Chapter Two: Resources and Capacity

Eligibility Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Standard 2.A: Governance**

The University of Alaska (UA) System is headed by a president who reports to the Board of Regents (BOR). Each of the three constituent universities — UAF, UAA, and UAS — is separately accredited and is led by a chancellor who reports to the president. UA and UAF organizational charts provide further information on structure. UAF governance comprises the Faculty Senate, Staff Council, Associated Students of UAF, and the Governance Coordinating Committee. The Faculty Senate formulates academic policies, and Staff Council participates in developing policies related to benefits and working conditions. The Faculty Alliance, Staff Alliance, Coalition of Student Leaders, and System Governance Council, which includes faculty, staff, and students from all three universities, constitute governance at the system
level. This structure is widely understood, has defined authority, roles, and responsibilities, and provides for the consideration of the views of students, faculty, staff, and administrators. (2.A.1)

Board of Regents’ bylaws and policies delineate the division of authority and responsibility between the system and the institution. The president is authorized to adopt regulations consistent with bylaws and policies of the board. The president appoints the chief executive (chancellor) of each of the three universities after consultation with the regents. The chancellors have broad discretion and authority to oversee their respective multi-campus units. New academic programs and program deletions must be approved by the UA Board of Regents. Beyond this control, the authority to make academic program decisions resides with the campus chancellor, provost, deans, and faculty. (2.A.2)

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

**Governing Board**

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

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

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

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

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

The Statewide Academic Council meets regularly. It includes UA Academic Affairs Vice President Dan Julius, UAF Provost Susan Henrichs, Vice Chancellor for Research Mark Myers, the provosts of UAA and UAS, the UAA vice provost for research, and the UAF, UAA, and UAS Faculty Senate chairs. This group reviews academic programs and priorities and ensures compliance with accreditation and collective bargaining agreements. Collective bargaining issues are brought up separately at meetings of the Collective Bargaining Council, a group that also includes the three provosts. The president and other executive officers are regularly invited to meetings of these shared governance groups to relay important information regarding policy, budget, and politics.

Leadership and Management

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

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

- Provost and Executive Vice Chancellor for Academic Affairs Susan Henrichs determines strategic directions for academic programs through collaboration with deans of colleges and schools. The libraries, museum, graduate school, summer sessions and life-long learning, and broad-reaching Cooperative Extension Service are also under the provost’s supervision, as well as a number of support service units.

- Vice Chancellor Pat Pitney leads Administrative Services, guiding budget and financial management, police, fire department, facilities, and other administrative functions.

- Vice Chancellor for Research Mark Myers guides the development of priorities for the research mission. Institutes under the direction of this position include units that have faculty with joint appointments with colleges and schools.

- Vice Chancellor for Rural, Community and Native Education and Executive Dean of the College of Rural and Community Development (CRCD) Bernice Joseph leads the arm of the institution that provides education, mainly at the certificate and associate degree level, throughout Interior and Western Alaska, including the UAF Community and Technical College in Fairbanks. CRCD serves rural communities and an urban center. Its focus is on meeting the educational needs of Native constituents, and it delivers distance education. CRCD includes the Center for Distance Education.

- Vice Chancellor for Students Mike Sfraga directs all functions related to student services and co-curricular activities.

- Vice Chancellor for University Advancement John C. “Jake” Poole administers alumni affairs, public relations, development, intercollegiate athletics, KUAC public radio and TV, and Marketing and Communications.

- Executive Officer Bob Shefchik serves as a liaison between the Chancellor’s Office and
community and state officials and organizations. He is also responsible for implementing certain chancellor’s directives within UAF. Shefchik recently retired, but continues in this position part time.

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

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

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

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

The chancellor convenes meetings with internal and external advisory groups to solicit input on ways the university can be more responsive to student, local, state, national, and international needs. These groups assist the university in explaining its mission and needs to the public and recommend changes to policies and regulations. The Board of Visitors comprises 15 members of the local and state community, many of whom have been involved with UAF over the years. A similar group, the Fairbanks Community Advisory Council, is intended to maintain a close connection to the greater Fairbanks region. The charge to the advisory council is to lend advice to the chancellor, raising issues important to the stakeholders, and fostering two-way involvement with the Fairbanks community. The Master Planning Committee is also an advisory committee to the chancellor. Its charge is to assist in implementing and continually updating the Campus Master Plan, a document required by Regents’ Policy and University Regulation (05.12.030). A Technology Advisory Board advises the chancellor on the most effective use of funds generated by the institution-wide technology fee. The Chancellor’s Diversity Action Committee promotes an environment where the diverse nature of all people is acknowledged, respected, and valued. The Chancellor’s Advisory Committee on Native Education provides guidance and advice to the chancellor on planning, monitoring, and improving educational opportunities for Alaska Native students.

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

The Staff Council provides an open line of communication to administration on many important issues including working conditions, professional development, and salaries.
The Associated Students of UAF, a student-led governance organization, provides leadership opportunities for students and a means for students to provide opinions and information to administration. The Governance Coordinating Committee represents all three of the above organizations with the goal of coordinating the activities and priorities of the three bodies.

**Policies and Procedures**

**Academics**

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

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

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

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

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

**Students**

Regents’ Policy and University Regulation (09.02) lay out student rights and responsibilities. This policy also describes the student code of conduct, which addresses academic honesty. The catalog and the class
schedule also include a section on student conduct. Information about the students’ right to know and emergency procedures is also provided.

Changes to the student code of conduct and policies on campus safety, academic appeals, grade appeals, and residence life are reviewed by appropriate university personnel and/or deliberative bodies. In cooperation with faculty and staff, the dean of students is responsible for interpreting and enforcing the student code of conduct.

Through the judicial system, students may appeal conduct code matters to the designated individual in the office of the vice chancellor for students. UAF’s procedures promote fair and nondiscriminatory practices in dealing with students, staff, and faculty. The development of institutional policies and procedures involves faculty, students, administrators, and Board of Regents members as appropriate.

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

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

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

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

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

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

Admissions policies and procedures are broken into five sections within the catalog: occupational endorsement programs, certificate or associate degree programs, bachelor’s degree programs, graduate degree programs, and international students. Each degree level contains clear information about admission deadlines, how to apply, admission requirements for that level, and where to get more information. Admissions requirements vary significantly for each degree level. Specifically, occupational endorsements, certificates, and associate degree programs require that a student be at least 18 years old or have a high school diploma or have a General Educational Development (GED) diploma.

Bachelor’s degree programs require students to meet admission standards established in fall 2007. These standards require students to have a high school diploma, pass 16 credits of the high school core curriculum with a GPA of 2.5, and submit the results of the ACT Plus Writing or SAT exams. The standards further require students with a cumulative GPA below 3.0 to achieve an 18 on the ACT Plus
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Writing test or a 1290 on the SAT test. Students with a 3.0 or higher may simply submit the test scores. Students not meeting these requirements are admitted to the university as pre-majors and must complete at least 14 credits (9 credits of which must be from the Core Curriculum) with a C (2.0) or better to be changed to baccalaureate-admitted status.

Graduate admissions decisions are largely left to individual departments, which may have individualized requirements for admission to their programs. Overall, every graduate applicant is held to the same basic admissions standards and must submit an application for admission through the Office of Admissions along with transcripts, test results, a resume/vitae, a statement of academic goals, and letters of recommendation. General admission standards for graduate programs include a bachelor’s degree from an accredited institution with at least a 3.0 cumulative undergraduate grade point average and a 3.0 grade point average in the major. Equivalent credentials from a foreign university can be substituted. Departmental requirements are published in the catalog or on the web as needed.

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

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

Human Resources

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

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

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

All new benefited employees attend UAF’s new employee orientation, where they receive information on benefits and various sources to review their conditions of employment. Both term and continuing employees are issued an initial appointment letter, which indicates if they are part of a collective bargaining unit, describes the conditions of their employment, and explains their rights and responsibilities under any applicable collective bargaining agreement or university policy and regulation.
Initial letters also notify tenure-track faculty of their year of mandatory tenure review. Template contract letters may be reviewed online. Term contract employees (those employed for a specified term, usually for one year) are issued annual appointment letters. All faculty and executives also receive annual appointment letters, even if they serve in continuing positions.

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

Procedures for evaluation, retention, promotion, and termination vary depending on an employee’s status as term, pre-tenure, tenure-track, or tenured faculty, or term or continuing staff and which bargaining unit (if any) the employee belongs to. All standards for evaluation, retention, promotion, and termination are set forth in UA’s collective bargaining agreements and Regents’ Policy and University Regulation (04.11). (2.A.19)

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

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

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

**Institutional Integrity**

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

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

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

The following two issues in this area are pending.

