

# University of Alaska Fairbanks

Year Six / Standard Two

Policies, Regulations, and Finances Review (PRFR)

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Prepared for the Northwest Commission on Colleges and Universities

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## Mission Fulfillment: Executive Summary

The [University of Alaska Fairbanks \(UAF\)](#), established in 1917, is part of the statewide University of Alaska (UA) System and is the flagship institution of the university system. UAF offers both place-based and distance degrees, ranging from Occupational Endorsements to Ph.D.'s, as well as certificate and licensure programs, and is classified by the [Carnegie Classification of Institutions of Higher Education as an R2 \(Doctoral Universities – High Research Activity\) institution](#). The [Troth Yeddha' Campus](#), located in Fairbanks, is the residential campus and administrative center of UAF and includes [eCampus](#) which serves students throughout Alaska and globally through online education. The [Community and Technical College](#), located in Fairbanks, addresses the workforce, economic, and socio-cultural needs of Fairbanks and Interior (central) Alaska. The [College of Indigenous Studies](#) administers the [four community campuses](#) which serve Alaska Native and rural Alaskan students located throughout central, northwestern, and southwestern Alaska. These campuses, which are not accessible by road or railroad, include the Bristol Bay Campus in Dillingham, the Chukchi Campus in Kotzebue, the Kuskokwim Campus in Bethel, and the Northwest Campus in Nome.

As the nation's northernmost Land, Sea, and Space Grant university and international research center, the [mission of UAF \(UA Board of Regents Policy 01.01.030\)](#) is to advance and disseminate knowledge through creative teaching, research, and public service with an emphasis on Alaska, the North, and the peoples of the state. The mission of UAF is articulated through its [vision](#) - excellence through transformative experiences - and the university is renowned for its Arctic research, Alaska Native and Indigenous programs, entrepreneurship, workforce development, and hands-on, personalized learning. UAF provides a world-class, inclusive experience — energized by innovative research, community engagement, student-centered teaching and creative expression. Because of the university's emphasis on Alaska Native and Indigenous populations, UAF is a federally designated [Native American-Serving Nontribal Institution \(NASNTI\)](#) and is also listed as an [Alaska Native and Hawaiian Native-Serving Institution \(ANNH\)](#). Both designations provide UAF with new unique funding opportunities for Indigenous students that are only available to universities with one or both designations.

Through its strategic plan, UAF has defined visionary and aspirational goals that reflect its mission, core themes, and key messaging. Each goal is equally important in supporting the success of the university. The [Strategic Plan 2027](#) was formally adopted in 2020 and includes the following six goals:

- [Modernize the student experience](#);
- [Establish global leadership in Alaska Native and Indigenous programs](#);
- [Achieve tier 1 research status](#);
- [Transform UAF's intellectual property development and commercialization](#);
- [Embrace and grow a culture of belonging](#); and
- [Revitalize key academic programs](#).

Because evidence is essential to demonstrating mission fulfillment, a working group of faculty, staff, students, and administrators identified a series of indicators tied to the six Strategic Plan 2027 goals to validate the progress made by UAF in its mission fulfillment and to help recognize areas for improvement. [Fourteen indicator metrics](#), that also serve as mission fulfillment indicators, were identified in (1) student success and degree attainment, (2) research, (3) skilled workforce, and (4) community and belonging. Data associated with each indicator, which includes disaggregated indicators of student achievement, are compared to target thresholds identified by a team of faculty, staff, and administrators. Disaggregated retention and graduation rate data are also analyzed and compared to national and regional

peer institutions. For these internal and external evaluations, student achievement data are used to identify and close academic attainment disparities by developing relevant and realistic institutional strategies.

In addition, UAF underwent a [program review redesign that transformed the way that academic programs are evaluated at the university](#). The redesign process was thorough and transparent, involving faculty, staff, and administrators over a one-year period. The outcome, initiated during the 2022-2023 academic year, was a four-year review cycle which integrates student learning outcomes assessment reporting and includes a mid-cycle check-in review in year two and a full program review in year four. This program review process is designed to support programs through feedback and continuous improvement, with a stronger focus on student success, program improvement, and examination of disaggregated student data where possible to address academic attainment disparities. With these mission fulfillment indicators and academic program redesign initiatives in place, UAF is better positioned to identify concerns and develop strategies to improve student success, academic excellence, and stakeholder engagement.

