groups of UA faculty about the UA salary structure:

- UA faculty are not well paid by national standards.

- The cost of living is higher in Alaska and faculty salaries don't reflect this sufficiently.

- UA Fairbanks faculty are not well paid by national doctoral research university standards.

- The salary gap between UA Fairbanks and UA Anchorage faculty is larger than it should be.

Each of these assertions can be examined by means of American Association of University Professors (AAUP) salary data and Bureau of Labor Statistics (BLS) cost-of-living data.

Are UA faculty underpaid relative to national salary norms? The table below reports AAUP salary data for the 2009-2010 academic year.

AAUP FACULTY SALARY DATA, 2009-2010, BY RANK (000s)

	Professor	Associate Professor	Assistant Professor	Instructor
UA Fairbanks	$97.8	$72.7	$61.7	$48.2
Public Doctoral	$116.8	$80.5	$68.7	$45.8
U of Idaho	$90.5	$70.2	$58.7	$47.7
Montana State U	$82.9	$63.5	$58.3	$42.7
Washington State U	$101.5	$75.2	$68.3	$44.5
UA Anchorage	$93.7	$74.9	$62.4	$47.0
Public Master's	$89.6	$71.1	$60.0	$48.3
Western Washington U	$81.1	$65.6	$55.7	$49.4
Montana State Billings	$66.0	$58.3	$52.6	$35.4
UA Southeast	$95.4	$67.8	$58.5	-------
Public Master's	$89.6	$71.1	$60.0	$48.3
Western Washington U	$81.1	$65.6	$55.7	$49.4
Montana State Billings	$66.0	$58.3	$52.6	$35.4

Lewis & Clark C	$58.1	$48.3	$42.1	-------

The assertion that UA faculty in general are not well paid by national standards is only partially correct. It is true at UAF lags national averages for doctoral research institutions, which pay far higher salaries than does UAF. On the other hand, when UAA and UAS are compared to predominantly master's degree institutions nationally, faculty salaries on both campuses exceed national averages in most ranks.

Of course, whether an institution's compensation package ultimately is competitive, however, depends upon a host of factors, salary being only one. Cost of living, teaching loads, facilities, grant funding, location, etc., all make a difference. UA institutions are distinctive in many ways and therefore one must be careful in drawing conclusions about faculty salaries.

What difference does the cost of living make in these deliberations? Not as much as some believe. Consider the following Consumer Price Index (CPI) data for the first half of 2010, with the 1967 CPI = 100:

Anchorage	194.83
Honolulu	233.82
Portland-Salem	217.51
San Diego	244.24
U.S. City Average	218.01
West Region Average	221.33

Data for Fairbanks and Juneau were not supplied by BLS for the same time period, but other BLS data sources suggest that costs in Fairbanks are about the same as Anchorage, while Juneau is a bit more expensive than Anchorage.

All things considered, it is difficult to make the case that cost of living differentials require higher than national average salaries at the University of Alaska unless one is located in a rural situation. UAA faculty appear to be especially well compensated when cost of living differentials are taken into account. It also appears (from the comments of faculty and

administrators) that UAS ends up paying some faculty more than it would have to pay to attract them because of the CBA's reliance upon the Oklahoma State University salary study.

We recognize that the U.S. Government frequently grants special cost of living allowances to its employees in Alaska; however, it is not clear that this is merited in locations such as Fairbanks and Anchorage. And, if merited in Juneau, such adjustments would be no more than five percent.

Interestingly, several economists argue that the introduction of big-box stores in Anchorage, Fairbanks and Juneau appears to have made a perceptible difference in prices in these locations in recent years. They believe this is partially responsible for more moderate cost of living increases in Alaska in recent years.

(33) Regardless, we recommend that the President commission a new faculty salary study that compares UAF, UAA and UAS faculty salaries to those at carefully selected peer group institutions for each MAU. UAF, UAA and UAS each should have the opportunity to participate in a new and updated selection of peer group institutions, which should reflect comparable size, missions, programs, research output, etc. The goal should be to substitute MAU-specific peer groups for the Oklahoma State University salary study and to amend the CBA as necessary. Such a new analysis should take into account of cost of living differentials and attention also should be given to differing supply/demand conditions, academic discipline, level of programs, and external market factors. Coincidentally, such a study also will present an opportunity to examine if the University has any protected class salary problems relating to gender or ethnic origin. If, after adjusting for relevant other factors, such an analysis leads to the conclusion that salary adjustments need to be made for either individuals or groups, then the President should recommend a plan to the Regents to do so and make it a priority in collective bargaining.

VI. STUDENTS

The more than 33,000 University of Alaska students are diverse in a variety of ways. Approximately 60 percent are women and 15 percent are Alaska Natives/American Indians. Hispanics and Asians account for about eight percent of headcount enrollment and African-Americans about three percent. Some 52 percent are older than 25 and average student age is 30. Approximately ten percent of UA students come from outside Alaska. Eight percent are pursuing a graduate degree. Fully 30 percent are taking only one course per term and 45 percent are taking only two courses. Only about 35 percent of UA's 33,000+ students actually are full-time. At UAA, 80 percent hold a job and the median age is 25. Approximately 20 percent of UA credit hours are generated by students who intend to earn a certificate or associate degree. The typical UA undergraduate student is a first generation student and more than 49 percent of them receive need-based financial aid.

The typical UA undergraduate is pleased with the education he/she is receiving and grateful that the University introduces them *"to ideas and approaches that I had never thought about before"* (the comment of an undergraduate business student). Students perceive accurately that the University opens the doors of opportunity to tens of thousands of Alaskans

The typical UA student tends to view his/her education pragmatically. He/she wants to learn and to be stretched and challenged, but upon graduation clearly wants to be able to compete successfully for a good job related to what they have been studying. They see their University of Alaska education as mobility mechanism *"that will enable me not to have to struggle the way my parents did and to be able to choose where I want to live"* (this was the observation of a health sciences undergraduate). A healthy majority of UA students seek to remain in Alaska and between 80 and 90 percent usually do so immediately after they graduate.

One of former President Mark Hamilton's more popular and productive innovations was the UA Scholars Program, which continues to flourish. The UA Scholars Program provides a four-year scholarship providing partial payment of tuition and fees at any UA campus. There were 1,913 UA Scholars in the UA System in Fall 2009. It is credited with generating

significant increases in the proportion of highly talented Alaska high school graduates who chose to remain in the state for their higher education. In 1999, 33 percent of high school graduates eligible to become a UA Scholar enrolled at an institution in Alaska; by 2009, this had risen to 43 percent. More than 83 percent of UA Scholars are retained in Alaska between their freshmen and sophomore years; the UA System average is 76 percent for those students who are seeking baccalaureate degrees. While UAA enrolls the most UA Scholars, UAF enrolls the highest percentage of UA Scholars within its student body. More than 66 percent of UA Scholars are women.

Historically, Alaska has been challenged by "brain drain." Many of its young people, including some of its highest academic achievers, have departed the state after high school graduation and have not returned. The Alaska Scholars Program addresses this problem. **(34) We strongly commend the Alaska Scholars program, but nevertheless recommend that the President probe its effectiveness along with the University's other financial aid programs. To wit, precisely how successful are all of the University's scholarship programs in terms of retaining and graduating awardees and how many awardees subsequently remain in the state if they graduate? Are there notable difference between and among the academic disciplines in terms of Alaska Scholars attractiveness and success? Would it make more sense to offer more (fewer) scholarships with higher (lower) stipends? Should an attempt be made to endow the well-regarded UA Scholars Program?**

(35) We pose these questions in the context of what we believe should be a general examination of how the University utilizes its scarce scholarship funds. Ideally, the University will expend its limited scholarship funds strategically in order to attain specific goals. Software now exists that permits institutions to vary their scholarship and financial aid offers in order to reach certain goals, e.g., maximization of enrollment, or other magnitudes such as SAT scores, retention, graduation, etc. We recommend that UA explore such software. This would permit intelligent strategic decision-making with respect to enrollment.

University of Alaska students typically are pleased with the quality of the education they are receiving. *"I have lots of great professors,"* enthused one representative undergraduate business student, while a representative undergraduate social sciences major reported that she is *"positively thrilled at the opportunities I have had to do field research and apply what I have been learning."*

There is great appreciation among UA students for what one graduate student termed *"the distributed nature of the University."* By that he meant the many branches around the state that the University maintains and the availability of its distance learning operation.

There is less praise from students for the University's delivery of every day services such as food, parking and financial aid. **(36) *"Bureaucratic"* is an adjective often utilized by UA students to describe their interactions with the University. Many would like more variety and improved quality in the food selections they may choose from; more and less expensive parking; and, more responsive financial aid service from individuals *"who sometimes regard us as adversaries."* These are items that UA should work on, though in truth these complaints differ little in tenor and amount from those one hears on nearly any state university campus. If there is a difference here, it is that the University's retention and graduation rates are sufficiently low (see below) that the University really does need to determine why so many of its students drop out.** Perhaps the delivery of student services has something to do with this.

When queried about parking, urban campus students generally indicated that they would be willing to pay higher fees for parking if *"the money actually goes to parking that we can see."* More than a few students harbor the (false) opinion that parking dollars are being diverted to other uses**. (37) In general, students typically spoke in favor of strictly designated fees, whether for additional computer work stations, more Internet bandwidth, additional on-campus entertainment, or intercollegiate athletics. We recommend that the President explore such possibilities with student leaders and determine what, if any, designated fees students might favor in order to improve the quality of their lives at the University.**

Student Retention and Graduation Rates

According to the data the University of Alaska provided *U.S. News and World Report,* the freshmen retention rates and six-year after matriculation undergraduate graduation rates were as follows in 2008-2009:

	Freshmen Retention Rate	Six-Year Graduation Rate
UAF	**74.8%**	**33.0%**
UAA	**71.0%**	**24.5%**
UAS	**55.0%**	**14.3%**
UCLA	**97.0%**	**89.0%**
U Minnesota	**88.0%**	**68.0%**
Wash State U	**83.0%**	**69.0%**
Col State U	**82.2%**	**64.0%**
Oregon State U	**81.5%**	**60.0%**
U Wyoming	**73.5%**	**55.0%**
U Hawaii	**77.8%**	**48.0%**
Cal State U Chico	**80.8%**	**53.0%**
Cent Wash U	**77.2%**	**54.0%**
E Wash U	**73.8%**	**47.8%**
Weber State U	**71.2%**	**41.5%**
So Utah U	**63.5%**	**40.8%**
So Oregon U	**66.0%**	**36.3%**
Mont St U Billings	**59.5%**	**29.3%**

It will suffice to note that UAF's success rates, especially its graduation rate, are well below national averages for doctoral research institutions. To the extent that UAF wishes to be considered in the same breath as other public flagship state universities, these data do not support such claims. Indeed, *U.S. News* classifies 258 institutions of higher education as "national universities" and it ranks UAF 258 of 258 on that list. UAA and UAS fare somewhat more favorably in the rankings, but against a much less demanding peer group. *"There is no question but that we look bad on many of these measures,"* confessed a UA administrator.