- On July 6, 2010, an Alaska Superior Court judge ruled that UAF is required to follow its internal procedures when terminating employees for performance related reasons, rather than the non
retention alternative allowed under Regents’ Policy. The Alaska Supreme Court has accepted the university’s petition for review.

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

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

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

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

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

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

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

**Academic Freedom**

Regents’ Policy and University Regulation (01.02.010) address freedom of speech, affirming that an environment of free and honest inquiry is essential to the functioning and mission of the university. The policy further states that the university will not limit or abridge an individual’s right to free speech. In addition, section 04.04.01 assures both free speech and academic freedom for all members of the university community.

Additionally, UAF states that “Independence of thought and action in the pursuit of knowledge” is one of the core values of the institution. Further, the Faculty Senate handbook specifies that faculty, under Article II, Section 1, part A of the Faculty Senate constitution and bylaws, have the right to “exercise academic freedom.”
All faculty collective bargaining agreements acknowledge the importance of academic freedom in the academy (Article 6 for UNAC, Article 3.1 in UAFT, and article 6 in UNAC-Adjuncts).

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

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

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

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

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

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

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

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

Teaching faculty learn about their academic freedom responsibilities of presenting scholarship fairly, accurately, and objectively during their initial orientation period. Faculty also have the opportunity to participate in ongoing trainings that discuss the responsibilities associated with academic freedom including various ethics workshops offered by Human Resources, the Center for Distance Education i-Teach program, and the Office of Research Integrity. UAF faculty often belong to professional organizations that require members to fulfill the responsibilities of academic freedom, including teaching their disciplines fairly, accurately, and objectively, and differentiating personal beliefs from professional ones.

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

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

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

Finance

Financial procedures are governed by Regents’ Policy and University Regulation and the Statewide Accounting Manual. Regents’ Policy and University Regulation (05.01. – 05.19.) specifically address budget development and maintenance, accounting and fiscal reporting, internal audit, debt and credit, investments, procurement and supply management, business practices, risk management and environmental health and safety, tuition and student fees, real property, capital planning and facilities management, gifts, auxiliary service enterprises, recharge centers and self-funded activities, and miscellaneous provisions.

The Statewide Office of Internal Audit ensures compliance with these policies and regulations and follows an annual audit plan. The director of the Statewide Office of Internal Audit presents audit findings to the Board of Regents Audit Committee. (2.A.30)
Standard 2.B: Human Resources

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

Table 2.1

<table>
<thead>
<tr>
<th>Year</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty FTE</td>
<td>610.8</td>
<td>643.4</td>
<td>634.1</td>
<td>644.6</td>
<td>652.4</td>
</tr>
<tr>
<td>Staff FTE</td>
<td>1,497.1</td>
<td>1,532.2</td>
<td>1,506.7</td>
<td>1,524.0</td>
<td>1,496.6</td>
</tr>
</tbody>
</table>

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

The university moved to an online recruitment system in 2005. Each job announcement clearly states the knowledge, skills, and abilities required for the position, as well as the preferred qualifications. Typical educational requirements and typical length of time in similar previous positions are also described in detail for applicants on the UAKJobs site.

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

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

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

Regents’ Policy and University Regulation (04.07.030) require annual performance evaluations of all staff and administrators. Employee evaluations may be initiated at any time of the calendar year. Human Resources (HR) requires training for supervisors to learn best practices in evaluation and provides forms that supervisors use to evaluate staff members.

Evidence suggests that not all supervisors are conducting employee evaluations as required by policy, and/or completed evaluations are not forwarded to HR for tracking. During the self-study process, we found that the form used to evaluate staff directs supervisors to file the original signed evaluation form with HR and to give a copy to both the employee and the supervisor. There was no indication on the form that units are to receive a copy. Some units are likely unaware of when their staff have been evaluated because the unit office did not receive copies. Thus the percentage of staff who have not been evaluated is unknown.
In fall 2009 the Chancellor’s Office requested that supervisors ensure compliance with the annual evaluation policy. Units were given until spring 2011 to bring their departments into compliance. In March 2009, Human Resources created a spreadsheet to record evaluations received. While progress of a sort, this mechanism was flawed because it was passive – only received evaluations were recorded. There was no mechanism to track whether all positions were being evaluated or not. In fall 2010, a mechanism was created to identify supervisors and the employees whom they supervise; this is now a Banner module and is updated by departments when assignments change. In spring 2011, a database administrator was hired with responsibility to create a database into which the supervisor’s name and his or her employees are downloaded from Banner, along with the date of last performance evaluation. The database, expected to be completed in spring 2012, will trigger a notification of due dates for employee evaluations. The first outcome of the new database will be to contact supervisors who have not completed evaluations to see if they failed to send the evaluations to Human Resources, or if they truly have not completed them.

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

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

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

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

<table>
<thead>
<tr>
<th>Table 2.2</th>
<th>Office of Faculty Development Travel Grants FY07-FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td>FY07</td>
</tr>
<tr>
<td>Number of Faculty Receiving Awards</td>
<td>51</td>
</tr>
<tr>
<td>Total Amount of Travel Awards</td>
<td>$37,329</td>
</tr>
</tbody>
</table>

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

Awards to UNAC faculty are typically $750, while UAFT faculty typically receive $400. Additionally, the OFD has in recent years sent between 10 and 15 new faculty members to the prestigious Lilly-West Teaching Conference, with all expenses paid by the OFD.
The vice provost leads an annual Academic Leadership Institute that involves 20 faculty, staff, and administrators in readings and discussions on university leadership issues. A variety of other faculty and executive development opportunities are funded by the provost on an ad hoc basis.

Professional development for staff members is primarily organized through Human Resources. Training opportunities for staff include supervisor training workshops, business skills, desktop computer skills, safety and health courses, and legal compliance courses. Many of these courses are required for supervisors and other workers, but many are designed for optional professional development. Courses and workshops are offered face-to-face, by audio conference, and/or are archived on the web. Information about professional development opportunities for staff is available online.

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

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

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

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

### Table 2.3

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

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

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

The availability of adjunct instructors is limited and irregular at all UAF campuses. Except for vocational programs in the UAF Community and Technical College, a relatively high percentage of classes are taught by full-time faculty. This represents a challenge to the university in terms of flexibility and
finances, but it also means that many programs are more stable and consistently taught than they might be otherwise. On the other hand, large gaps are left unfilled when programs are unable to timely hire key full-time faculty members required for specialized accreditation. This has occurred in programs such as accounting and the new PhD in clinical community psychology. In such cases, UAF has difficulty competing with private-sector salaries and attracting qualified candidates to Fairbanks.

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

Table 2.4

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

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

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

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

The collective bargaining unit agreements for faculty unions differ in the way faculty workload is addressed. Full-time UNAC faculty workloads are apportioned into 30 workload units for a nine-month
contract (40 for a 12-month assignment). Tenured and tenure-track UNAC faculty normally have a tripartite workload unless the faculty member is employed by an extension unit (the Cooperative Extension Service or the Marine Advisory Program), within which some tenured and tenure-track faculty have bipartite teaching and service workloads. UNAC term faculty are normally bipartite, carrying out research and service, or teaching and service. UAFT faculty normally have a five-part workload which consists of four parts teaching and one part service; however, tripartite workloads may also be assigned with three parts teaching, one part research, and one part service. Workloads are individually assigned by deans and directors, in consultation with department chairs and program heads, with the aim of balancing instructional needs, service requirements, and demands for research and creative activity. Faculty submit their proposed workloads in the spring for the coming year, and the supervising dean or director assigns the workload for the next academic year. In October each year, faculty (except first-year faculty) submit an annual activities report (AAR) documenting their activities for the preceding contract year. (Workload and AAR forms are available online.) All evaluation (see 2.B.6 below), including tenure and promotion, is based on assigned workload percentages of teaching, research, and service. Consistent with UAF’s extremely broad mission, teaching loads and other workload details vary widely across the university, as do expectations for and workload assignments to service, research, and creative activity. Departments with graduate programs generally have higher research and creative expression expectations and lower teaching loads.

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

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

Initial faculty contracts include the appropriate timelines for evaluation, and new faculty are provided with a copy of UAF’s Policies and Regulations for the Evaluation of Faculty, which are also communicated to all faculty online (See Policies and Regulations). The Office of Faculty Development sponsors annual panel discussions about the tenure and promotion process, and also provides resources for faculty who want to evaluate or improve their own teaching in preparation for formal evaluation.