## Eligibility Requirements

## **Attestation**

The University of Alaska Fairbanks (UAF) attests to adherence with all NWCCU accreditation eligibility requirements. Each report section in this document addresses these eligibility requirements and includes statements of institutional compliance with evidence for each of the specific requirements.

Standard Two: Governance, Resources, and Capacity

UAF Policies, Regulations, and Finances Review (PRFR)

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

## 2.A Governance

### 2.A.1 Governance Structure

*The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.*

The governing board for the University of Alaska (UA) is the [UA Board of Regents \(UA BoR\)](#). The authority of UA BoR over the UA is established by the [Constitution of the State of Alaska \(Article VII, Section 3\)](#). Statutory provisions related to the authority of the UA BoR over the UA are contained in [Alaska Statute 14.40](#). The University of Alaska Fairbanks (UAF) is one of three separately accredited institutions, along with the University of Alaska Anchorage (UAA) and the University of Alaska Southeast (UAS), that are part of the University of Alaska, i.e., the UA System.

The UA BoR is an [11-member board, and consists of a chair, vice chair, secretary, and treasurer](#). The regents are appointed by the governor of the State of Alaska, subject to confirmation by a majority of the members of the Alaska State Legislature in a joint session. Regents serve an eight-year term, except for the student regent who is nominated from his/her campus and serves a two-year term. No other boards are involved in the governance of the UA System.

The division of authority between the UA BoR, UA System Office, and the three Major Administrative Units (MAU; e.g., UAF) are clearly described and delineated in documents that are publicly available for inspection. The UA BoR will maintain its bylaws and policies as stated in the compiled manuals [Bylaws of the Board of Regents \(Appendix 2.A.1.1\)](#) and [Regents Policy \(Appendix 2.A.1.2\)](#). The UA president is authorized to adopt regulations consistent with these bylaws and policies and maintain them in the compiled manual [University Regulations \(Appendix 2.A.1.2\)](#). The UAF chancellor is authorized to adopt policies consistent with these bylaws, policies, and regulations and maintain them as the compilation [UAF Policy and Procedures \(Appendix 2.A.1.3\)](#). If there is a conflict between or among provisions, the order of priority is UA BoR Bylaws, Regents Policy, University Regulation, and UAF Policy and Procedures.

The UA BoR has clear expectations and duties as outlined in [UA BoR Bylaw BL03 Duties of the Board of Regents](#). The UA BoR will delegate its authority as prudent, necessary, and consistent with law, with the board and its members ultimately retaining legal responsibility for compliance with law, governance, and fiscal stability of the UA System. Regents receive no compensation for their service but do receive per diem and reimbursement for travel expenses for attendance at board meetings or for other university purposes approved by the board chair. Each member of the UA BoR will uphold their constitutional and

fiduciary duty to act prudently, in accordance with law, and in the best interests of the UA System. The [Alaska Executive Branch Ethics Act \(Alaska Statute 39.52\)](#) clearly communicates the expectations of ethical duties of all public employees in Alaska, which includes the regents. As such, the Ethics Act prohibits substantial and material conflicts of interest and stipulates that regents may not improperly benefit, financially or personally, from their actions as public employees.

As one of its duties, the UA BoR will, in accordance with the [Constitution of the State of Alaska \(Article VII, Section 3\)](#), [appoint the President of the UA System](#). The UA BoR will annually review the performance of the president, who serves at the pleasure of the board. The [UA president](#) will serve as the [executive officer of the UA BoR and the chief executive officer of the UA System](#), administering the UA System consistent with the authority and responsibilities delegated by statute, [BoR Bylaws](#), policy, and direction by the full board. The UA president will facilitate the development by the UA BoR of the university’s direction, goals, strategy, and policies, implement the policies and objectives of the board including through adoption of regulations, and keep the board informed of all significant developments affecting the UA System.