(38) A host of factors can be deduced to account for the disappointing retention and graduation performance of University of Alaska students. The most important appears to be the fact that all three major MAU campuses also function as community colleges and technical institutes. As such, they enroll a wide variety of students who variously have no intent of obtaining a degree, or already know they will move, or are under prepared. Distinctive history and culture, financial pressures and the state's weather possibly all may play a role. It is clear that one reason some students depart from UA is the comparative absence of campus-based, need-based student financial aid.

(39) At the end of the day, it is apparent that UAF, UAA and UAS in many ways are not comparable to many of the state universities to which they are compared. Nevertheless, it is incumbent on the University to do more than it has to find out why the University falls short in this arena and take remedial steps.

Since UAA and UAS are classified by *U.S. News* as comprehensive, master's degree institutions, their retention rates are in the ballpark with respect to national averages. However, both have graduation rates are among the lowest in the nation, providing one eliminates historically black public institutions from the comparison.

If only 15.3 percent of UAS freshmen graduate after six years, then why is this so? Is it because these students are highly mobile and transfer elsewhere, or they did not intend to graduate in the first place, or they are receiving deficient instruction, services and financial aid, or...? How effective actually are the ubiquitous student support services, advising, tutoring, learning communities, Smart Start Program, etc., that focus on assisting students? **(40) We strongly recommend that the President of the University of Alaska make the improvement of student retention and graduation one of his very highest priorities in the next few years. The focus should be upon discerning facts, causes and remedies. To ignore this problem is to waste the resources both of students and the State of Alaska.**

VII. BUDGET, FINANCE AND AUXILIARY SERVICES

Comparatively speaking, the University of Alaska depends more upon state appropriations and less upon student tuition than many other public universities today. While the current level of state appropriations is adequate though not generous, the reliability of those state appropriations often times has been in question. Rising and falling oil prices have introduced *"feast and famine budgets,"* according to one administrator.

One of the most distinctive aspects of public finance in Alaska is the Alaska Permanent Fund, which is a legislatively controlled sovereign wealth fund established in 1976 to manage "surplus" state petroleum revenues. Income into the Permanent Fund comes from a portion of the oil and gas leases, bonuses and royalties as well as from all other non-renewable mineral development. The value of the fund grew as high as $40 billion in 2007. Its current market value is about $34 billion. The fund' invests in equities, bonds, commodities and real estate. Historically, the Fund has earned approximately ten percent annually on its investments and typically spends no more than five percent of its corpus.

Starting in 1982, dividends from the fund's annual growth have been paid out each year to eligible Alaskans, ranging from $331.29 in 1984 to $3,269 in 2008 (which included a one-time $1,200 "Resource Rebate"). The 2009 payment was $1,305 per person. To qualify for the Alaska State Permanent Fund one must have lived in the state for a minimum of 12 months, and maintain constant residency. Alaska's citizens have come to expect such payments, almost in the fashion of annual Christmas presents. Thus, Alaska has neither a state sales tax nor a state income tax.

Of what relevance is all of this to the University of Alaska? First, petroleum-related production peaked in 1988 and by 2010 had declined to only about one-third of their 1988 level. State revenues were protected as the price and new state taxes kept revenues high as production declined. But, as production continues to decline, even accounting for new fields coming on line and prices remaining relatively high, state budgets will tighten and the University of Alaska could be in for tough budgetary times, independent of the national recession.

Second, since oil prices are rather volatile, the University's potential state funding sources are similarly volatile. The University can, and has, ameliorated this problem by increasing its non-state support (for example, from tuition, auxiliary services, research grants, etc.). Plausibly, it will need to do this even more often in the future in order to counter the vicissitudes of state appropriations.

Third, when the day finally arrives when the State of Alaska must consider substituting other tax revenues sources (such as sales or income taxes) for oil revenues, *"There will be a huge, bloody political battle that will go on for decades,"* predicted an elected official**. (41) Alaskans now are among the most lightly taxed citizens in the country and changing this circumstance will neither occur quickly, nor without substantial political carnage. While such discussions occur, however, state financial support for the University of Alaska could dwindle. The University should anticipate such circumstances and begin to model less generous budgets. Unfortunately, we observe the strategic plans of UAF, UAA and UAS largely do not appear to reflect such possibilities and appear to assume, or at least hope for, worlds worthy of Dr. Pangloss.**

The $5.5 million "call back" and internal reallocation recently carried out by UAF provides at least a template for more realistic considerations. At some point in the future, however, **(42) repetitive financial cuts at the margin on all programs spread mediocrity. In the long-term, we believe it would be far better that the University completely eliminate whole programs and departments in order to sustain its support for its most vital and highest quality programs.**

Debt

Both the University of Alaska as a whole and its individual units have acted very conservatively in terms of assuming debt. In FY 10, total debt UA debt was $128 million and the accompanying annual debt service was $13.775 million---only 1.8 percent of UA's total operating revenues for FY 10. This places the UA system well below the 7.0 percent standard that many public institution boards apply to their units. It underlines that the UA System possesses a great capacity to assume additional debt. (**43) We point this out because UA is not**

without needs and might well find it attractive to float bonds for student housing or other revenue-generating activities in the future. Suffice it to say that the UA System has the ability to do so though this would require some reallocations.

Financial Carry Forward

One of the marks of a solid, well-run organization is its ability on a consistent basis to carry forward discretionary, unspent funds into its new fiscal year. These funds provide a cushion against unexpected adverse developments and also can be used to deal with attractive, new opportunities. In the case of UA, the oral tradition among some faculty and staff is that it carries forward huge amounts of funds---literally, that it owns an impressively large savings account that could be spent upon deserving departmental and office priorities.

Whatever may have been true in the past, this is not correct today. As the data below reveal, UA overall and each individual UA unit carried funds forward for FY 10, but not excessively large amounts. These levels of carry forward cash are both prudent and appropriate.

UA Overall	3.1% of operating revenues	$23.2 million
UFA	2.4% of operating revenues	$9.5 million
UAA	3.6% of operating revenues	$9.7 million
UAS	3.7% of operating revenues	$1.7 million
USW	4.6% of operating revenues	$2.2 million

Efficiency of Operation

In contrast to many other campuses in "the lower 48," UA campuses in general receive favorable marks for the efficiency of their physical and financial operations. *"There is pride of place here,"* remarked a dean who complimented UA campuses for maintaining attractive grounds, keeping buildings clean, and repairing minor items. Further, there is general agreement that UA campuses typically manage their money well. They consistently receive quite favorable audit reports and one faculty member quoted only a bit inaccurately the Chicago Bears' venerated George Halas, once accused by Mike Ditka of *"making nickels squeal,"* in pointing

out that UA financial leaders were able to stretch their budgetary funds and use them extremely well.

A variety of university offices, including information technology efforts on each campus, typically receive high marks for service and efficiency. *"They're quick to the mark most of the time,"* praised a faculty member, *"and they know what they are doing."* On the other hand, at this point in their evolution, both the University's fund-raising and alumni arms often are seen as inefficient, not able to generate needed data, and *"bumbling around too often."* The Banner records system also is viewed by many as in impediment rather than a help.

Nevertheless, the major place where the UA System encounters considerable static concerning its efficiency is with respect to perceived overlap in functions and authority between the individual UA campuses and the UA Central System. It would be fair to say that many faculty and administrators simply are unconvinced that additional system administration improves their circumstances. *"We could do many things more efficiently on campus,"* asserted an administrator, who spoke for many. They have in mind many IT and human relations functions, foundation activity, institutional research, academic evaluations, and even collective bargaining. **(44) President Gamble and the Regents should bear this in mind as they consider reorganization.** System administrators portray the classic *"We're from the government and we're here to help you,"* attitude, commented a sarcastic administrator. *"Sometimes they just come looking for work and problems,"* commented a faculty member.

We deal with recommended reorganizations of the UA System in another section**. It is sufficient here to note that the major place in the UA System where commentators see inefficiency is in the UA System Central Office.** Whether or not fair, this is a widely held view.

Public/Private Partnerships

Several campuses expressed to us their need for additional student housing, but simultaneously bemoaned their inability to afford such. UAA and UAF appear to have explored

the possibility of public/private partnerships whereby a private entrepreneur might provide the capital for and construct such housing, and then operate that housing. Those initial efforts were done some years ago and might provide different results if done today. After some period of time, perhaps 30 years, in a lease to own arrangement, UA would own the property.

In such circumstances, the rental charge students pay ordinarily is higher than normal, though the amenities in such residence halls usually are higher as well. Experience on other campuses is that a student clientele usually exists that is attracted such situations and will pay premium rents for somewhat upscale living quarters. To be sure, this model might not fit many Alaska campus situations, but it should not be rejected out of hand because experience in "the lower 48" indicates that it often is viable.