Regents’ Policy and University Regulation provide a default set of peer unit criteria, but many faculty peer units and some subsets of peer units have developed their own more detailed peer unit criteria for evaluation. These criteria must be approved by the Faculty Senate Committee on Unit Criteria, and may not diverge from Regents’ Policy or collective bargaining agreement guidelines. The approved supplementary criteria are available online for faculty reference.
Multiple indices of teaching effectiveness are required by UAF Regulation III.B.2, and tenure, promotion, and post-tenure reviews must include student opinion of instruction summary forms, and at least two of the following: peer or department chair classroom observation, peer or department chair evaluation of course materials, and narrative self-evaluation.

The provost reports the results of the fourth year, promotion, tenure, and post-tenure reviews to the Faculty Senate annually and discusses improvements needed in the process. (2.B.6)

**Standard 2.C: Education Resources**

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

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

Courses are offered at the freshman (100), sophomore (200), junior (300), senior (400), post-baccalaureate non-degree (500), and graduate (600) levels. Some smaller programs offer “stacked” undergraduate and graduate courses (400/600); by Faculty Senate policy, “The 600-level version of the course must require additional student effort, such as a seminar or a term paper, to reflect the greater acuity that we expect from graduate students…. Graduate students may not take any 600-level courses for credit if they have already received 400-level credit for that course in their undergraduate work.”

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

- **Occupational Endorsement, 9 – 29 credits** - Awarded for completing a series of courses that meet specific vocational needs. Since less than 30 credits are required, these will not be discussed further.

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

- **Graduate Certificate, 12 – 29 credits** - Awarded for completing a series of graduate courses that constitutes a focused area of graduate study. Students must meet the requirements for admission to the Graduate School. The credits may be applied to a subsequent or concurrent master’s degree.

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

Since 2000, all certificate and degree programs have been required to publish a student learning outcomes plan and summarize the assessment of student learning outcomes periodically. Programmatic and Core Curriculum outcomes assessment plans and summaries are posted online. Student learning outcomes plans are developed, implemented, and evaluated by program faculty and approved by the provost. All
new occupational endorsements, certificates, and degree programs are required by Faculty Senate policy to include student learning outcomes plans with the submission for approval (see new degree program request form).

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

UAF’s credits and degrees follow generally accepted standards and adhere to Regents’ Policy (10.04). Credit hours required to complete certificates (at least 30 credits), associates (at least 60 credits), bachelor’s degrees (at least 120 credits), master’s degrees (at least 30 credits), and PhDs (at least 18 credits and three years of study) are comparable to other institutions. UAF’s Academic Course and Degree Procedures Manual details the requirements for the approval process for revisions, additions, and deletions.

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

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

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

Baccalaureate core courses are mostly at the 100- and 200-level, as are introductory courses in most disciplines. Courses with numbers below 100 do not count toward baccalaureate graduation requirements. All baccalaureate degrees require at least 39 upper-division credits (300- and 400-level). Faculty in individual disciplines are responsible for determining course depth, breadth, and course sequencing, although the program review process conducted every five years (and changing to every three years in the future) provides an extra-departmental perspective on programs. New programs and major program revisions require Faculty Senate and Board of Regents approval; all program revisions and course designator changes require at least the approval of the appropriate Faculty Senate committee.
Graduate courses are at the 600-level, although master’s degree candidates may apply up to two 400-level courses with approval of their graduate advisory committees.

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

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

All curriculum changes, additions, deletions, compressions, and new programs begin with faculty, and each change must be approved by the department chair. Depending on the change, the review moves through additional levels of faculty review until it reaches the administration. The process for each change is clearly stated in the Faculty Senate Academic Course and Degree Procedures Manual and is identified via the signature lines on all curriculum forms (Formats). New programs are approved by the Faculty Senate, then by the administration. Most course changes and degree requirement changes are approved by the chair of Curriculum Review Committee of the Faculty Senate.

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

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

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

A guide for developing assessment plans is posted on the provost’s web page, along with a template for the plan. UAF’s educational effectiveness policy (outcomes assessment policy) is also linked from this page. Program faculty are involved in discussions that drive formation of the plan. Evaluation of student
performance under the outcomes plan is the responsibility of the faculty and often includes interested stakeholders within the community (e.g., advisory committee members). The responsibility for ensuring that student learning outcomes are achieved rests largely with the dean of the appropriate college or school, and ultimately with the provost.

Program review is a more extensive analysis of program effectiveness. Regents’ Policy and University Regulation on educational effectiveness (10.06.02) requires UAF to conduct periodic evaluations of its certificate and degree programs. Specifically, “Each MAU (e.g., UAF) will conduct assessments of all instructional, research, and service programs with respect to quality, efficiency, and contribution to mission and goals. Assessments of instructional programs will include analysis of educational effectiveness as an essential part of the ongoing continuous improvement and accreditation processes. Assessments will be conducted at a minimum of every five years.” By board policy, the schedule for review is established by the chancellor. The schedule and the process for conducting reviews are posted on the provost’s web page. Faculty within the program work collectively to prepare the documents that are examined by the review committee. The review committee, appointed by the provost, consists of a minimum of one faculty within the program, two faculty outside the department, and an individual with content expertise outside the university. Compliance with the program review process is essentially 100 percent, though on occasion review has been delayed for a year or more.

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

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

Credit for prior learning is available for undergraduate degree-seeking students and is guided by established procedures and policies. The program is described in the annual catalog, the annual undergraduate academic advising manual (p. 91), and on the Academic Advising Center website. UAF’s credit for prior learning process follows the Regents’ Policy and University Regulation (10.04.070) on non-traditional learning. Undergraduate degree-seeking students may acquire a maximum of 25 percent of their total program requirements through credit for prior learning. Credentials are reviewed by faculty from participating departments who determine if this process is appropriate and make recommendations for awarding credit. Review is based on equivalency to regularly offered non-special topics courses listed in the course descriptions section of the catalog. Credit is not based on experience but on the learning outcomes associated with the student’s experience that match the learning outcomes of the equivalent course. Credit for prior learning is posted on the student’s transcript as such, but it does not impact a student’s grade point average, is not considered residence credit, and does not duplicate other awarded credits. At any point in review, the student’s submission for credit may be denied, and UAF makes no advance assurances regarding the number of credits awarded.
Chapter Two

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

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

The AAS degree in apprenticeship technologies provides career and technical training and supporting coursework to prepare students for the rapidly changing global workplace. The program also helps Alaska industries by training workers who can meet increasing certification requirements that reflect complex business and industrial standards. The apprenticeship technologies program is a 60-credit AAS degree delivered collaboratively through UAA, UAF, and UAS. The practical integration of general coursework and training for vocational-technical trades reflects the commitment of the university to high-quality instruction and public service. Individuals earning this degree must complete a formal apprenticeship program and hold journey-level status in trades or occupations (including occupational license or occupational certificate) recognized by the US Department of Labor, Office of Apprenticeship and Training. (2.C.7)

Transfer credit for specific courses is awarded where course content and outcomes are consistent with established courses in the UAF Catalog (see also 2.A.14). College-level courses that do not have an exact match in UAF’s curriculum are generally accepted as elective credit in the appropriate discipline, and departments are involved in assessing cases where any uncertainty occurs. Courses are transferred as substitutions for Core Curriculum courses when appropriate. Coursework taken to meet general education requirements (GERs) at another campus in the UA System are accepted toward UAF’s Core Curriculum. If a student has already completed all GERs toward a degree at another UA System unit prior to transferring to UAF, the student’s Core Curriculum is considered to have been met. These agreements were approved by the Faculty Senate.

UAF has a leading role in and is a founding member of the University of the Arctic, a network of universities and other higher education organizations that work together to build educational programs that address the needs of circumpolar communities. The University of the Arctic currently offers a bachelor’s-level certificate in circumpolar studies. Courses are open to students at all member institutions and are delivered online. However, because credit is awarded by the individual institutions involved, any courses taken from another institution would be evaluated as transfer credit.