The UA BoR meets quarterly and has periodic ad hoc meetings that focus on time sensitive and/or special topics. According to the meeting archive, the BoR held 18 meetings in 2025, including eleven special or emergency meetings and three ad hoc meetings ([Appendix 2.A.1.5](#)). All meetings are open and publicly available (except for executive sessions) and recorded via [Live Stream](#) that are [archived](#) and have [official minutes and summaries of actions](#). Associated with each regular, full board meeting are [four standing committees: Academic and Student Affairs Committee, Audit and Finance Committee, Facilities and Land Management Committee, and Governance Committee](#). Upcoming meetings and dates are shared publicly two years in advance, with meetings for 2026 and 2027 provided in [Appendix 2.A.1.6](#).

The UA BoR is responsible for establishing, reviewing, and revising UA System wide policies, including those related to its own organization and operation. This ongoing review is documented in the [Regents Policy/University Regulation Revision Log](#), available on the board website. The log tracks changes from 2006 to the present, demonstrating consistent policy evaluation. A [cyclical review of Regents Policy and University Regulation](#) was initiated by the UA System president in July 2023. [Bylaw BL03](#) requires the UA BoR to review its performance and set annual goals each year. The BoR typically conducts this work at its annual retreat, where it self-evaluates, sets goals, and discusses engagement strategies.

<b>Required Evidence for 2.A.1</b>
<p><b>Institutional governance policies and procedures:</b>  <a href="#">2.A.1.1 Bylaws of the BoR</a>  <a href="#">2.A.1.2 Regents Policy and University Regulation</a></p> <p><b>System governance policies and procedures:</b>  <a href="#">2.A.1.3 UAF Policy and Procedure</a>  <a href="#">2.A.1.4 Alaska Executive Branch Ethics Act (Alaska Statute 39.52)</a></p> <p><b>Multiple board governing policies and procedures (if applicable):</b>  N/A</p> <p><b>By-laws and Articles of Incorporation referencing governance structure:</b>  <a href="#">2.A.1.1 Bylaws of the BoR</a></p>
<b>Additional Evidence for 2.A.1</b>
<p><b>Board’s calendar for reviewing institutional and board policies and procedures:</b>  <a href="#">2.A.1.5 BoR Meeting Archive 2025</a>  <a href="#">2.A.1.6 BoR 2025-2026 Upcoming Meetings</a></p>

## 2.A.2 Leadership

*The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

The [Chancellor’s Core Cabinet](#) is a group of senior university administrators who steer UAF’s academic, research, and service mission, and includes the five vice chancellors, the executive director of university advancement, and the chief of staff (Table 1). This group is convened by the chancellor ([Biography](#) and [Curriculum Vitae](#) (CV) provided for Mike Sfraga (ret.), Ph.D., in Appendix 2.A.2.1) and meets weekly for the purpose of sharing information, coordinating efforts, resolving university-related issues, and pursuing collaborative initiatives to advance the university’s mission and vision. Leveraging their collective knowledge and expertise, the Chancellor’s Core Cabinet serves as an advisory group to the chancellor, reviewing matters of academic, research, and administrative policy and making recommendations. The group also functions as a body focused on implementation and providing oversight for operational matters and develops strategies and solutions to resolve issues that involve their individual units and the institution collectively.

**Table 1. Chancellor’s Core Cabinet Membership**

Position	Name	Highest Degree Earned
Interim Chancellor	Mike Sfraga	Ph.D.
Interim Provost and Executive Vice Chancellor	Charlene Stern	Ph.D.
Vice Chancellor for Administrative Services	Julie Queen	M.B.A.
Vice Chancellor for Research	Laura Conner	Ph.D.
Interim Vice Chancellor for Rural Community and Native Education	Bryan Uher	M.P.A.
Vice Chancellor of Student Affairs and Enrollment Management	Owen Guthrie	M.A.
Executive Director of University Advancement	Thomas Hough	M.A.
Interim Chief of Staff	Alexis Knabe	B.B.A.