When asked why strategies such as these have not been pursued previously, most informed individuals cited *"a culture of risk aversion," "laws and regulations"* (though no one seemed to be able to say what they were), and an egalitarian *"That's not the Alaska way."* Other than laws and regulations, we do not believe these constitute valid reasons. (**45) We recommend that the President charge appropriate staff with the investigation of public/private partnership possibilities with respect to housing, but also with respect to a variety of other activities that might be carried out jointly (including partially privatized services, joint research and development projects, real estate developments, etc.). The President and the Board ultimately might opt not to do any of these things, but nevertheless should make themselves aware of the potential benefits and costs before it makes its choices.**

VIII. INTERCOLLEGIATE ATHLETICS

Most UAF and UAA intercollegiate athletic teams compete at the NCAA Division II level and those teams belong to the Great Northwest Athletic Conference. UAA's women's basketball team has reached the national Division II semi-finals several times and built several long home winning streaks. UAF teams have won nine national rifle championships. Both institutions' ice hockey teams (men) compete at the "big-time" level in ice hockey and televise many of their road contests. UAA attracts national attention each winter with its Great Alaska Shootout men's basketball tournament that historically has attracted many of the nation's most powerful teams.

UAF is a member of the Central College Hockey Association (CCHA), which includes institutions such as Michigan State, Ohio State and Notre Dame, while UAA competes in the Western Collegiate Hockey Association (WCHA), which includes institutions such as Denver, Minnesota, North Dakota and Wisconsin. It seems possible that some type of merger between the CCHA and WCHA might be in the offing because of financial stresses being experienced by some members.

(46) UAS does not compete in intercollegiate athletics, a circumstance we do not believe should change. While intercollegiate athletic teams might improve UAS's identity, community support and student recruitment, they usually bring with them a variety of problems and expenses. Their operating costs would be high and initiating teams would require major investments and general fund tax subsidies for facilities, staff and travel. This seems an ill-advised course to follow at this stage in UAS's development.

The major challenges confronting the existing UAF and UAA intercollegiate athletic programs are functions of distance and weather. UAF and UAA teams must travel long distances to compete against the other teams in their leagues and this is expensive. In addition, the weather introduces a degree of uncertainty to road trips that sometimes disrupts the best devised plans. Indeed, UAF and UAA teams spend 25 to 40 percent of their annual budgets on travel, whereas a typical team in "the lower 48" spends no more than 15 percent on travel. This

makes intercollegiate athletics at UAF and UAA distinctive and huge money losers on a cash basis. The UAF athletic program received a state general fund subsidy of about $3.2 million this year and UAA about $3.8 million. The opportunity cost (alternative use) for these funds is high. It should be noted, however, that both UAF and UAA cleverly utilize the Western University Exchange (WUE) program to reduce the cost of recruiting selected out-of-state athletes, who often constitute as much as two-thirds of a competitive squad.

One of the most interesting and pleasing aspects of UAF and UAA intercollegiate athletics is the fine academic performances of UAF and UAA athletes, who earn higher grades, drop out less often, and graduate more often than conventional students on each campus.

(47) At the end of the day, however, we recommend that the respective campus chancellors keep a close eye both on programmatic expenses in intercollegiate athletics and the amount of time student athletes are unable to attend scheduled classes because of their lengthy road trips. Intercollegiate athletics have gotten more presidents and chancellors into trouble than virtually anything other than presidential houses. Vigilance, good hiring and observable interest in each university's teams will go a long way toward avoiding scandals.

IX. ADMINISTRATION

There are two fundamental topics of interest here. First, what administrative activities should be centralized? Second, how should the Alaska higher education system be organized?

Centralization/Decentralization

One of several important governance questions that surround the University of Alaska is highly practical---what activities and decisions should be centralized and which of these should be decentralized and largely performed on local campuses? These considerations are complicated by the fact that the University of Alaska System in effect is a collection of three MAU sub-systems (UAF, UAA, UAS) that undertake a variety of activities for the institutions under their sway.

Certain activities clearly are system-wide in character and should be centralized. Determination of the missions of the individual campuses clearly falls within this category. The Board of Regents must not allow institutions to determine their own missions, whether formally or by default. We already have recommended that the missions of UAF, UAA and UAS be refined and that in particular address what will hold true in the future.

(48) While the recipe might differ in other states, there are sound reasons in the case of Alaska to centralize programmatic approvals, technology standards and related major technology resource decisions (such as the adoption of common student, employee and financial records systems), the allocation of capital and buildings, the assessment and formulation of budget requests, the overall allocation of maintenance reserve funds, negotiation of collective bargaining agreements (though we see no reason why each MAU might not have its own CBA and be heavily involved in that negotiation) and fringe benefit programs.

(**49) On the other hand, there is no persuasive reason why individual professorial and employee evaluations, nearly all hiring, college and departmental budgets, faculty promotion and tenure, disciplinary specific curricular decisions, the provision of student**

services, alumni activities, fund raising and most institutional research should be centralized. Individual campuses are much closer to the action.

(50) Note that much greater individual campus autonomy often is sensible in states that boast much larger financial and population bases and multiple large metropolitan areas. In such circumstances, competition among institutions and the development of distinctive, specialized campuses often is highly desirable. Plainly speaking, we do not believe the State of Alaska has sufficient population and resources to permit such unrestrained competition.

(51) The command and control regulatory model that the UA System has is perceived to have adopted over the past decade is in need of clarification and modification. *"The statewide people act like they're listening, but in reality they've already made up their minds and they're simply trying to look reasonable"* (the telling comment of an administrator whose sentiment was oft repeated). Rather than issue *obiter dicta* from Fairbanks, the UA System administration henceforth should emphasize well-designed incentives (often financial, though sometimes in the form of privileges relating to processes and local decision-making) to its institutions. The institutions will respond if the incentives are intelligently designed, clear and the process is not polluted. They need not be dragooned into certain behaviors. Indeed, they will increase their entrepreneurial behavior if incentives exist for them to do so. We note in passing that entrepreneurial behavior sometimes has been in short supply in the Alaska system of higher education. In any case, institutions predictably react negatively to, and even actively subvert, fiats that seem not to recognize their individual circumstances.

(52) Increasingly, UA Systems executive staff, under the authority of the President, should act as staff to the Board and provide them with analysis and recommendations rather than wielding final administrative authority. If all parties behave intelligently, mutual respect will follow. We note here that central board staff often have earned the respect in similar situations in other states.

(53) One of the more productive functions that the refashioned central staff might accomplish is to encourage the development of joint and cooperative academic programs within the system. The clinical/community psychology doctoral program provides a template for such programs. Courses, faculty and support are shared and students have the ability to benefit from a much larger portfolio of resources and specialties. With appropriate incentives, we are convinced that a variety of other programs could be mounted in the same fashion. We also note in passing that this constitutes a very nice way to provide UAA with additional advanced graduate responsibilities without granting it free-standing doctoral program authority and the concomitant additional costs that inevitably would accompany such a development.

(54) The model we have outlined here assumes that the size of the current UA central staff may be reduced, perhaps in the target range of 60 to 80 positions (down from an estimated 200 today). Note that Virginia, which has a highly regarded public system of higher education, maintains a State Commission for Higher Education with a staff approximating 40. The Virginia system, of course, is less bureaucratic and more entrepreneurially oriented than the UA System. We recommend that the Board allocate some of these savings to the MAUs, some to the support of community college/vocational/technical education, and that some be retained to help provide incentives to encourage desired future behavior.

A New Organization

The University's attempt over the past few decades to seamlessly integrate all post-secondary education into the same administrative structure always has sounded better than it actually has worked. **(55) Recognizing this, the major change we have to recommend is to accord UA's vocational, technical and community college activities much greater prominence and not viewed as *"four-year lite"* (the observation of a sometimes frustrated individual associated with workforce development).**

There are two major reasons to do so. One is that the community college/vocational/technical/work force needs of Alaska are not being served as well as they could be. The other is that inclusion of the performance measures of these units in national higher education statistics and ranking systems has seriously disadvantaged UA.

We do not propose to recreate the former community college system. Instead, we recommend that that each MAU separately address and administer the community colleges, community campuses, and vocational/technical units with individuals attuned to those tasks. For example, at each MAU, there might be a Vice Chancellor for Community Campuses (or however titled).

Each MAU should take pains to see that the same rules and criteria for performance success and failure should not always apply to these units in the same fashion as they apply to the senior colleges. For example**, (56) we do not believe tuition and fees at the community colleges/community campuses/vocational/technical units should be identical to that at the senior campuses. Indeed, they should be lower.**

Further, the statistical results associated with the community colleges/community campuses/vocational/technical units should be reported independently of the senior colleges. This will cure a variety of external visibility and ranking problems.

In addition, in the state's two largest metropolitan areas, formal, named community colleges should be created. In the case of Fairbanks, the Tanana Valley campus already serves some of these purposes. These campuses should permit UAF and UAA to begin slowly to increase their admissions standards and to focus student services. Note that the creation of these community college units definitely does not imply the construction of new campuses.

It is clear that many MAU resources and functions should continue to be provided and shared with these differentiated entities. The point is not to divorce the non-senior units from the senior units, but instead to give them additional attention. Work force leaders in the state will

approve and providing appropriate MAU support still is supplied on matters of concern such as technology, the community colleges/community campuses/vocational/technical units will as well. The State of Alaska should reference the State of Hawai'i in terms of how a community college can be incorporated and administered inside a state university system, sharing some resources, but focusing on different tasks.

X. INSTITUTIONAL ADVANCEMENT

Competition for public and private funds across all states has become intense during the past decade. State colleges and universities have increasingly recognized that the cost of education has made it impossible to compete, thrive, and maintain without a combination of ongoing private gift support and substantial endowment income.

Today, the University of Alaska System is adjusting to 50 years of roller-coaster funding with "boom years" filled with impressive funding for lavish buildings and large federal allocations and flat years in which some staffers state they grappled for office supplies. Administrators admit that the effects of the recession have been deferred in Alaska due to a large reserve fund. However, most observers agree that absent a spike in fuel prices, this fund could be depleted rapidly. State appropriations have been adequate; the reserve has enabled the University to adequately meet obligations. Supplemental sources of funding, long neglected, must be nourished to meet the long-term goals of the University.

Today's higher education environment requires significant participation by private funding sources. The University of Alaska will continually need to secure private dollars that state funds and tuition simply cannot provide.