In addition to the general transfer credit policies above, UAF has signed articulation agreements with institutions outside the UA System. Two of these institutions, Covenant Life College and Alaska Bible College, are located in Alaska, and the agreements were made to allow students to transfer non-doctrinal coursework to UAF. Students have performed very well at UAF after transferring from these two institutions. Credit is transferred based on a periodic review of the college catalogs, course syllabi, and faculty credentials by UAF faculty. An agreement with Yukon College in neighboring Yukon Territory, Canada, facilitates the acceptance of coursework in liberal arts and in Native language education, where the courses have been deemed equivalent to UAF courses. China University of Petroleum, Beijing, is a source of transfer students who come to finish bachelor’s degree programs in engineering. A sister city agreement and a memorandum of agreement with the University of Pune in India allows for both student exchange and degree completion (transfer articulation); these agreements allow students to do their first
two years at the University of Pune and finish at UAF, or vice versa. Recently, 2+2 bilateral agreements have been signed with China University of Mining Technology Beijing and Shenyang Jianzhu University, both of China. In addition, a 2 + 3 bilateral agreement with the Mongolia University of Science and Technology was signed in 2011. The table below summarizes student numbers under these agreements by year. (2.C.8)

Table 2.5

<table>
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<tr>
<th>Institution</th>
<th>Location</th>
<th>Type of Agreement</th>
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<th>2007</th>
<th>2008</th>
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<td>0</td>
<td>0</td>
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<td>Alaska, US</td>
<td>General Transfer</td>
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<td>1</td>
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<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Yukon College</td>
<td>Canada</td>
<td>Articulation Agreement</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>China University of Petroleum Beijing</td>
<td>China</td>
<td>Articulation Agreement</td>
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<td>10</td>
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<td>India</td>
<td>Sister City Agreement</td>
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<td>5</td>
<td>2</td>
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<tr>
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<td>China</td>
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<td>New agreement - no students to date</td>
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</tr>
<tr>
<td>Shenyang Jianzhu University</td>
<td>China</td>
<td>Bilateral with 2 + 2</td>
<td>New agreement - no students to date</td>
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<td>New agreement - no students to date</td>
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</tbody>
</table>

Undergraduate Programs

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

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

a solid grasp of quantitative reasoning and mathematical application;

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

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

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

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

Because the transfer associate of arts (AA) degree does not include upper division courses, the Core Curriculum has been slightly modified for the AA degree. The upper division writing and oral intensive classes and the upper division ethics class are not required for the AA degree.
Both the associate of applied science (AAS) degree and the certificate are focused on specific vocational and technical skills; thus the related instruction is more limited within these programs. All AAS students are required to meet the requirements for related instruction by selecting their computation, communication, and human relations courses from a list of classes approved by the Faculty Senate. Within the certificate programs, students may select any of the AAS-related instruction classes, or they may complete embedded, documented competencies within their technical classes. Embedded competencies approved by the Faculty Senate are either taught or overseen by discipline-specific faculty. Embedding the related instruction content within specific vocational and technical courses has added value to the students by presenting instruction in the context of their specific field of study. (2.C.9)

General education requirements are defined by Regents’ Policy and University Regulation (10.04.040). Regents’ policies require a minimum of 34 credits distributed among university-defined categories. These general education requirements are to “provide a nucleus of a broad cultural background that includes a critical awareness of the human heritage, of the challenging requirements and opportunities of the present and future, and of the complexities and possibilities of the human mind and personality.” To meet these requirements, UAF developed and implemented an integrated Core Curriculum of classes that all baccalaureate students must complete (transfer AA and AS graduates are considered to have met these requirements). The student learning outcomes and course classifications are defined and published in the catalog and online. The Faculty Senate has developed requirements for core courses, and this information is provided to faculty through the Academic Course and Degree Procedures Manual, in which policies are defined. In addition to normal program review, the core receives additional assessment, which is documented on the provost’s website. The associate of arts degree shares essentially the same Core Curriculum as the baccalaureate degree; the differences are listed in the catalog.

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

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

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

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

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

Graduate Programs

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

Graduate programs are designed and delivered by 22 departments, with oversight by the dean of the Graduate School. The types of master’s degrees offered and their specific requirements are described in the catalog. No master’s or doctoral degree allows more than nine credits from below the 600-level to be counted toward the degree, and no courses below the 400-level may be counted. Proposed graduate courses are reviewed by the Faculty Senate and must represent sufficient depth to merit designation at the graduate level. Syllabi of joint upper-level undergraduate/graduate (“stacked”) courses must clearly state appropriate additional requirements for the graduate level. All graduate programs have been on a five-year review cycle to ensure currency of the program in meeting its objectives. All terminal degrees, including doctorates and MFAs, require at least three years of study beyond the baccalaureate degree, an approved thesis or body of creative work, and an oral defense of that thesis or work (including an outside examiner). Individual degree requirements are posted in the catalog by discipline. Some programs, including the MBA and MEd, meet disciplinary accreditation standards (AACSBI, NCATE).

Over the last five years, the number of students enrolled in interdisciplinary PhD programs has increased substantially. Interdisciplinary graduate degrees are overseen by the dean of the Graduate School, who appoints the committees that approve admission into such degrees and composition of the thesis committee. All interdisciplinary PhD proposals require that at least one graduate committee member be from a department that has its own doctoral program or be an experienced PhD student mentor.

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

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

Continuing Education and Non-Credit Programs

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

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

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

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

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

Non-credit unit productivity is one of the Performance-Based Budgeting measures UAF must report to the UA System periodically. As a result, units and campuses include non-credit offerings in their Annual Unit Plan (AUP) reporting, and such offerings are included in our indicators of achievement for...
objectives of core themes. Individual units within UAF, such as the Cooperative Extension Service and Marine Advisory Program, maintain records of conference, class, and workshop attendance, activities participation, public contact, and publications distribution through class lists, evaluations, and annual federal reports. While the university uses a Performance-Based Budgeting metric for tracking non-credit activity, some units, such as the Cooperative Extension Service, do not enter registration information in the Banner information system, but rather use soft ledgers and report this information to external agencies, such as the USDA, as specifically required. (2.C.19)

**Standard 2.D: Student Support Resources**

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

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

The **Academic Advising Center**, with five full-time staff and nine faculty advisors, provides one-on-one advising for students and also offers student success workshops. **Academic tutoring support** is available to all students on the Fairbanks campus even though it is not found in a centralized location. It includes the Developmental Math Lab, Writing Center, Foreign Language Lab, Speaking Center, Math and Statistics Lab, and Accounting Lab in addition to chemistry tutoring. Each semester, supplemental instruction is provided in courses that historically have had low rates of successful completion by students. Three computer labs are available to students, and two of the labs are open 24 hours a day; technical support is available at all times. Live homework help is available online for students in introductory level courses as part of a partnership with the Alaska State Library.

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

Consistent with the public land grant mission, high school students from across the state of Alaska are the major market for undergraduate programs. Undergraduate student recruitment is primarily conducted by a staff of 14, including five professional admissions counselors who work with high schools across the state, as well as with coordinators within the schools and colleges who assist in providing quality and timely information for prospective students. The director of admissions works with academic deans and department heads and distributes application and enrollment statistics to constituents. To better relate to applicants, **student ambassadors** communicate with potential students to answer questions about preparing for college, choosing a degree, and a variety of other questions about UAF.

CRCD community campus staff market their programs locally and regionally. CRCD student services staff communicate with students by phone, e-mail, and in person in the communities they serve. CRCD staff make presentations to prospective students at local schools, tribal councils, clinics, or other settings on topics related to becoming a student at UAF, with a strong emphasis on financial aid. Placement testing and advising are scheduled during these visits. Several CRCD campuses have programs that prepare high school students and underprepared adults for the transition to college. It is also common for these campuses and CRCD generally to include Alaska Native elders on teaching teams. Rural Student Services, also within CRCD, works closely with rural students and Admissions in the areas of recruitment, academic advising, registration, and financial aid.

**New Student Orientation** is held each fall and spring semester on the Fairbanks campus to introduce students to the campus and campus life, including numerous academic support services and programs.
Orientation is required for first-year baccalaureate degree-seeking students entering UAF with fewer than 30 credits, students participating in the EDGE program, international students (undergraduate F-1 status and international exchange in J-1 status), and UA Scholars. Because rural campus students most commonly take distance courses, orientation for these students is handled via a one-credit introductory course on how to take and succeed in a UAF-based distance education course (DEVS F102). This class orients new rural students on how to use the key components of distance-based delivery including UA e-mail, UAOnline, Blackboard, E-Live, and ELMO.

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

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

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

The College of Rural and Community Development offers academic programs in regions that would otherwise not have access to higher education. CRCD works closely with Fairbanks campus-based administrative units to assist students. Rural Student Services, a CRCD program, provides comprehensive academic, financial, and personal advising through collaboration with support programs described above. Assistance with registration, housing, and financial aid is offered in addition to academic advising and Alaska Native cultural programs.