The five vice chancellors report directly to the chancellor and are responsible for assisting in administering the university (see Appendix 2.A.2.2 for the [Chancellor’s Organizational Chart](#)). Areas of administration include Academic Affairs, Administrative Services, Research, Rural, Community and Native Education, and Student Affairs and Enrollment Management. Each section below provides a brief overview of the responsibilities of each vice chancellor along with their organizational structure for the units for which they oversee in their leadership capacity.

**Academic Affairs.** The Provost and Executive Vice Chancellor ([Biography](#) and [CV](#) provided for Charlene Stern in Appendix 2.A.2.3) is the [chief academic officer](#) for the university and is responsible for overseeing and aligning academic policies and priorities and ensuring the quality of the faculty and student body on the Troth Yeddha’ campus. There are five academic colleges ([College of Business and Security Management](#), [Engineering and Mines](#), [Fisheries and Ocean Sciences](#), [Liberal Arts](#), [Natural Science and Mathematics](#)), one academic school ([School of Education](#)), and one academic division ([Exploratory Studies and Academic Success](#)) on the Troth Yeddha’ campus (see Appendix 2.A.2.4 for the [Provost and Executive Vice Chancellor’s Organizational Chart](#)). Each of these units is led by a [dean](#) that is the chief academic and administrative officer of their college, school, or division, and each of these deans report directly to the provost. Deans provide leadership in the college, school, or divisions’

research, teaching, and/or service missions and have additional responsibilities tied to the unique disciplinary focus and mission of their unit.

**Administrative Services.** The Vice Chancellor for Administrative Services (VCAS; [Biography](#) and [CV](#) provided for Julie Queen in Appendix 2.A.2.5) is the chief administrative and financial officer for the university. The VCAS is responsible for overseeing the [financial and business operations for all UAF locations, including physical safety and facilities services and management](#) (see Appendix 2.A.2.6 for the [Administrative Services Organizational Chart](#)).

**Research.** The Vice Chancellor for Research ([Biography](#) and [CV](#) provided for Laura Conner in Appendix 2.A.2.7) is responsible for the university's research mission, which includes [oversight of all research activities, the research institute directors, sponsored programs, research integrity, and intellectual property and licensing](#). [Additional areas included under this oversight](#) are UAF research facilities, research support and recharge centers, federal research engagement, and the communication of research findings through community outreach.

**Rural, Community and Native Education.** The Vice Chancellor for Rural, Community and Native Education (RCNE; [Biography](#) and [CV](#) provided for Bryan Uher in Appendix 2.A.2.8) works with the provost to ensure alignment of academic policies and priorities and quality of the faculty and student body at the [Community and Technical College, College of Indigenous Studies, and the four rural campuses](#). The Vice Chancellor for RCNE also oversees the development of the [Troth Yeddha' Indigenous Studies Center](#), which will serve as a central Alaska Native gathering place on the UAF campus with classes, services and activities that will affirm Alaska Native culture and contributions across Alaska.

**Student Affairs and Enrollment Management.** The Vice Chancellor for Student Affairs and Enrollment Management (SAEM; [Biography](#) and [CV](#) provided for Owen Guthrie in Appendix 2.A.2.9) is the [chief enrollment officer and senior student affairs officer](#). In this capacity, the Vice Chancellor of SAEM guides enrollment and student life strategy at the university through [oversight of numerous student-oriented units](#), including the Academic Advising Center, Offices of Admissions, Rights, Compliance and Accountability (ORCA), Disability Services, Financial Aid, and Registrar, the Departments of Residence Life and Military and Veteran Services, Dining Services and Contract Operations, Nanook Recreation, Student Health and Counseling, the Wood Center/Center for Student Engagement, and ASUAF (the Associated Students of the University of Alaska Fairbanks; see Appendix 2.A.2.10 for the [Student Affairs and Enrollment Management Organizational Chart](#)).

**Executive Director of University Advancement.** The Executive Director of University of Advancement (EDUA; [Biography](#) and [CV](#) provided for Thomas Hough in Appendix 2.A.2.11) oversees fundraising, alumni relations, and strategic communications to strengthen UAF's reputation and relationships. This position focuses on building donor and community support, guiding advancement strategy, and telling the university's story in ways that elevate its mission and impact. Offices that report to the EDUA include Alumni Relations, Development, and University Relations.