The condition of institutional advancement—the management of private giving—at the University of Alaska is mediocre at best. Despite some large gifts (mostly of a corporate variety), UA does not have a history of a well-organized contemporary approach that is standard for a comparable system. While we found individuals in the advancement offices to be committed, the credentials and organization are limited. Throughout its history, a number of attempts have been made to organize the institutional advancement function. "*We do a lot of starting and stopping,*" stated a long- time staffer. As a result, the fundraising function has continued to exhibit inconsistent productivity.

On the plus-side, funded research is impressive, particularly at the System's flagship institution. UAF is responsible for the lion's share of the funded research, though UAA has begun to compete in this arena more successfully. UAF reports more than $110 million in externally funded research activity (quite impressive for an institution its size) and UAA about

$10 million. The State of Alaska is a splendid laboratory for a myriad of different types of environmental, resource extraction and conservation research and clearly is the nation's preferred location for cold weather science and studies. UAF, according to one knowledgeable observer, *"dominates the American Geophysical Union"* because of the quantity and quality of its geophysical research.

Obviously, the University's success in procuring external research funding has not been matched by success in private fund raising. While UA has received generous gifts from corporate donors, it has yet to convince most of its own alumni to contribute. The giving rates of alumni to UAF's, UAA's and UAS's annual funds ranges between one and six percent; embarrassingly low (more later). We spoke with alumni throughout the System, and virtually all were very proud of their institutions and their degrees. "*There simply is not a culture of private giving in Alaska*," commented one individual who spoke for many. This has been accentuated by underdeveloped fund raising organizations and the failure to make fund raising a priority. *"We've always depended upon Ted Stevens and the oil companies to take care of us,"* pithily observed an alumnus. Clearly, this must change.

(57) The lesson of "best practice advancement" across all institutional types is three-fold. Members of governing boards must assume responsibility for the advancement effort; it cannot be completely delegated to presidents, no matter how pivotal a role they must play. Second, the governing board, the president, and the professional(s) in charge of the basic functions of advancement—namely alumni relations, communications (incorporating university and government relations), and fund- raising—must work as an integrated team. Every function (alumni, public relations, et. al.) must be related in terms of attracting resources (dollars). Finally, the professionals in charge of these three principal advancement functions must be forward-thinking and broadly competent professionals who enjoy the respect of the academic community they exist to serve. The absence of any one of these characteristics will seriously weaken any institutional advancement program. The University of Alaska, unfortunately, is significantly deficient in most of these areas.

Although created in 1974, the Foundation has not developed a design for private support. The excellent address to the Regents by the current Foundation Board Chair (June 3-4, 2010) points out problems and a proposed solution. Curt Simic, of Indiana University, has been engaged as consultant; he is one of the most respected foundation administrators in the country.

The question from each of the Review team members is: Why did the Foundation wait so long? There is an impressive Foundation staff, and from 1974 to 2010 is a long time. Throughout this period the Council for Support and Advancement of Education (CASE) and others offered meetings, publications and consultancies on fund raising. We also note here that *CASE Currents* listed two conferences held (one in Anchorage and one in Fairbanks) in May 2010 on development for academic officers.

A reconstituted and energized Foundation Board of Directors thoroughly educated in its responsibilities, in agreement on the strategic direction for the institution, and committed to its president will ensure an advancement program that can tap its vast potential. **(58) New Foundation Board of Directors members should be recruited and trained to take responsibility for the fundraising performance of the University.** It is Board members who must open doors. Selection of these volunteer leaders must be done carefully and be well-thought out.

For the year ended June 30, 2010, total private contributions to the University of Alaska Foundation were $16,830,191. Of this total, $13,984,129 came from corporations. A miniscule $495,339 came from alumni with a high of $285,766 at UAF and a low of $5,935 at UAS. The team was unable to determine a "real" alumni participation rate because the calculation method differed among the three main campuses. The market value of the endowment was a respectable $216,424,300 at fiscal year end.

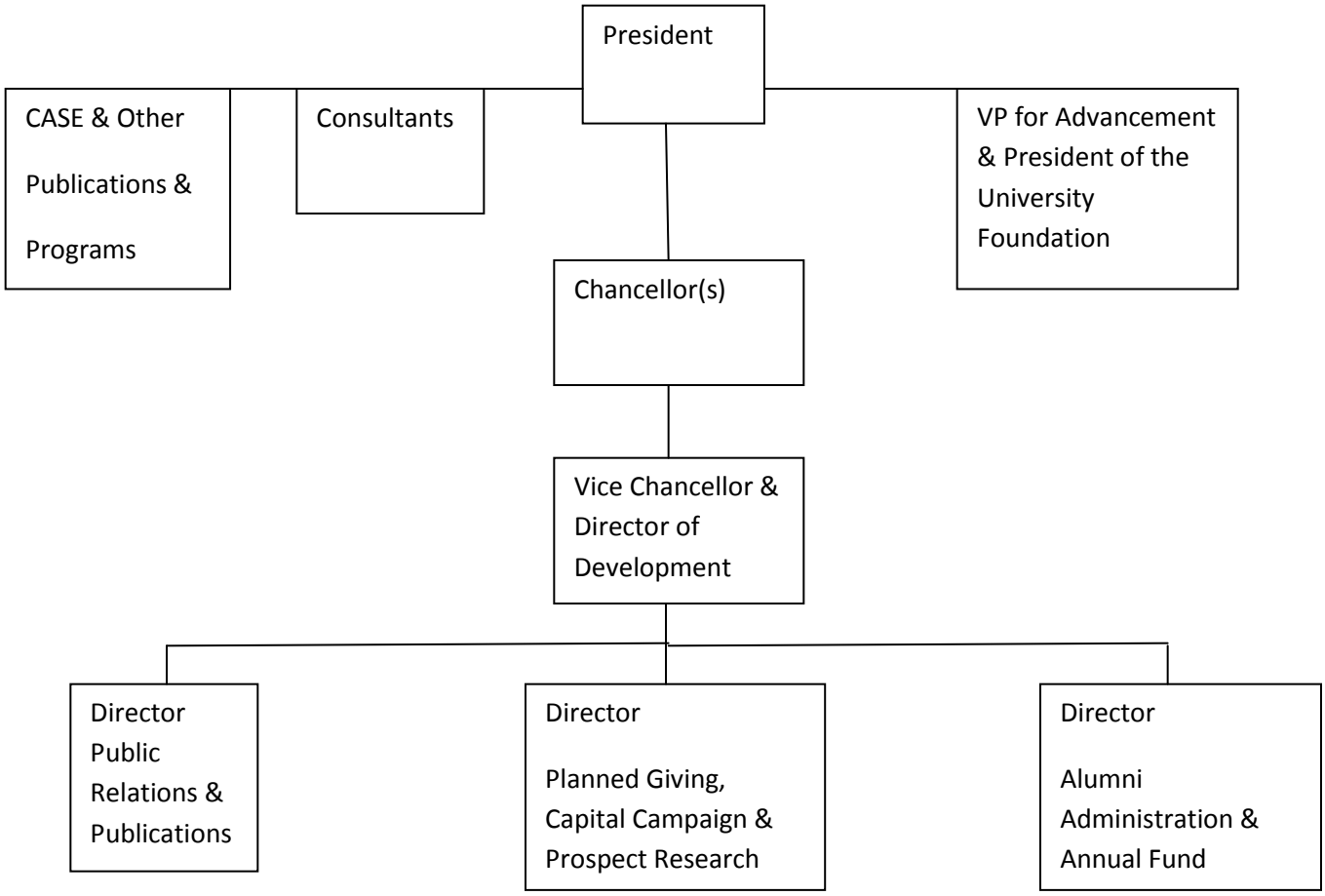
President Gamble has the discipline, energy, and charisma to inspire private support. "*Although he came from the business sector, his experiences with other institutions have provided a perspective that is just what the doctor ordered*," a staffer noted. It is imperative for the system to capitalize upon his fresh perspective and enthusiasm toward resource acquisition.

What is not yet in place, however, is either the organization that would lead to success, or a commitment by the University of Alaska Foundation Board of Directors to become actively involved in the fundraising process. It is an environment that lacks focus and emphasis. Bluntly put, as indicated in the remarks of the current Foundation Chair, they need to subscribe to the old axiom "give, get or get off."

In interviews with groups and individuals, we were repeatedly told that advancement has not been a high priority for the Board of Regents, Foundation Board, President, or campus Chancellors. "*Nobody questions that staff are well intentioned, very nice people*," one supporter said. "*They (the University) just lack the trained horses—from the top down—to run the race*."

(59) We suggest a reorganization along the following lines: the office of the President should be the prime agent for corporate research working in close conjunction with the several campuses but virtually all other fund raising activities should be housed in the separate campuses. Typically, alumni and others do not give to systems; indeed, the UA System office is not accredited. Their prime loyalty and sense of obligation is to their individual alma maters, but we note here that whatever, thoughtful consideration should be given to Curt Simic's recommendations.

The Most Efficient and Effective Design for a Fund-Raising Program:



CHARACTERISTICS OF OVERPRODUCTIVE FUND-RAISING PROGRAMS

1. Pay unusual attention to major gifts & planned giving
2. Separate corporate/foundation emphases
3. Telethons
4. Giving clubs & recognition programs
5. High number of names on mailing list
6. High number of solicitation calls
7. Use of technology

(60) The key to private support is relatively simple: do it "right" and support will be forthcoming, and it has not been done "right" in Alaska. The national average for alumni giving is over 17 percent, and some institutions go as high as 60 to 70 percent. The alumni giving percentage is the prime denominator for effective planned giving, capital campaigns and even corporate support. The President and the three Chancellors must each take thoughtful note of this. There are countless publications and conferences available, and Alaska, with its extraordinary academic culture, will be an ideal place to raise support for public higher education. There is only one private institution, Alaska Pacific, and it is relatively small but has a president who appears to appreciate the methodology of fund raising.