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

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

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

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

Graduation Services, located in the Office of Admissions and Registrar, assists students in ensuring they are on track toward degree completion. DegreeWorks software, available through UAOnline, is an easy-to-use web-based degree audit and academic advising tool that allows students and their advisors to run a degree audit, assess progress to certificate or degree completion, see how their current courses apply to
graduation requirements, and examine alternative majors and minors. (2.D.3)

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

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

A large number of international students apply to graduate programs and undergraduate exchange students come to UAF from abroad. Through the admissions process and after enrollment, these students receive targeted advising and assistance from the Office of International Programs. Participation in international and national student exchange programs also encourages campus diversity and provides diverse experiences for students. A table of exchange agreements and numbers of students involved is given above in the section on transfer credit in this chapter.

The University Police Department, located on the Fairbanks campus, helps to assure a safe and secure environment for staff, students, and visitors to campus, and collaborates with other local law enforcement units. The department employs 10 commissioned police officers, 12 student community service officers, and 10 support staff. It uses seven safety vehicles and, with the emergency dispatch staff, it provides service to the Fairbanks campus community 24 hours a day, seven days a week. Other services provided by the department include gun storage, locking and unlocking doors, property engraving, security escort service, special events security, and vehicle jumpstarts and unlocks. The department website also includes crime-reporting procedures and a UAF campus safety and security document, fulfilling requirements of the Higher Education Opportunity Act. Crime statistics are posted on the department website and distributed to all enrolled students, staff, and faculty each year. UAF’s judicial officer and the chief of police address safety and security at New Student Orientation each semester. Local police provide safety and security for the UAF Community and Technical College and its various locations in Fairbanks, and for the rural community campuses.

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

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

The chancellor is responsible for funding and staffing an office of Environmental Health, Safety, and Risk Management, as outlined in Regents’ Policy 05.09. Associated regulations spell out guidelines to ensure a safe environment for students, staff, and faculty. This unit provides guidance on lab safety and emergency preparedness for student safety. Safety training is required of all employees, and additional specialized training is required for some occupations. Teaching assistant training organized by the Graduate School helps to ensure lab safety as well. (2.D.2)

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

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

Admission requirements and procedures for certificate, associate, baccalaureate, master’s, and doctoral programs are provided in the catalog and the Admissions website. Information and step-by-step instructions for applying to UAF are available at the Admissions website. Students are guided through the admissions processes depending on their status, such as resident, non-resident, graduate, undergraduate, and international. The catalog also has entrance requirements for high school students.

Grading information, including the credit/no-credit option, auditing, the plus-minus grading system, and grade point average computation, is given in the catalog.

Information on academic programs and courses, including degree and program completion requirements, required course sequences, and the frequency of course offerings, is detailed in the catalog and on department or college and school websites. The catalog includes a narrative description of the program, the specific requirements and, where they exist, specific concentration areas. The narrative descriptions commonly include expected learning outcomes, employment prospects, and the general purpose of the program. Additional information is commonly available on college, school, or department websites (see, for example, electrical engineering). Assessment plans for all programs with expected learning outcomes are posted online. Degree completion worksheets are commonly available for undergraduate programs (see, for example, music). Because we have implemented an automated system, DegreeWorks, these worksheets will eventually be phased out. The Academic Advising Center encourages students to use DegreeWorks and the degree-planning worksheets and an Academic Planning Guide posted on its website to project time to program completion.

Full-time faculty and administrator names, the person’s rank or title, degrees held and the conferring institutions, and their beginning date of service to UAF, are listed in the catalog. Biographies are commonly posted on individual or unit web pages.

Students’ rights and responsibilities, the UA student code of conduct, and student behavioral standards are provided in the catalog.

The catalog describes resident and non-resident tuition and student fees related to student governance (ASUAF), athletics and recreation, course fees (see also the class schedules and registration guide), health insurance, parking, health and counseling, the student recreation center, sustainability, technology, transportation, housing, meal plans, and other areas. The total estimated cost for a typical full-time undergraduate student for the school year is provided. Payment plans and the consequences of not paying are also addressed.

Refunds, refund processing time, tuition refund appeals, and refunds related to housing and meal plans are all addressed in the catalog.

Financial aid eligibility and requirements can be found in the catalog and on the Financial Aid website.

The academic calendar is published in the catalog and in course schedules.
UAF participates in the Association of Public and Land-grant Universities’ (APLU) Voluntary System of Accountability. The APLU College Portraits website is another information resource for current and prospective students. (2.D.5)

Programs requiring external licensure or certification for employment and/or advancement in the field list such needs in the description of the degree or certificate program in the catalog. Career Services also provides information and assists students and alumni with career advising. (2.D.6)

**Student Records**

The appropriate and legal handling and disposition of student records is outlined in Regents’ Policy and University Regulation (09.04) and in the catalog. UAF maintains technology to back up information regularly to ensure information can be retrieved if system failures or other problems occur. The UA System has an off-site disaster recovery facility in western Oregon (see 2.G Technological Infrastructure).

UAF has adopted a records retention policy to maintain necessary records while purging non-permanent records in a timely manner. This policy works in conjunction with other UA institutions and in compliance with standards set by the American Association of Collegiate Registrars and Admissions Officers. Access to student records is in accordance with the Family Educational Rights and Privacy Act and Board of Regents’ and institutional policy. Students own their educational records and are provided opportunities to release that record to third parties and to protect the record through directory blocks. Retention schedules for admissions, registrar, and financial aid records are outlined in the student enrollment services records and disposition schedule. (2.D.7)

**Financial Aid**

UAF offers financial aid similar to that available at peer institutions in addition to unique opportunities for Alaska students. The Financial Aid Office strives to meet student needs through educational programming on the student loan repayment process, the Free Application for Federal Student Aid (FAFSA) process, and money management. The Financial Aid Office comprises a full-time staff of 10; information about the department and financial aid services and opportunities is published on the departmental website and in the university catalog.

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

Financial support is also available for qualified graduate and undergraduate students through 104 UA Foundation scholarships and 546 UA Foundation UAF scholarships. Some scholarships are available to part-time students. In addition, many regional and village Alaska Native corporations provide scholarships to shareholders.

Research and teaching assistantships are available to graduate students. Research fellowships provide funding for students pursuing various interests and for completion of dissertations and theses. During fall 2010, UAF had 209 teaching assistantships, 31 fellowships, and 336.5 research assistantships. Over the past five years the number of graduate assistantships has varied from 527 to 576.5; variation is largely due to external grant funding of research assistantships.

Approximately 1,000 students are employed on campus in any given year. Full-time student status is not required unless specified by a department. However, students who are less than full time are subject to FICA withholding, and departments that hire part-time student employees are subject to the applicable
benefit rate charge. Student employees can work up to 20 hours each week while classes are in session and up to 40 hours when classes are not in session. Many students qualify for the federal work study program. Pay rates are based on the job classification, and the average pay varies from $150 to $400 each month. More information is available from Human Resources.