**Chief of Staff.** The Chief of Staff (CoS; [Biography](#) and [CV](#) provided for Alexis Knabe in Appendix 2.A.2.12) supports university leadership by managing special projects, coordinating key initiatives across academic and research units, and advising senior administrators to help advance the university's mission. This position helps streamline processes, solve complex problems, and expand the executive capacity of the chancellor's office by working with cabinet members, deans and directors, and units on strategic planning, policy oversight, and cross-campus collaboration.

**Required Evidence for 2.A.2**

**Leadership organizational charts and curriculum vitae for executive leadership:**

- 2.A.2.1 Interim Chancellor [Biography](#) and [CV](#)
- 2.A.2.2 Chancellor’s Organizational Chart
- 2.A.2.3 Interim Provost and Executive Vice Chancellor [Biography](#) and [CV](#)
- 2.A.2.4 Provost and Executive Vice Chancellor’s Organizational Chart
- 2.A.2.5 Vice Chancellor for Administrative Services [Biography](#) and [CV](#)
- 2.A.2.6 Administrative Services Organizational Chart
- 2.A.2.7 Vice Chancellor for Research [Biography](#) and [CV](#)
- 2.A.2.8 Interim Vice Chancellor for Rural, Community and Native Education [Biography](#) and [CV](#)
- 2.A.2.9 Vice Chancellor for Student Affairs and Enrollment Management [Biography](#) and [CV](#)
- 2.A.2.10 Student Affairs and Enrollment Management Organizational Chart
- 2.A.2.11 Executive Director of University Advancement [Biography](#) and [CV](#)
- 2.A.2.12 Interim Chief of Staff [Biography](#) and [CV](#)

2.A.3 Chief Executive Officer

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

UAF is led by [Mike Sfrage \(ret.\), Ph.D.](#) ([Biography](#) and [Curriculum Vitae \(CV\)](#) provided in Appendix 2.A.2.1), who has been the interim chancellor and chief executive officer since July 2025. The chancellor is appointed by and reports directly to the UA System president ([Regents' Policy P02.02.015](#)). Responsibilities include overseeing all aspects of UAF's administration, which includes the functioning of the university as defined in [UA BoR Bylaw BL13](#). In this capacity, the chancellor works closely with university leaders, governance groups and members of the community to provide day-to-day leadership and strategic direction to UAF's campuses. The chancellor is responsible for creating the administrative structure that best supports the mission of UAF ([Appendix 2.A.2.2](#)) and selects qualified individuals to fill the positions that report directly to him based on their qualifications and experience.

The chancellor reports to the UA System president and, through the president, to the UA BoR. Neither the chancellor nor the president serves on the UA BoR. Evaluations of the chancellor are conducted on an annual basis by the UA System president. The chancellor serves on the UA System president’s Executive Council with the chancellors of UAA and UAS, coordinating system-wide policies.

**Required Evidence for 2.A.3**

**Curriculum vitae of President/CEO:**

Appendix 2.A.2.1 Interim Chancellor Sfraga [Biography](#) and [CV](#)

**Additional Evidence for 2.A.3**

[UA BoR Bylaw BL13. The Chancellors](#)  
[Regents’ Policy P02.02.015. Chancellors](#)

2.A.4 Governance and Decision-Making Structures

*The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.*

The opportunity for faculty, staff, and students to participate in the shared governance of UAF is defined through [Regent's Policy 03.01.010 \(Appendix 2.A.1.2\)](#). The [UAF Governance Coordinating Committee](#), representing faculty, staff, and students, provides a forum for the three individual UAF governance bodies to address common concerns that affect faculty, staff, and students and exists for the expressed purpose of coordinating unified action(s) from the individual governance bodies ([UAF Faculty Senate](#), [UAF Staff Council](#), and the [Associated Students of the University of Alaska Fairbanks \[ASUAF\]](#)). Membership on the UAF Governance Coordinating Committee includes the president and president-elect or vice president of each constituency and the Governance Manager. The UAF Governance Coordinating Committee meets twice a semester during the academic year and the members communicate directly to their respective governance bodies.