If properly administered and directed, fundraising costs should be below 20 percent, and over a five year period, should tend toward 15 percent or lower. It is indeed the case that, "It takes money to raise money." **(61) We recommend staffing the program as necessary and then carefully monitoring the costs. As a guideline, every new dollar spent should generate additional revenues of $6 to $8 over time.**

In light of past accomplishments, assets, and the alumni base, we believe a capital campaign should be considered. **(62) We recommend the employment of an appropriate firm to conduct a feasibility study for a capital campaign. Such a study, independently and anonymously conducted, will test the University's case for private support and help to determine the level of interest by current and prospective donors in providing funding through a comprehensive campaign.** A campaign will bring appropriate focus to the importance of fundraising, and we believe there are tremendous untapped resources. Over time, the impact will be dramatic. **(63) An immediate major gifts and planned giving effort, coupled with the implementation of new processes, should lead to a prompt and positive impact on the "bottom line," engaging alumni and friends in the future of the University while setting the stage for successive campaigns.**

The Chancellors, in coordination with staff or key volunteers, are crucial to soliciting these gifts and providing careful stewardship and attention to this group of donors. Planned gifts

provide examples for others to follow, and the Chancellors, with appropriate help from the President, must be in the forefront of this fund raising activity.

Obviously the significant involvement of major constituencies is crucial to the success of any institution's development program. Students, parents, faculty, alumni, business and government leaders - - all have important roles to play. Key among the leadership groups will be governing boards. For example, a feasibility study determines the direction and board members must be involved as well as other major supporters. Although not all board members are outstanding solicitors, most possess other assets in fulfilling their board responsibilities. In Alaska, Board members can introduce, host, open doors, and endorse the development activities, thus lending the Chancellors and the President critical support in solicitation strategy and implementation.

In this course, outside consulting is an imperative. Noted below are the names of several experienced fund raising consultant firms:

-The Sheridan Group (240-463-1708)

-Barnes & Roche, Inc. (610-527-3244)

-Gonser Gerber Tinker Stuhr (630-505-1433)

-Grenzebach Glier & Associates, Inc. (312-372-4040)

-Ketchum, Inc. (646-935-3900)

-Washburn & McGoldrick, Inc. (518-783-1949)

In a survey of former college presidents, invariably, they indicated that they wished they had more rigorously evaluated every advancement activity (alumni, public relations, publications, et. al.) using development (fund raising) as a model. They also indicated that they had, or wished they had, a development officer in charge of the entire advancement division. For obvious reasons, development officers are by nature inclined to accept performance indices relating to the amount of money raised.

Alumni

The University of Alaska has an estimated 62,000 living alumni. Approximately 80 percent reside in Alaska. Among the more distinguished alumni are:

- Tom Albanese, CEO, Rio Tinto
- Mark Myers, former Director of US Geological Survey
- Syun-Ichi Akasofu, geophysicist and founding director of the International Arctic Research Center
- T. Neil Davis, geophysicist and author
- Curtis Fraser, hockey player
- Otto W. Geist, explorer and naturalist
- Jay S. Hammond, former Governor of Alaska
- Jordan Hendry, hockey player
- Margaret Murie, naturalist and author

UAF, UAA and UAS each maintain their own alumni association; this is a good start. To their credit, the alumni organizations attached to each campus carry out a variety of typical alumni activities including sponsored events, mailings and Internet contacts. What seems to be lacking, however, is a well-defined sense of their mission and purpose---an understanding on their parts of why they are doing what they are doing. The blunt truth is that there is no reason for institutions to sponsor alumni organizations and activities unless those organizations and activities further the educational mission of those institutions. That is, unless there is a positive connection between alumni events and outcomes that an institution desires---notably, enhanced fund raising but also improved admissions, enhanced fund raising, better placement of students, increased political influence, etc.---there is no reason for colleges and universities to sponsor alumni activities. Universities are not social clubs.

As noted above, the annual fund is the cornerstone of successful fund raising programs but today planned giving is at the apex of the development process. Wills, trusts, and pooled income funds preserve institutional quality by establishing endowed scholarships, chairs and professorships.

What is missing at the University of Alaska is the realization that every alumni event and every alumni activity must be directed at improving the University position. It is not sufficient

for alumni associations to assert that alumni like the social events that they sponsor, or that these events keep alumni in touch with the University. What is required is for alumni organizations to plan and carry out events that demonstrably meet the goals of the university. Thus, the associations need to know precisely who attends their events and what, if anything, these people do for the University. Alumni organizations need to know who reads the materials they send, whether via mail or Internet. They need to know how their social networking sites translate to furthering the University's goals.

(64) What is required, then, is a much more analytical, even hard-hearted evaluation of alumni activities and personnel. The bottom line is that either the events and the personnel demonstrably improve the University of Alaska's position, or they should be modified or abandoned. We recommend that each campus analyze its alumni events and personnel to determine the extent to which there is evidence that they actually further UA objectives, particularly alumni and fund raising. As noted below, as is often the case in "the lower 48," we recommend that each of the campus alumni officers be primarily responsible for the annual fund. There is little question that alumni programs can be highly positive tools for institutions of higher education, but one should not automatically assume that this is true. There is often no bridge between friend raising and fund raising; putting the annual fund under an alumni director ensures a marriage between friend raising and fund raising. (The most recent issue of *CASE Currents* in October 2010 includes an article on the integration of alumni relations and development.)

As mentioned above, alumni generally voice strong support for the University of Alaska and indicate appreciation for the quality of the education that received there. However, typically this has not translated into financial support. Data supplied by the University reveal the following:

UAF	3.9% of alumni with addresses made a gift in FY 10
UAA	5.9% of alumni with addresses made a gift in FY 10
UAS	1.3% of alumni with addresses made a gift in FY 10

These figures clearly indicate that there has been no focus in alumni activities upon fund-raising.

Analysis of Web Content and Publications

In the past two years, news developments surrounding former Alaska Governor Sarah Palin and more recently, the Alaska Republican primary and a tragic private plane crash that took the life of Senator Ted Stevens have greatly expanded national and international exposure of the State of Alaska, making it much more visible to Americans in "the lower 48." Good or bad, this enhanced coverage spotlighting Alaska provides an unparalleled opportunity for the University of Alaska System and its member institutions to showcase their strengths to potential students, employers, donors, the national media and other constituencies.

Specifically, the System can use this enhanced, enlarged focus on the State to tell its story and to sell the unique combination of vast natural resources, abundant recreational opportunities, diversified economic strength and multicultural heritage to current and potential stakeholders.

A review of the website and publications indicates that the University of Alaska System both recognizes this opportunity and has already begun to embrace it in a thoughtful, focused and systematic way. In particular, the tagline "Many Traditions One Alaska" and contemporary logo are used consistently and effectively across multiple platforms. In addition, with respect to graphic identity, a "family look" is apparent in both the website and major current publications.

Clear, consistent and compelling messages embracing the above opportunities and also targeting taxpayers and state legislators are evident on both the website and in newer publications. The importance of distance learning and workforce development in a far-flung, rural environment is also addressed strategically.

(65) Additional opportunities remain in creating focus, use of graphics and photography and in targeting future students and families as well as in cross-marketing, using print publications to drive audiences to the excellent website, among others.

System Website

The geographical size of Alaska and remoteness of some constituents makes a clear and compelling website paramount. A review of the homepage as well as interior pages, links to campuses within the system and to key departments and services demonstrates that the System as well as component units have devoted considerable thought and resources to development of a website that is both graphically attractive and highly navigable. The site is clean, clear, student friendly, creative and "fun." The innovative use of contemporary graphics on the homepage is likely to attract potential students and others, while the use of scrolling current news headlines enhances the likelihood of return visits to the site.

While the homepage does contain a lot of information, it is extraordinarily well-organized and does not present a cluttered appearance. A browser can quickly and easily navigate to sites of interest, including links to distance learning, giving and others.

President Gamble's page, easily accessible from the homepage, is well-done, the thumb-nail photo is a good idea, and the site contains helpful cross-links to other sites.

Use of the UA system logo and tagline are consistently repeated and positioned throughout the site on all key pages, though we noted that it is not displayed on the homepages of the member institutions. A standardized, attractive template and palette of colors is apparent throughout the site, with quick links to individual campus sites. Homepages of the latter are also attractively and consistently designed, with good use of the respective institutional logos.

(66) Opportunities to strengthen the System website include stronger use of photography for impact (a need in many publications, as well), a direct link to admissions information for prospective students and families (although it is likely that many would go first to the individual campus sites, which do provide such links) and more interactive features to encourage repeat visits. Many photos on the home page are run too small for maximum impact, and this is also true in many publications. Best practice is fewer photos run larger. Quality of some photos is also mediocre, with too many posed shots of people and not enough showing genuine interaction.

Overall, though, the System and its constituent units can take pride in effective, navigable websites with very fast links.

Messaging

Communications targeting non-students or prospective students and families (these will be addressed later under "admissions publications") are effective in identifying and consistently reinforcing key messages and themes to major stakeholders. These include the following:

- The UA System is a good steward of resources and taxpayer dollars; (legislators, taxpayers, donors);
- The System and campuses deliver a high-quality product cost-effectively in a way (in-person, distance, throughout the state) that potential consumers and employers can utilize;
- The System and its campuses represent a collaborative partner with state employers, business and industry in workforce training and development and especially, in technical education delivered through community colleges;
- The System is progressive and forward-thinking;
- The System and its campuses represent a major resource for the state in health care delivery and other key areas;
- The System and its campuses are a major employer, with a significant economic impact upon the state and communities in which it is located;
- The System acknowledges the multicultural heritage and identity of Alaska and its people as well as the opportunities presented to it by its enormous natural resources and "green" possibilities

Graphic Identity and Use of Tagline in Branding

Use of the very good System tagline, "Many Traditions One Alaska" and attractive, contemporary logos are repeated consistently and effectively throughout the website and publications. Logos of individual campuses appear, appropriately, in subordinate positions as design elements. Newer pieces, "University of Alaska at a Glance,"

"Facts, not Fiction," "Training Tomorrow's Workforce Today" and the piece featuring regents' photos on the back reflect an emphasis on creating a "family look" in design and color

palette. Some older publications do not reflect such design elements, but it is likely that many of these will be phased out and replaced with additional web content.

(67) Publications appearing to target potential students and families feature a secondary tagline, "Learn, engage, change" (University of Alaska Southeast). This, plus a more consistent brand and family look, might be encouraged throughout publications of constituent campuses. For out of state students, who represent a strong source of higher tuition revenue, the advantages of studying in a diverse, outdoors-oriented Pacific Rim environment could appeal to students in many disciplines.