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

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

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

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

Academic Advising

Academic advising is mandatory for all undergraduate degree-seeking students. As described in the 2010–2011 UAF Catalog (pp. 41, 73) and in Faculty Senate Meeting #4 (April 22, 1988), it is considered an integral component that supports student development and success. Students are assigned to academic advisors based on their undergraduate major. Those who choose “Undeclared Bachelor’s” on their application are admitted into the General Studies program and are assigned academic advisors from the Academic Advising Center. This split-shared model design of academic advising adopted by UAF in 1988 is now used by 46 percent of four-year public colleges, according to “Voices of Experience” in the NACADA Foundations of Academic Advising CD 2: Academic Advising Delivery Models, 2006 (pp. 14 – 16). UAF places Banner registration holds on students until they have met with their academic advisor and the academic advisor has approved and signed the semester registration form. (This policy was approved by the Faculty Senate, Meeting #7, Nov. 11, 1988.) Evaluation of the academic advisement program is reflected in the 2007 NSSE responses to two advising-related questions: “Have you talked about career plans with a faculty member or advisor?” and “Overall, how would you evaluate the quality of academic advising you have received at your institution?” Results for these questions, reported in the NSSE Mean Comparisons August 2009 were not statistically different from “selected peers” or “Carnegie peers” results. Some departments also evaluate their academic advising programs (e.g., elementary education, Academic Advising Center), but there is no standardized survey or timeframe for departmental assessment. The Undergraduate Academic Advising Council Executive Committee is currently working on a more complete academic advising assessment process.
Faculty and staff advisors are given numerous opportunities to obtain knowledge of the curriculum, program requirements, and graduation requirements of UAF majors. All faculty and staff advisors must successfully complete online FERPA training before they can apply for advisor access to Banner, UAOnline, or DegreeWorks. Office of Admissions and the Registrar and Office of Information Technology staff conduct Banner Student, UAOnline, and DegreeWorks workshops for faculty and staff advisors. These workshops are publicized on the OIT website. Sequential academic advising success workshops are offered by the Academic Advising Center for faculty and staff advisors. Customized training is also available for academic departments and community campuses as requested. These workshops are publicized on the Academic Advising Center website and through the Faculty Development office website. The annual Undergraduate Academic Advising Manual is printed and distributed to staff and faculty advisors and posted on the Academic Advising Center website. Staff and faculty advisors receive the annual catalog from the Office of Admissions and the Registrar in print form and can access it on the web. Furthermore, degree program worksheets for all majors and semester-by-semester educational plans for some majors are available online. All staff advisors and many faculty advisors subscribe to an academic advising listserv that publicizes advisor development opportunities and a just-in-time academic advising toolbox outlining timely advising tips and reminders. The Cornerstone newsletter and Sun Star newspaper are also used to publicize advising-related workshops and events for staff and students. Faculty and staff advisors who avail themselves of these professional development opportunities are more than adequately prepared to fulfill their advising responsibilities. Academic advising is considered part of the teaching mission for faculty and is reflected in their annual activities reports.

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

Co-Curricular Activities

UAF offers a variety of activities on the Fairbanks campus for students to learn and socialize outside the classroom. Many student organizations are associated with academic programs and interests. The Wood Center is a central student gathering place supporting many student organizations and activities. The five staff in the Student Activities Office organize shows, dances, and other events. Outdoor Adventures provides rental equipment and offers opportunities for students to hike, bike, boat, and camp in Alaska. The center also organizes school-wide annual events such as International Education Week, Starvation Gulch, and Winter Carnival (see below). The 13 full-time staff members in the Wood Center assist in fundraising, organizing events, and scheduling rooms for student organizations. A games area, bowling alley, and the office for the Associated Students of UAF, are housed at the Wood Center, which also employs many students.
UAF supports more than 100 student organizations on the Fairbanks campus. Groups are organized by students and cover a wide variety of interests including academics, culture, religion, volunteerism, politics, music, theater, athletics and Greek life.

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

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

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

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

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

**Auxiliary Services**

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

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

Dining services on the Fairbanks campus are offered at the Wood Center, Lola Tilly Commons, in the Arctic Health Research Building on UAF’s West Ridge, in the Moore-Bartlett-Skarland residence hall complex, and the UAF Community and Technical College downtown center.
UAF Printing Services offers students, faculty, and staff binding and electronic imaging services in addition to the traditional copying and offset printing.

The following auxiliary services are offered in the Wood Center:

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

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

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

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

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

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

**Athletics**

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

The university has the challenge of balancing the benefits derived from competing at the Division I and II levels and maintaining the integrity of the student-athlete. The sports program must provide the student-athlete with an educational, social, and physical experience that reflects the mission of the university. The essence of the student-athlete’s experience must adhere to the principles of sportsmanship, ethical conduct, and compliance with rules defined by UAF and the NCAA. The division II philosophy of the scholar-athlete is applied to both division I and II levels at UAF. Academic pursuit is the prime purpose of the university, and the athletics experience must at all times be a secondary component of this process. When the athlete does not measure up as a student, or fails to display responsible behavior, athletic talent will not be of consequence. This is made clear in UAF’s Philosophy of Athletics.
When recruiting students, coaches follow three priorities, which are, in order, academic ability, citizenship, and athletic talent. Successful athletic teams provide local, regional, and national publicity that benefits student recruitment, stimulates alumni pride, and enhances development efforts. The pressures of having winning teams, producing revenue, and receiving wide media exposure are significant but cannot outweigh the importance of the academic pursuits of athletes.

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

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

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

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

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

**Distance Education Student Identity Verification**

Most Center for Distance Education (CDE) courses require that the student complete proctored examinations, one of which is the final examination. Fairbanks area students may take their exams at the CDE office. For those outside the Fairbanks area, or those who cannot schedule the exam during business hours, examination request forms are included in each course guide or found within their online course. Examinations (or examination passwords) are sent only to designated proctors who are willing to supervise the student and to certify the examination’s proper completion. An approved testing site (a local educational institution like a public school or university branch campus or a library is preferred) and an eligible individual are needed for proctored examinations. Proctors must be education officials at a university, community college or public school site, other governmental or community officials, or, if such persons are unavailable, other people approved in advance by CDE. Relatives and/or friends cannot be proctors. Students must submit identification documents to the examination proctor. Students in distance courses are subject to the same regulations regarding honesty in their work assignments and exams. (2.D.14)
The UAF Libraries include the Elmer E. Rasmuson Library, the branch BioSciences Library, and the Keith B. Mather Library of the Geophysical Institute. Together these libraries serve faculty, staff, and students at the Fairbanks campus, UAF’s Community and Technical College, and all the institutes and programs affiliated with UAF, both in Fairbanks and in remote locations. Several UAF branch campuses also have local libraries to serve patrons in their home communities; these are located in Kotzebue (Chukchi Campus), Bethel (Kuskokwim Campus), Dillingham (Bristol Bay Campus), and Nome (Northwest Campus). The Rasmuson Library ensures that access to online collections is available to all remote campuses and libraries.

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

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

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

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

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

Extensive online access to library materials is the norm for faculty, staff, and students, and it is particularly relevant and important for the College of Rural and Community Development. Some CRCD campuses and learning centers have no access to library collections and services other than that described above in this section. In addition, the libraries’ print collections are made more accessible through digital document delivery and interlibrary loan services. Students, faculty, and staff who do not have direct access to a library or library materials may contact Off-Campus Services for research assistance and to
facilitate access to materials. The libraries do not limit the number of items checked out, with the exception of media and equipment, and there is no limit on the number of items requested through interlibrary loan.

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

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

The Mather Library supports the research of the Geophysical Institute (GI), the International Arctic Research Center (IARC), and the geophysical research community. The Mather Library provides reference and research assistance 8 a.m. to 5 p.m. Monday through Friday, as well as interlibrary loan services. After-hours access is permitted by magnetic card for GI and IARC faculty, staff, and students. The libraries provide full access to collections and services to GI and IARC researchers, faculty, and staff and work with the Mather Library to support their information needs. (2.E.1)

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

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

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

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

In 2007, the libraries instituted a recurring user survey based on a survey developed and used by the University of Washington Libraries. Every three years, faculty, graduate students, and undergraduate students have the opportunity to respond to a survey geared to their specific interests and issues regarding
library resources and services. Results of the 2007 and 2010 surveys showed overall high satisfaction rates with library collections and services and a relatively small percentage indicating dissatisfaction with collections.

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

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

Table 2.6

<table>
<thead>
<tr>
<th>Constituent Group</th>
<th>Year of Survey</th>
<th>2007</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>2007</td>
<td>80.5</td>
<td>88.7</td>
</tr>
<tr>
<td>Graduate Students</td>
<td></td>
<td>89.7</td>
<td>95.5</td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td></td>
<td>96.6</td>
<td>94.9</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

**Standard 2.F: Financial Resources**

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

- The total FY11 state-authorized operating budget is approximately $434.8 million (includes intended receipt authority; actual determined September 2011), of which $158.8 million (36.5 percent) is state-appropriated funds.

- The total FY11 capital budget is $151.6 million, of which $2.1 million (1.3 percent) is state-appropriated general funds. FY11 is unusual in that the capital budget includes $148.1 million in federal American Recovery and Reinvestment Act of 2009 funding for the Alaska Region Research Vessel *Sikuliaq* and $1.4 million in other external funding. The FY12 capital budget will be exceptional as well because $88 million in revenue is to be obtained through state issue of general obligation bonds for construction of the Life Sciences Classroom and Laboratory Facility. For comparison, capital budgets for FY08, FY09, and FY10 were $28.4 million, $13.9 million, and $30.0 million, respectively. In FY10, the governor committed to $37.5 million for deferred maintenance annually for the UA System for five years; this is likely to mean about $22 million annually for UAF, based on the UA formula for deferred maintenance).