[UA Faculty Alliance](#) is an advisory body that was established in [Regents Policy 03.01.010](#) to represent the faculty of the University of Alaska systemwide in matters which affect the general welfare of the university system and its educational purposes and effectiveness. As outlined in the [Constitution and Bylaws](#) of the UA Faculty Alliance, the Faculty Alliance is composed of the Faculty Senate leadership (president, president-elect, and past-president) of the three universities and meets monthly with the UA Chief Academic Officer. The Faculty Alliance discusses and makes recommendations about policies, regulations, and academic issues that affect each of the universities and the system as a whole. These issues include development of a common calendar and aligning general education requirements among the universities, and providing feedback on UA BoR policies and regulations. The chair of the Faculty Alliance rotates among the universities.

[UAF Faculty Senate](#) was established in [Regents Policy 03.01.010](#) to allow faculty to carry out their professional responsibility as the legislative body of UAF in matters of instruction, research/creative activity, and service. As outlined in the [Constitution](#) and [Bylaws](#) of the UAF Faculty Senate, the senate consists of faculty members from each college or school, elected by their peers to serve as senators. Faculty Senate leadership agree to three-year terms, consisting of a year each as president-elect, president, and past president. Faculty senators, in addition to their service on the whole senate, are required to serve on [permanent or standing committees of the Faculty Senate](#). The Administrative Committee is composed of the chairs of all standing and permanent Faculty Senate committees, and its obligation is to prepare the agenda and materials for efficient operation of the Senate. The standing committees include the Curricular Affairs Committee (undergraduate academic policies and procedures), Faculty Affairs Committee (faculty prerogative and recommends policy changes), and Unit Criteria Committee (reviews proposed unit criteria for evaluation of faculty and ensures that the criteria are consistent with criteria defined in the UAF Faculty Appointment and Evaluation Policies and Regulations "Blue Book"). Permanent committees include the General Education Requirements and Common Baccalaureate Requirements Committee, Curriculum Review Committee, Graduate Academic and Advisory Committee, Student Academic Development and Achievement Committee, Faculty Development, Assessment and Improvement Committee, Committee on the Status of Women, Research and Creative Activity Advisory Committee, Information Technology Committee, Faculty Administrator Review Committee, and the Teaching and Learning Committee. Ad Hoc Committees may also be constituted to focus on a particular aspect of the university's academic mission, such as the Open Educational Resources Committee.

[UAF Staff Council](#) is an advisory body that was established in [Regents Policy 03.01.010](#) to represent the needs of full-time, non-represented Administrative/Professional/Technical (APT) employees of UAF. As outlined in the [Constitution](#) and [Bylaws](#) of the UAF Staff Council. The Staff Council is composed of eight election units that encompass the Troth Yeddha' campus and the rural campuses. Each election unit elects two representatives who serve a two-year term. There are also 14 at-large representatives that each serve for a two-year term. The UAF departments that make up each election unit have been chosen to provide a diversity of views and needs from academia, research, and administration. Most of the work of the Staff

Council is completed in four permanent committees that meet monthly, and the entire council also meets monthly to review issues relevant to staff and vote on actions recommended by the committees. The Executive Committee is composed of the chairs of these four committees and reviews the actions for each committee prior to the monthly council-wide meeting. Staff Council closely partners with UA and UAF leadership and meets regularly with the UAF chancellor and provost. Representatives of the Staff Council serve on other UAF committees and groups and help to create, review, and update policies. To help coordinate activities, the UAF Faculty Senate president attends the monthly Staff Council meetings and vice-versa. Staff Council officers are members of the UA Staff Alliance and meet regularly with the officers of the UAA, UAS, and System Office Staff Councils.

The [Associated Students of the University of Alaska Fairbanks \(ASUAF\)](#) is UAF's representative student body that acts on behalf of university students in their best interests. ASUAF's primary responsibility is to represent the voice and opinion of UAF's student body to the UAF administration, UA BoR, UA President, and the Alaska State Legislature. All UAF students who pay the consolidated fee are members of the association. While ASUAF technically refers to the entire association and its membership, which encompasses almost every student at UAF, in colloquial use, ASUAF typically refers to the student government officials of ASUAF. [ASUAF's Constitution and Bylaws](#) establish a government of ASUAF, consisting of a president and vice president elected by the student body on the same ticket, a Senate elected by the student body, and a chairperson of the Senate elected by the Senate. ASUAF meets twice each month during the academic year and monthly with UAF administration on matters of interest and welfare of UAF students.