Major System Publications

(68) Photography is an area that needs to be addressed throughout. As noted, many photos are run too small for impact. Too many are obviously posed, showing either no or little interaction, with subjects staring directly into the camera. In others, such as the front page of the Winter 2009 System newsletter, shots of equipment appear with no people for context. Some photos could benefit from tighter cropping. An upgrade in this area would benefit the entire publications and web areas.

System Newsletter

(69) In addition to enhanced photography, as noted above, high-priority needs for this publication are reduced word counts to avoid a cluttered look and to enhance readability and a less static, more contemporary design.

(70) On the front page, for example, the "Inside This Issue" sidebar is much too copy-heavy, discouraging readers from venturing inside. Simple bullets without text would be more effective. Inside features such as "Partnering with business and industry" (pages 2-3, Winter 2009 edition) similarly contain too much "gray." Use of bolding, subheads and larger boxes/screens would make this spread more reader-friendly. Photos without people are uninviting and lack context, and cutlines are too small to read. Call-outs should be run larger with enhanced spacing and leading. Photos bled off the edges of the page would create a less "boxy" look while allowing for greater impact. The use of phone numbers,

websites and e-mail addresses to drive readers to the relevant site at the bottom of the page is effective, but could be run one or two points larger.

(71) Even given budgetary constraints requiring two-color, the second color could be used more effectively in boxes, graduated screens, sidebars and spot color. If budget permits one color signature inside, it would enhance the graphic appearance. More illustration and graphics, in addition to photos, would enhance readability and break up copy.

Content seems appropriate to key constituencies, including employers, legislators and community partners.

If and when this publication is delivered online, a recommendation to encourage readership would be to offer a few pieces in the e-version not available in the print publication, driving audiences to the website.

Other Publications

Generic 4-Panel Color Publication

Primary target audiences for this piece appear to be legislators, taxpayers, donors, employers and the business community and perhaps secondarily, families, students and referral sources.

The piece is attractive and well-designed. Content is appropriate for a generic audience, covering all the bases. The cover is clean and inviting. Use of screens and second color to break up copy is well-executed, although best practice in use of reverse lettering over the dark blue panels would be to run text larger, to screen down the color, or both, for enhanced readability. Heads and subheads are well-displayed. Care has been taken in selection and cropping of photos. The panel displaying the state map with location of campuses and brief blurbs about each campus are effective factoids for potential students. Use of individual campus logos—all very attractive graphically—is well-placed subordinate to the System logo on the front page.

(72) The entire piece, however, appears cluttered, with too much copy and some point sizes too small to read easily. Either a panel needs to be added, or copy needs to be cut in length.

Facts, Not Fiction

This piece is extraordinarily effective graphically, with an attractive color palette and excellent content. If it is not presented online, it should be, perhaps as rotating images on the front page.

(73) Other uses for the "Did You Knows?" could be explored—perhaps as tent cards at System-sponsored events, on the back of business cards, as sidebars in the newsletter, etc.

University of Alaska at a Glance

Evidently designed as a companion piece to "Facts, Not Fiction," the color palette and design of this piece are also attractive and readable. The audience for this publication is unclear. The front panel appears to be designed as a generic stand-alone piece, but the back panel seems to target legislators, donors and taxpayers. The two don't seem to go together. **(74) Again, some of this information – "successes in efficiency" could be presented on a rotating basis on the homepage. Copy on the back panel is crowded, and the graphic, "State Appropriation Comparison" run too small to be easily read.**

"Training Tomorrow's Workforce Today"

This piece, too, appears to be designed as a companion piece to "The University of Alaska at a Glance" and "Facts: Not Fiction," targeting employers, business, industry and educators while showcasing the vital role of community campuses around the state as workforce training centers. It is attractive graphically and contains a large volume of information well-organized and well-presented. The "Partnering for Success" spread could be reprinted as a separate pamphlet for distribution to appropriate audiences and also placed online.

(75) The same comments made above about point size of the font, reduced word counts and use of colored screens behind copy to break up "gray" apply to his publication.

Copy reversed over some sidebars with colored screens is difficult to read because of small type and lack of contrast. While the color palette and use of second, third and fourth colors are effectively graphically, design must always support content and messages.

(76) In addition, while some photos are excellent, well-composed and well-cropped, most are run too small to be effective. Use of bullets to summarize key messages is effective, particularly on the back cover, a space often wasted in publications.

(77) In this and other publications, thought should be given to using them as vehicles to driving audiences to the excellent System website, permitting reduced word counts with additional information available online.

Alaska Career and Technical Education Plan

This report is presented attractively and concisely with consistent messaging; although it contains a great deal of information, use of white space, leading and subheads break up copy for greater readability. The high-quality, coated stock and use of 4-color convey a quality image. Content reinforces messages of quality, innovation, strategic planning and accountability found in other System publications for key constituencies. This is a serious, thoughtful, impressive piece.

Other publications (i.e., "Health Programs," "Finance & Performance Summary") appear to duplicate information found in other publications and might best be replaced with online content and/or integrated into other publications.

Individual Campus/Admissions Publications

It is critical to an effective branding campaign for the System as a whole that individual campus components, while differentiating their offerings and modes of delivery, display consistent messaging and graphics with publications/web content of the System as a whole. This is executed unevenly in regard to individual campus publications.

(78) Most publications reviewed are those of the University of Alaska Southeast. Key messages and graphic identity need to be better integrated with those of the System to

cross-market the brand. This appears to have been done effectively with campus and the System websites, but individual campus publications need to be taken to the next level.

(79) In regard to family look and graphic identity, the UA System logo should appear in a position subordinate to that of the individual campus identity; color palette and design template need to complement that of other campus and System publications.

(80) With regard to messaging and targeting of key audiences, the Alaska Southeast pieces are unfocused and do not seem to target out-of-state students who might enroll because of unparalleled opportunities to live and study in a vast wilderness area that offers opportunities for recreation and fitness not easily found in "the lower 48."

While it is unclear the extent to which the UA System seeks to attract out-of-state students who could generate additional revenue in the form of higher tuition, this audience—especially students in California and the Pacific Northwest—clearly presents a major opportunity for constituent campuses. (The other significant growth opportunity lies in the expansion of distance learning programs and technical/vocational training; existing publications and a dedicated web location seem to adequately address this need.)

With respect to recruiting, program niches capitalizing on Alaska's huge natural resources and environmental concerns could target students interested in "green" careers such as environmental science, sustainable engineering and architecture and others.

(81) Recruiting publications targeting potential students, families and referral sources need to showcase academic programs building on Alaska's unique strengths and capabilities, creating interest and excitement among out-of-state students. In addition, outcomes should be more strongly emphasized: what can a student gain from a UA education that he or she might not obtain from an out-of-state institution? System campuses might consider adding a dedicated "outcomes" page to their websites, with a link from the System site.

(82) Finally, the System might consider investing in a comprehensive publications audit (CASE and others will undertake these free of charge) and also reviewing CASE and other award winners in the "admissions" area to enhance its offerings.

Summary

The scenic beauty, abundant outdoor activities, fitness-oriented lifestyle offering synergy with "green" academic niches and careers and multicultural nature of Alaska, coupled with enhanced national exposure, offer the University of Alaska System a window of opportunity to upgrade and enhance its web presence and publications to fully capitalize on these strengths and developments.

While the existing website is strong and well-integrated with that of constituent campuses, more thought and focus need to be placed on the plethora of publications. Many could likely be eliminated and incorporated into existing web content. Others, especially in the recruiting area, need to be honed with a tighter, more compelling and focused message on the advantages of living and studying in Alaska. Integrated branding and messaging throughout the System and campus publications would strengthen an already strong external and internal communications program.

XI. PLANNING: STRATEGIC AND PHYSICAL

Strategic

The existing strategic plans of the UA System, UAF, UAA and UAS are notable for presenting lofty ambitions. The plans represent classic "wish" documents that for the most part portray what the System and campuses would like to do and become. As such, they often challenge reality. Further, the individual campus strategic plans sometimes stretch the missions of those institutions.

Strategic plans can and should depict aspirations, but the most useful strategic plans ultimately are realistic. They detail the costs of objectives, the sources of funds, who will be responsible for implementation, time lines for implementation, metrics for evaluation, who will evaluate, and when the evaluation will occur. The UA strategic plans often omit one or more of these of critical considerations. Consequently, they are valuable primarily in expressing the aspirations of the System and the campuses. **(83) We recommend that the System and the individual campuses generate new strategic plans that accurately reflect their respective missions, are realistic in terms of their financial implications, and clearly indicate funds sources, responsibility for implementation, and time lines for implementation and assessment.**

As these new strategic plans are generated, all should understand that most strategic plans are out of date the day they are approved because of the dynamic nature of the world in which higher education operates. Because this is so, strategic plans should not be regarded as straitjackets; even the best ones nearly always are in need of updating.

The most valuable outcome of strategic planning often is the analysis and conversations that emanate from them. Well orchestrated strategic planning processes bring together all critical campus constituencies. Both participants and observers gain improved understanding of their institutions' strengths and weaknesses as well as the critical variables in their environments. Good strategic plans result in broad participation, enhanced realism, and critical buy-in

concerning institutional futures. These are valuable results that are somewhat independent of the content of the plans.

(84) In our view, however, before additional strategic planning occurs, it is essential that action be taken to clarify the missions of the respective institutions and that it deal explicitly with the future roles of UAF and UAA. This may well be contentious, but is necessary if the UA System is to maximize its impact and serve the citizens of the State of Alaska in the best possible fashion. Anticipated future financial constraints serve to underline the importance of mission discussions.

Physical Planning

The Board and the UA System Office have done a commendable job in planning and implementing the physical expansion of the 16-campus system. Simultaneously, they have expanded the system into many remote areas of the state, fueled the growth of the UAA campus with a steady stream of new buildings, given reality to the UAS campus, and have provided support for critical research initiatives on the UAF campus.

Well done. However, while most of these needs will continue in the future, the financial capabilities of the system may require a different tenor of decisions. It seems likely that new building construction will decelerate; that distance learning will assume increased importance; and, that maintaining UA's current physical plant will become an even more pressing consideration.