- Primary sources of revenue are, in order of size, state appropriation, federal receipts, tuition, and indirect cost recovery. These sources represented 74 percent of total revenue received in FY10.

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

Institutional cash flow is managed by the UA System’s Department of Cash Management, which pools all cash resources for the university system. The department handles all cash management duties, including monitoring and analyzing present and future cash flows to ensure liquidity of the system, and invests available funds in compliance with established policies. The UA Office of Administration handles the issuance of all university debt. In cooperation with UAF, this office analyzes costs associated with debt to ensure long-term obligations can be met.

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

Annual financial planning begins with a thorough assessment of projected revenue and expenses. Budgets are based on this assessment, and adequate reserves are employed. (2.F.1)
The Budget and Cost Records office plays a key role in the preparation of the budget and the technical aspects of compiling the overall budget submission. The office assists units in developing realistic revenue and expenditure projections based on anticipated enrollment and restricted fund activity.

The director of budget and cost records, together with the associate vice chancellor for financial services and the vice chancellor for administrative services, holds meetings twice each fiscal year with school/college/department executive leadership and their fiscal staff. The provost also attends the meetings with Academic Affairs units. Key topics of the meetings include the fiscal status of each unit, upcoming fiscal issues that may impact their operation, including factors influencing projected non-general-fund revenue, and each unit’s projections for the current and upcoming fiscal years.

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

The budget process is conducted in light of several key documents: the UA Statewide guidelines for budget development (including definition of initiative areas and criteria for partitioning increments), the UAF mission statement, the UAF Vision 2017 Plan, the Academic Development Plan 2007–2012, the Enrollment Management Plan 2009, and the 2010 Campus Master Plan. In addition, enrollment forecasts, economic projections, and facilities planning serve as guidelines in preparing the operating and capital requests. The Chancellor’s Cabinet, using these same documents plus input from administrators, faculty, and students, determines the annual budget submission and any internal reallocations of budget.

Unfunded previous year budget proposals are considered before new additions. The Chancellor’s Cabinet makes the final determination of UAF priorities.

The university’s financial planning timeframe is three to four years. Planning at the college, school, and department levels begins 22 to 28 months before the development of the budget request. This planning is based on the anticipated needs of the departments, schools, and colleges in light of their own strategic plans and goals, as influenced by the overall institutional strategic plan and goals. Advance budget preparation as a whole normally begins 16 to 24 months prior to the beginning of the fiscal year for which the request is made.

A Planning and Budget Committee consisting of faculty, staff, and executive leadership and chaired by the provost advises the chancellor on fiscal and budgetary matters. This group meets monthly during the planning process to review the operating and capital budget guidelines and recommend priorities for the annual budget request.

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

After reviewing input from the Planning and Budget Committee, faculty, students, and his cabinet, the chancellor submits the final operating and capital request to the Statewide Office of Budget Development. UAF’s budget request is rolled together with requests from UAA, UAS, and the system office. The president, all three university chancellors, and key executive staff assemble the final system-wide budget for submission to the Board of Regents. The president and staff typically honor the priorities set by each of the three universities, but normally delete lower-ranked requests to keep the total UA budget request within a limit that is based on assessment of the political climate. (2.F.3)

Since July 1995, the university has used the SunGard Banner finance system. SunGard is considered the industry leader in administrative software and is used by about 1,400 institutions of higher education worldwide. The Banner system is extremely proficient in generating accurate and timely financial reports.
required to manage the university in accordance with generally accepted accounting principles. The university relies on these reports and a system of internal controls to ensure accurate and timely financial information. The UA System Office of Internal Audit, which is independent with respect to reporting line and position in the organization, conducts audits of the internal controls over university business processes. (2.F.4)

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

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

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

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

The Board of Regents utilizes independent auditors for annual financial audits of the university system. A committee of stakeholders selects the certified public accounting firm that conducts the external audit. Final approval of the selected firm must be obtained from the Board of Regents Audit Committee. The audit is conducted in accordance with auditing standards accepted in the United States and the standards applicable to financial audits contained in the Government Auditing Standards, issued by the comptroller of the United States. The external auditors issue a single management letter for the University of Alaska system. The UA System vice president for finance drafts a response to the Finance and Audit committees of the Board of Regents explaining how the university plans to respond to any concerns. Items in the audit report specific to UAF are directed to the vice chancellor for administrative services who then generates an appropriate action plan. (2.F.7)

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

The University of Alaska Foundation is a legally separate and distinct non-profit 501(c)(3) corporation. It was established in 1974 to solicit, accept, manage, invest, and disburse gifts made to benefit the UA System and its programs and students. The role of the foundation and its relationship with UAF is defined by the foundation’s articles of incorporation and bylaws and by Regents’ Policy. The foundation is governed by a 20- to 30-member volunteer Board of Trustees. Its president is the chief executive officer, responsible for the planning, leadership, and management of the foundation. The UA president and the
UAF, UAA, and UAS chancellors serve on the board. As of August 1, 2011, the UA System vice president for University Relations serves as president of the foundation. The accounts within the foundation are overseen by the treasurer, who is appointed by the university president following consultation with the chair of the Board of Trustees. The treasurer has a direct reporting obligation to the board chair and the Board of Trustees for financial activities at the foundation. The foundation is audited annually by an independent certified public accounting firm. The audited financial statements appear in the foundation’s annual report.

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

**Standard 2.G: Physical and Technological Infrastructure**

**Physical Infrastructure**

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

**Table 2.7**

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

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

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

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

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

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

UAF hopes that research lab and teaching space in the new Life Sciences Classroom and Laboratory Facility will be completed by 2013. However, the new space will provide only a fraction of the required assignable square footage in research space indicated in the P+W space analysis. Life Sciences will provide 21,647 assignable square feet (research labs, offices, and support) of the total deficit of 146,410 asf. This is about 15 percent of the space required to meet current research needs. The renovation of the southwest wing of the Arctic Health Research Building (AHRB) was completed in June 2010. This project does not add research space but will provide contemporary space designed to accommodate today’s research processes and equipment. The project utilizes existing renovation and repair appropriations. Funding to renovate the space in AHRB vacated by the State Virology Laboratory is not yet available; however, the lab is being used for surge space until the above mentioned project is completed. The space will continue to be used as it is until funding ($58 million) is secured. Recently UAF received a $7.5 million American Recovery and Reinvestment Act facilities grant from the National Institutes of Health. Of that amount, $3.6 million will be used to build 1,566 square feet of research laboratory and office space in the AHRB “atrium,” an open area between the building’s wings. The remaining $3.8 million will be used to renovate facilities at the Kuskokwim Campus.
A report by Ira Fink and Associates, Inc., UA Engineering Plan 2010, describes the space needs of UAF’s engineering programs. This report was commissioned because the UA Board of Regents planned and acquired state funding to double the number of graduating engineers. The realized increase in student numbers in engineering programs at UAF has resulted in a documented space deficit of 25,835 assignable square feet for these programs.

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

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

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

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

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

The closure of University Park’s west wing has resulted in reassignment of units to other buildings on campus and to other space within the building. Only three units — the UAF Community and Technical College, the School of Education, and the Osher Lifelong Learning Institute — occupy space in the building. Space in the Bunnell Building was reassigned to accommodate the indigenous studies PhD program, cross cultural studies, and the Alaska Native Knowledge Network. This included one underutilized classroom. The Art Department is also being displaced, and its needs are being met by repurposing one of the older faculty residences on campus. Studio space in that facility will be adequate for students in the master of fine arts program for the foreseeable future. Finally, Environmental Health, Safety and Risk Management is being moved to the Aurora Drive facility. None of these relocations is without cost. Efforts to reduce the amount of leased space have been stymied by the condition of most of the spaces under consideration and by the lack of contiguous and adequately sized space.
One way in which UAF has been dealing with the lack of sufficient space is by leasing off-campus facilities. UAF currently houses 15 of its Fairbanks academic, research, and administrative programs in approximately 135,000 square feet of leased space, or 3 percent of its total space. Leased space contributes to UAF’s mission fulfillment at locations that do not have a campus. For example, it helps the Cooperative Extension Service and Alaska Sea Grant fulfill their Land Grant and Sea Grant service missions. The total annual cost is $1.2 million. UAF is trying to reduce and consolidate leased spaces in an effort to decrease operating expenditures and to bring units into closer proximity. Lease consolidation could offer program benefits in terms of shared resources and improved accessibility to the public. The efforts include finding alternatives for the most expensive space and attempting to acquire a large vacant facility in proximity to campus or in the downtown core area. These efforts will be a continued focus as operating budget pressures continue. Below is a summary of leased space. (2.G.1)