With regard to deferred maintenance, UA reports that it now has $800 million in deferred maintenance projects. This translates to an imposing $43,000 per FTE student and $587,000 per FTE faculty member. It cannot be long before an increasing number of UA facilities are partially or totally unusable because of leaky roofs, inoperative HVAC systems, etc. **(85)** W**e recommend that the President and the Board of Regents meet with the Governor, legislative leaders and citizens throughout the state to outline the full implications of the deferred maintenance challenge and to propose solutions. It is the obligation of the state to**

maintain its physical assets; that is clear. However, the state's willingness to invest in that obligation might increase if the UA System were to propose some substitutions of refurbished, energy efficient buildings for new construction, greater use of technology and distance learning to serve additional students, and a significant reduction in the size of the UA System office. The possibility of earmarked student fees for maintenance of classroom buildings also should be explored, provided the state at least matches student contributions. Proposals of this ilk may antagonize some parties. Nevertheless, action is needed and both the size of the deferred maintenance problem and the likelihood that the state's financial position will deteriorate in the next few years require innovative solutions and compromise.

APPENDIX A

James L. Fisher

Review Team Chair

A registered psychologist with a Ph.D. from Northwestern University, James L. Fisher is President Emeritus of the Council for Advancement & Support of Education (CASE) and President Emeritus of Towson University. He has taught at Northwestern, Illinois State, Johns Hopkins, Harvard, and the University of Georgia. He coined the term institutional review and has conducted hundreds of institutional and governance reviews for public and private institutions and systems. He also conducts presidential searches, presidential evaluations and contracts and serves as counsel to presidents and boards.

He has written scores of professional articles and has also been published in such popular media as *The New York Times, The Washington Times, The Baltimore Sun, and the Palm Beach Post*. The author or editor of eleven books, his book, *The Board and the President*, "clearly established him as the nation's leading authority on the college presidency," wrote Michael Worth of George Washington University reviewing in *Currents*. His *The Power of the Presidency* was reviewed in *Change* magazine as "... the most important book ever written on the college presidency" and was nominated for the non-fiction Pulitzer Prize. His book, *Presidential Leadership: Making a Difference*, has been reviewed as "...a major, impressive, immensely instructive book, ...a virtual Dr. Spock for aspiring or new college presidents, and ...a must read for all trustees." *The Entrepreneurial College President* (2004) is "…a Bible for those who are presidents…" and "…those engaged in research…," *The Journal of Higher Education* and *Interactive Reviews*. His newest book on corporate CEOs, *Born, Not Made: The Entrepreneurial Personality*, was recently published.

Dr. Fisher has been a trustee at ten private colleges and universities and two preparatory schools. A former Marine, he presently serves as a board member of the Marine Corps University, Marine Military Academy, Millikin University, and Florida Institute of Technology. He has received awards for teaching, writing, citizenship and leadership and has been awarded twelve honorary degrees. At Illinois State, The Outstanding Thesis Award was named by the faculty, The James L. Fisher Thesis Award. The faculty at Towson University recommended that the new psychology building be named after him, and the CASE Distinguished Service to Education Award bears his name.

Gordon K. Davies

Biography

Gordon Davies served as the Director of the State Council of Higher Education for Virginia from 1977 until 1997, and as President of the Kentucky Council on Postsecondary Education from 1998 until 2002. He has taught at Yale University, Richard Stockton State College, the Teachers College of Columbia University, and Birzeit University in Palestine. He was a founding dean of Richard Stockton State College in New Jersey. Born in New York City, he is a Navy veteran and worked for several years in computer sales for the IBM Corporation. His earned degrees are from Yale University in English (BA) and the Philosophy of Religion (MA, PhD).

He currently serves as a senior adviser to a Lumina Foundation project, Making Opportunities Affordable, and to the Miller Center of Public Affairs at the University of Virginia. From 2002 through 2006, he directed a project to improve state higher education policy making. Funding for the project was provided by The Pew Charitable Trusts.

In 2007, he served on a panel appointed by Virginia Governor, Tim Kaine, to investigate shootings at Virginia Tech that left 33 people dead and 17 wounded on April 16, 2007.

During the academic year 2009-10 he taught at Birzeit University.

James V. Koch

Biography

James V. Koch is Board of Visitors Professor of Economics and President Emeritus at Old Dominion University, Norfolk, VA. Dr. Koch served as President of Old Dominion from 1990-2001. Prior to that, he was President of the University of Montana, 1986-1990. An Exxon Foundation study of American college presidents selected him as one of the 100 most effective college presidents in the United States. During his tenure at Old Dominion, the University recorded its first Rhodes Scholar, developed the largest televised, interactive distance learning system in the United States, and initiated more than $300 million in new construction.

Dr. Koch is an economist who has published nine books and 90 refereed journal articles in the field. His *Industrial Organization and Prices* was the leading text in this specialty for several years. The focus of his current research is the economics of e-commerce. He has taught at institutions ranging from Illinois State University to Brown University, the University of Hawaii, and the Royal Melbourne Institute of Technology. He has been individually or collectively involved in the assessment of more than 30 presidents and institutions of higher education.

Dr. Koch earned his Ph.D. degree in Economics from Northwestern University. He has received three honorary doctoral degrees from universities in Japan and Korea and has received a host of honors from organizations such as the Urban League, the National Association for the Advancement of Colored People, and several regional economic development agencies.

Scott D. Miller
Biography

Scott D. Miller is President of Bethany College in West Virginia and M.M. Cochran Professor of Leadership Studies. Respected as one of the most entrepreneurial higher education executives in America, Dr. Miller is in his twentieth year as a college president.

Dr. Miller came to Bethany with the same innovative spirit that enabled him to transform Wesley College in Delaware during his 10-and-a-half-year tenure as President of the College and Du Pont Professor of Leadership Studies. Dr. Miller launched a comprehensive 10-year master plan "Wesley College: From Here to 2010," resulting in the construction of $40 million worth of campus facilities including an Academic Village (student residences), an honors house, new athletic complex, tripling of enrollment, creation of a satellite campus in northern Delaware, acquisition of the historic Schwartz Center for the Performing Arts, and the addition of several new graduate, undergraduate, and non-traditional academic programs. The "Campaign for Wesley" raised more than $67 million. He was named President-emeritus in 2007, and the Wesley National Alumni Association initiated the Dr. Scott D. Miller Leadership Scholarships. The entire sports complex was named the Scott D. Miller Stadium.

Prior to Wesley, he served for seven years (1991-97) as president of Lincoln Memorial University in Tennessee, where he was executive vice president (1988-91) and vice president for development (1984-88). He also served as Director of College Relations and Alumni Affairs at Rio Grande College (now University) in Ohio. Known as an accomplished fundraiser, Dr. Miller has raised more than $140 million in his years as a college president.

During his career, he has earned a number of professional accolades including three Council for Advancement and Support of Education (CASE) "Circle of Excellence Awards." He was one of 17 presidents profiled in a Kauffman Foundation-funded book, "The Entrepreneurial College President." He was featured as one of six transformational case studies profiled in "Weathering Turbulent Times"; as one of four transformational case studies profiled in "The Small College Guide to Financial Health"; and was noted in "Born, Not Made: The Entrepreneurial Personality."

Dr. Miller is a regular columnist for "College Planning and Management" and "The State Journal." He is the author of a widely distributed e-newsletter, "The President's Letter," which is received by more than 12,000 subscribers. He is the co-executive editor of "Presidential Perspectives," an on-line presidential thought series that has resulted in four books, and he recently co-published a second volume of "President to President: Views on Technology in Higher Education."

He has written more than one hundred articles and written or edited eight books, most with his long-time co-author, Dr. Marylouise Fennell, a former college president and current senior counsel for the Washington, DC-based Council of Independent Colleges, of which Dr. Miller is a former board member and officer. He continues to chair the acclaimed CIC New Presidents Program.

Dr. Miller earned an M.A. from the University of Dayton, an Ed.S. from Vanderbilt University, and a Ph.D. in higher education administration from The Union Institute & University. His doctoral dissertation was a landmark study of resource development effectiveness at the 38 institutions with membership in the Appalachian College Association.

James T. Rogers

Biography

As chief executive officer of the Commission on Colleges of the Southern Association of Colleges and Schools, James Travis Rogers provided leadership toward improving the quality of education throughout the South. His work involved accreditation of degree-granting postsecondary institutions in an 11 - state region. A former Navy pilot and college president, he is also known for the leadership he has provided countless professional and civic organizations.

Dr. Rogers was named in 1985 to his position as Executive Director of the Commission on Colleges of the Southern Association of Colleges and Schools after a fifteen-year career as President of Brenau College (now called Brenau University in Gainesville, Georgia). Prior to becoming the President of Brenau, he held various teaching and administrative positions, including that of Director of Student Personnel at Pensacola Junior College and Dean of Student Affairs at Armstrong State College (now called Armstrong Atlantic State University) in Savannah.

A native of Cleveland, Mississippi, he graduated from high school and went on to Delta State University in his hometown to earn a B.S degree in biology. From 1956 to 1960, he served in the U.S. Navy as a pilot and flight instructor, attaining the rank of lieutenant commander. After his naval service, Rogers returned to graduate school at Florida State University where he received a doctorate in administration and higher education. At FSU he was elected into a number of honor societies including Phi Kappa Phi and Phi Delta Kappa, and held a Kellogg Graduate Fellowship.

Rogers has written for various publications and has spoken at college commencements, high school graduations, honors day convocations, and association functions. Topics have encompassed a broad range including management theory, leadership, academic issues, student activism, and institutional effectiveness.