Table 2.8

<table>
<thead>
<tr>
<th>Campus Name / College</th>
<th>Number of Leases</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bristol Bay Campus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dillingham</td>
<td>1</td>
<td>1,263</td>
</tr>
<tr>
<td>King Salmon</td>
<td>1</td>
<td>853</td>
</tr>
<tr>
<td><strong>College of Rural and Community Development</strong></td>
<td>2</td>
<td>16,994</td>
</tr>
<tr>
<td>Anchorage</td>
<td>1</td>
<td>4,104</td>
</tr>
<tr>
<td>Fairbanks</td>
<td>1</td>
<td>12,890</td>
</tr>
<tr>
<td><strong>Community and Technical College</strong></td>
<td>5</td>
<td>205,063</td>
</tr>
<tr>
<td>Fairbanks</td>
<td>5</td>
<td>89,930</td>
</tr>
<tr>
<td>Barnette Street Parking Garage</td>
<td>1</td>
<td>115,133</td>
</tr>
<tr>
<td><strong>Fairbanks Campus</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– various locations are administered from this campus</td>
<td>18</td>
<td>59,184</td>
</tr>
<tr>
<td>Anchorage</td>
<td>2</td>
<td>10,005</td>
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<tr>
<td>California</td>
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<td>374</td>
</tr>
<tr>
<td>Cordova</td>
<td>1</td>
<td>360</td>
</tr>
<tr>
<td>Delta</td>
<td>1</td>
<td>1,105</td>
</tr>
<tr>
<td>Fairbanks</td>
<td>7</td>
<td>36,356</td>
</tr>
<tr>
<td>Homer</td>
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<tr>
<td>Kodiak</td>
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<tr>
<td>Nome</td>
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<tr>
<td>Palmer</td>
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<td>2,205</td>
</tr>
<tr>
<td>Petersburg</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>Soldotna</td>
<td>1</td>
<td>2,300</td>
</tr>
<tr>
<td><strong>Interior-Aleutians Campus</strong></td>
<td>5</td>
<td>5,266</td>
</tr>
<tr>
<td>Fort Yukon</td>
<td>1</td>
<td>1,920</td>
</tr>
<tr>
<td>Galena</td>
<td>1</td>
<td>1,000</td>
</tr>
<tr>
<td>McGrath</td>
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<td>Togiak</td>
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<td>Unalaska</td>
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<td>700</td>
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<tr>
<td><strong>Northwest Campus</strong></td>
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<td></td>
</tr>
<tr>
<td>– various locations are administered from this campus</td>
<td>2</td>
<td>1,245</td>
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<tr>
<td>Shishmaref</td>
<td>1</td>
<td>960</td>
</tr>
<tr>
<td>Unalakleet</td>
<td>1</td>
<td>285</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>34</td>
<td>289,868</td>
</tr>
</tbody>
</table>
Use, Storage, and Disposal of Hazardous or Toxic Materials

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

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

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

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

Physical Development

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

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

Three adjunct plans that focused on particular aspects of the Fairbanks campus (circulation and parking, campus landscape, and the North Campus area) were crafted following the approval of the 2002 plan. In addition, the firm of Brailsford and Dunlavey was hired to lead the process for the 2005 Campus Life Master Plan. This report focused on student life issues, including recommendations for improvements to housing, dining services, and location of the bookstore.
A five-year update of the 2002 plan was conducted by the Master Planning Committee. However, the Board of Regents gave no formal approval because it was in the process of modifying policies governing campus master plans. These policies were adopted in 2008 (05.12 – Capital Planning and Facilities Management; and 05.12.030 – Campus Master Plans). As a result of the modifications, UAF, UAA, and UAS were required to develop updated plans by 2010.

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

**Equipment**

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

The UA Statewide Property Manual directs the ways in which equipment is used and accounted for. UAF’s Central Receiving and Property unit maintains annual inventories of all controlled property with a value of $5,000 or more and an expected life of one year or longer. In addition, an inventory is maintained of all sensitive (firearms and vehicles) items and a small number of miscellaneous items (e.g., agency owned equipment) that need to be accounted for and tracked for various other reasons. (2.G.4)

**Technological Infrastructure**

**Networks and Telecommunications**

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

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

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

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

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

The data center hosts dedicated and virtual servers that support both UA and UAF mission-critical applications and functions. These include Banner, UAOlne, Blackboard, Polar Express, DNS, databases, administrative and student file and print services, web services, distance education, departmental applications, and more. More than 200 servers are housed in the data center. Other equipment located in the facility connects campuses across the UA System, both to each other and with the rest of the world, using LAN/WAN for interconnectivity across a network (100 mbps to 1000 mbps) interface. Thirty-six terabytes of Internet small computer system interface-based storage provide shared file storage for departments, students, and various application owners. Additional support is provided for the 13 servers and nine terabytes of storage at the Barrow Arctic Research Consortium (BARC).
The centralized location of UA/UAF computing resources provides a high level of security, redundancy, and performance. The Butrovich Computer Facility is continually reviewed to maintain its status as a state-of-the-art facility dedicated to providing the highest quality data services to the University of Alaska community.

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

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

### Classroom Technology

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

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

### IT Service Delivery

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

- **User Services (US)** works with students, faculty, and staff to ensure delivery of IT services. User Services is the first point of contact to assist with technology needs. It provides help desk assistance, training, and desktop support. User Services is an integral part of UAF’s instructional delivery through academic computing support (smart classrooms, computer labs, Blackboard) and videoconferencing for distance education. User Services hosts several events that showcase new technologies for learning and research. These include the annual Rural Sites Training Conference, Faculty Spotlight, and TechFest.
- Applications Services (AS) programs academic and business solutions for the university system. These solutions include applications such as Banner, campus solutions such as e-mail and calendaring, and individual department solutions. AS implements an integrated vision to facilitate and enhance the University of Alaska’s teaching, management, and service missions. AS continues to modify Banner to accommodate new payroll and student financial aid regulations. Additionally, AS works closely with the UA Scholars Program to improve the security of student personal information. AS will continue working toward a single sign-on environment for online UA resources.

- Infrastructure Technology Services (ITS) provides the foundation and security for all deployed systems including networks, telephones, and servers. The university requires continuous operation of these critical systems, which are available and monitored 24 hours a day, 365 days a year. ITS participates in internal and external reviews resulting in identification of single points of failure and security vulnerabilities.

- Technology Oversight Services (TOS) provides leadership in strategic planning, project management, and technology innovation. Working closely with the CITO, TOS oversees the planning and implementation of OIT services throughout the UA System. One of the challenges for TOS is to summarize technology services in a clear, concise format to allow both OIT and the university to measure the quality of these services.

- OIT Central Operations includes the executive officer and the IT Business Office. The executive officer is the OIT chief financial officer responsible for financial management, strategic planning and alignment, and management of the OIT Business Office. Business Office responsibilities include fiscal operations, procurement, human resources, travel, and recharge center coordination. Serving as the OIT liaison to UA and UAF executive management, the executive officer coordinates and reviews all OIT budget requests and business plans.

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

The UA System provides UAF’s Banner administrative applications (e.g., student information, finance, accounting, and HR). This arrangement permits the consolidation of technology infrastructure associated with applications, servers, and systems operation at Fairbanks. It also allows delivery of all services through the UA Statewide backbone network to campus users on UAF’s regional network. The UAF OIT Support Center provides user support to UAF users of these applications with the assistance of UAF-based enrollment services and financial services support groups.

**Key Teaching/Learning Services**

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

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

UAF has operated the Blackboard course management system to support instruction since fall 1999. Course shells, student information, and faculty accounts were manually input into the database until 2005. Today, the Banner system automatically populates Blackboard™ with course shells and enrolls students and instructors based on course/enrollment data. Instructors simply activate their Blackboard course shells to begin using the embedded tools and upload course content. Since 1999, student usage of Blackboard
has increased 614 percent. In fall 2010, 705 instructors used Blackboard for 1,172 courses serving 7,047 students.

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

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

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

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

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

**IT Training and Faculty Development**

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

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

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

Technology Planning and Input

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

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

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

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

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

Due to the distributed nature of technology funding at UAF, the institution, to date, lacks a central technology update and replacement plan. Each unit that provides technology support reviews its needs and direction in relation to its customer base, and it plans for updates accordingly. (2.G.8)