APPENDIX B

Interviewees:
Don Bantz, APU President
Brian Barnes, Dir Institute Arctic Biology
Carla Beam, Benefactor
Joe Beedle, President, Northrim bank
Beth Behner, SW Chief Human Resource Officer
Todd Bergman, Alaska Process Industries Business/Ed Compact
John Blake, UAF AVC Research
Barbara Bolson, Dir Kodiak Campus
Rod Boyce, Managing Editor, *Fairbanks News Miner*
Bert Boyer, Dir CANHR
Tim Brady, UA Regent
Miles Brooks, UAA Student Body President
Roger Brunner, SW General Counsel
Abul Bult-Ito, UAF Professor
Keni Campbell, UAS Alum
Megan Carlson, Academic Project Specialist
Nicole Carvajal, UAF Student Body President
Rick Caulfield, UAS Provost
Tami Choquette, UA Foundation
Steve Cobb, UAA Athletics Dir
Talis Colberg, Dir MatSu Campus
Fuller Cowell, UA Regent
Lori Davey, UAA Alum
John Dede, UAA AsAVO Institutional Effectiveness
John Dehn, UAF Faculty Senate President
Doug Desorcie, President, PWSCC
Pat Dougherty, Managing Editor, *Anchorage Daily News*
Mike Driscoll, UAA Provost
Emily Drygas, UAF Dir Development
Erick Drygas, UA Regent
Larry Duffy, Int Dean, Graduate School
Josh Edge, Managing Editor, UAA *Northern Lights*
Senator Dennis Egan, Juneau
Mike Felix, President, UA Foundation
Ken Fisher, UA Regent
Larry Foster, UAA Professor
Shannon Foster, Registrar, PWSCC
Patrick Gamble, President
Keith Gerken, UAS, Dir Facilities Services

Wendy Gierard, UAS Dir, Ketchikan
Jamie Ginn, UAS Student Government
Carol Griffin, UAS Vice Chancellor Admin Services
Nancy Hall, Facility scheduling
Jan Harris, UAA/SW Health Planning
Pauline Harvey, Dir UAF Chukchi
Lee Haugen, Dir UAF NW
Joe Hayes, UAF Alum
Kim Heidemann, Mathematical Sciences
Susan Henrichs, UAF Provost
Cynthia Henry, Chair, UA Regents
Larry Hinzman, Dir IARC
Mary Hughes, UA Regent
Pat Jacobson, UA Regent
Carla Johnson, Dir UAF Int Aleut
Lynne Johnson, UAS Dir Development, Alum
Millie Johnson, Alaska Process Industries Business/Ed Compact
Jeff Johnston, UAS Dir, Sitka
Bernice Joseph, Vice Chancellor, Rural/Community & Native Educ
Dan Julius, UAA VP Academic Affairs
Diane Kaplan, Benefactor
Forrest Karr, UAF Athletics Dir
Pete Kelly, Former Dir, UA State Relations; Special Asst to Gov Parnell
Cari Ann Ketterling, Alaska Process Industries Business/Ed Compact
Janie Leask, President, First Alaskans Native Non-Profit
Christine Lidren, Governance office
Grace Lumba, UAS Student Government
Richard Mandsager, CEO, Providence Hospital
Carl Marrs, UA Regent
Bob Martin, UA Regent
Julia Martinez, UAA Alum
Steve McDonald, KTUU TV
Sean McGee, UAF Chief of Police
Deb McLean, Dir UAF BrisBay
Craig Mead, Registrar's office
Jo Michalski, Benefactor
Tom Miller, AVP Accred & UG Programs
Steve Murphy, President, ABR, Inc. Environ Research & Services
Joe Nelson, UAS Dean, Enrollment Mgmt
Bonnie Nygard, UAA AVP Workforce Dev
Saichi Oba, SW, Vice Chancellor Student Affairs
Megan Olson, UAA, Vice Chancellor, Advancement
Sarah Pace, Registrar's office
Ann Parrish, Benefactor
Mary Pete, Dir UAF Kusko
John Petraitis, UAA Faculty Senate President

Gail Phillips, UAF Alum
Jeannie Phillips, Exe Officer, UA Regents
Norm Phillips, CEO, DOYON Native Corp
Pete Pinney, Dir UAF TVC
Pat Pitney, UAF Vice Chancellor Admin Services
Jake Poole, UAF, Vice Chancellor, Advancement
John Pugh, UAS Chancellor
Ed Rasmuson, Rasmuson Foundation
Wendy Redman, EVP, UA System
Dave Rees, Alaska Process Industries Business/Ed Compact
Gary Rice, UAA AVP Institutional Research
Gwenna Richardson, UAS Staff Council
Kate Ripley, Dir Public Affairs
Michelle Rizk, SW AVP Budget
Brian Rogers, UAF Chancellor
Beth Rose, UAA AVC Development
Marie Russell, Chair, UAF Staff Council
Mary Rutherford, SW AVP Development
Helvi Sandvik, President, NANA Development Corp
Karen Schmitt, UAA Dean, CTC
Bruce Schultz, UAA Vice Chancellor Student Affairs
Andrew Sheeler, Editor, UAF *SunStar*
Steve Smith, SW CTO
Bill Spindle, UAA Vice Chancellor Admin Services
Lisa Sporleder, Chair, UA SW Staff Council
Senator Gary Stevens, Kodiak
Sherry Tamone, UAS Faculty Senate President
Dana Thomas, V Prov & Accreditation
Senator Joe Thomas, Fairbanks; former UA Regent
Joe Trubacz, SW VP Finance/CFO
Chris Turletes, UAA AVC Facilities
Gary Turner, Dir Kenai Campus
Fran Ulmer, UAA Chancellor
Kevin Vanderwall, UAA Student Body VP
Fred Villa, SW AVP Workforce
Bob White, UAA Assoc Vice Chancellor Research
Gwen White, SW AVP Institutional Research
Rich Whitney, UAA CIO
Kirk Wickersham, UA Regent
Linda Zanazzo, UAF, Dir Facilities Services

PLUS: Separate groups of UAF Graduate Faculty; UAF Faculty Senate; UAF Rural Students; UAA Faculty Senate; UAA Deans; UAA APT Advisory Council; SW Coalition of Students; SW Deans; SW Faculty Alliance; UAS Student Government; Community College Students; Community College Faculty; and Thirty Anonymous Students, Staff and Faculty

APPENDIX C

CONFIDENTIAL

UNIVERSITY OF ALASKA STATE-WIDE SYSTEM
REVIEW INTERVIEW FORM

_____ _____ _____
Name Title Date

We have been asked to review the condition of the University of Alaska System. Please respond in terms of your impression of the following. Your answers will be kept in **confidence**.

1. GENERAL CONDITION OF THE SYSTEM AND YOUR INSTITUTION (STRENGTHS, LIMITATIONS)

_____
_____
_____
_____
_____

2. ACADEMIC PROGRAMS (UNDERGRADUATE/GRADUATE)

_____
_____
_____
_____
_____

3. TECHNOLOGY

_____
_____
_____
_____
_____

4. FACULTY (QUALITY, MORALE, WORKLOAD, COMPENSATION, ET AL)

_____
_____
_____
_____
_____

5. STUDENTS (FACULTY ADVISING, STUDENT SERVICES, CREDENTIALS, MORALE, AWARENESS, RACIAL, ET AL)

_____
_____
_____
_____

6. ADMISSIONS, RETENTION, FINANCIAL AID, ET AL

7. INTERCOLLEGIATE ATHLETICS

8. ADMINISTRATION (SYSTEM AND CAMPUS)

9. SENIOR OFFICERS

10. BUDGET AND FINANCE (FACILITIES, ET AL)

11. FUND-RAISING AND DEVELOPMENT

12. PUBLIC RELATIONS

13. ALUMNI AFFAIRS

14. SYSTEM AND CAMPUS GOVERNANCE

15. BOARD OF REGENTS AND SYSTEM OFFICERS

16. LEADERSHIP

17. NEXT STEPS

18. COMPARATIVE CONDITION OF THE UNIVERSITIES AND COMMUNITY COLLEGE, DOCUMENTATION IF ANY

19. ADDITIONAL COMMENTS AND OBSERVATIONS

APPENDIX D

Materials Used in the Review:

"Fisher Template" for: Anchorage, Bristol Bay, Chukchi, Fairbanks, Interior-Aleutians, Juneau, Kenai, Ketchikan, Kodiak, Kuskokwim, Mat-Su, Northwest, PWSCC, Rural College, Sitka, SW, UAA, UAF, UAF CTC, UAS

Position papers prepared by officers of the University of Alaska

Website information: Faculty Alliance, Staff Alliance, System Governance Council, Statewide Administration Assembly

Organization Charts for the UA Foundation, UA System, and campuses

University of Alaska Anchorage: Campus Profile Kodiak, Anchorage, Kenai, Matsu, PWSCC; Chancellor's Report (May 2010); MAU Profile UAA; Mission Statement; Strategic Plan; PWSCC Accreditation Report (Aug 31, 2009, Oct 1-2, 2009)

University of Alaska Fairbanks: Brochures; News clippings; Campus Profile Bristol Bay, Chukchi, Fairbanks, Interior Aleutians, Kuskokwim, Northwest, Rural College, TVC; Chancellor's Report (June 2010); Directory; Frontiers, Research at America's Arctic University (Summer 2010); FY 11 Budget; MAU Profile UAF; Mission Statement; Strategic Plan

University of Alaska Southeast: Campus Profile Juneau, Ketchikan, Sitka; Chancellor's Report (Feb 2010); Directory; MAU Profile Juneau; Mission Statement; Strategic Plan

University of Alaska System: Academic Master Plan; Board of Regents' Recap (Feb – Jun 2010), biographies, Policy and Reg; Brochures; DE Audit Finding Response Report; DE Report – Div of Leg Audit; DE Report – President's response; Dexter Report – Statewide IT Automation Review; Directory; Financial Statements; Foundation Annual Report; Governor's

Performance Scholarship Overview & FAQs; IT Executive Council Report; IT Program Management Report; MacTaggart Report and follow-up; McDowell Report – The Economic Impact of UA (2007 update and Revised draft); McDowell Report – UA Community Campus Impact Study; McDowell Report – University of Alaska High School Graduate Survey (2006 and 2008 Final Report); McDowell Report – Record of Proceedings: Administrative Influence Workshop (SALT/BC); McDowell Report – Contributions of UAF Life Sciences Research to the State of Alaska; News clippings; President's Report; Redbook; SB221 Act Information; Transfer Credit at UA Report to Board of Regents; UA at Work; UA Comparison of OIT Expenditures; UA Research: An Economic Enterprise; UA Foundation monthly Development Flash Report (6/1-6/30/10)