The Chancellor's Cabinet meets monthly to provide advice and counsel to the chancellor on matters regarding policies, procedures, and strategic planning. This group also updates the other members of the Chancellor's Cabinet on events and activities within their respective units. Chancellor's Cabinet positions and members are provided below in Table 2.

**Table 2. Chancellor's Cabinet Membership**

Position	Name	Highest Degree Earned
Interim Chancellor	Mike Sfraga	Ph.D.
Interim Provost and Executive Vice Chancellor	Charlene Stern	Ph.D.
Vice Chancellor for Administrative Services	Julie Queen	M.B.A.
Vice Chancellor for Research	Laura Conner	Ph.D.
Interim Vice Chancellor for Rural Community and Native Education	Bryn Uher	M.P.A.
Vice Chancellor of Student Affairs and Enrollment Management	Owen Guthrie	M.A.
Executive Director of University Advancement	Tom Hough	M.A.
Interim Chief of Staff	Alexis Knabe	B.B.A.
Executive Assistant and Advisor to the Chancellor	Lisa Slaba	B.A.S.M.
Vice Provost and Accreditation Liaison Officer	Trent Sutton	Ph.D.
Associate Vice Chancellor of Research	Gwen Holdman	M.S.
Associate Vice Chancellor for Facilities Services	Kellie Fritze	M.B.A.
Associate Vice Chancellor for Financial and Business Services	Amanda Wall	M.A.
Associate Vice Chancellor for Rural, Community, and Native Education	Jessica Black	Ph.D.
Interim Associate Vice Chancellor for Student Affairs	Kaydee Van Flein	M.S.
Chief Information Officer, Nanook Technology Services	Brian Seiler	M.S.

Senior Business Partner, UAF Human Resources	Kim Washburn	B.F.A.
Director, Advising	Alicia Macom	M.A.
President, Faculty Senate	Leah Berman	Ph.D.
President, Staff Alliance	Derek Bastille	M.S.
President, The Associated Students of UAF (ASUAF)	Jackson Nelson	Student, B.A. in Progress
Governance Office Manager	Molly Anslinger	M.S.

The [Deans' Council](#), which includes the deans (and associate deans as needed) from all undergraduate and graduate degree-granting academic units, director of the Graduate School, director of Libraries, vice provost and accreditation liaison officer, and chief of faculty affairs and services. The [Joint Academic & Research Council \(J-ARC\)](#) includes the deans from all undergraduate and graduate degree-granting academic units, the directors of the six research institutes and centers (Alaska Center for Energy and Power, Geophysical Institute, Institute of Arctic Biology, Institute of Marine Science, Institute of Northern Engineering, and International Arctic Research Center) and the Graduate School, Libraries, UA Museum of the North, Institute of Agriculture, Natural Resources, and Extension, and Alaska Sea Grant, the vice provost and accreditation liaison officer, and the Faculty Senate president. These two councils, which each meet monthly, provide an opportunity for detailed discussions among administrators most proximally responsible for implementing policies and procedures in academic and research units and providing advice and counsel to the provost (Dean's Council and J-ARC) and vice chancellor of research (J-ARC). The Chancellor's Deans and Directors Meeting, a monthly meeting between the membership of J-ARC and the Chancellor's Core Cabinet, provides a forum to foster collaboration and shared understanding among institutional leaders as well as an opportunity for information sharing, discussion, and alignment on key priorities while keeping Core Cabinet members connected to deans and directors. It also serves as a space to exchange perspectives, identify opportunities for cross-divisional collaboration, and maintain communication across academic, research, and administrative areas.

The [UAF Planning and Budget Committee \(PBC\)](#) is a standing body of faculty, staff, executive leaders, and governance delegates, co-chaired by the provost and vice chancellor for administrative services. It collects and reviews proposals for inclusion in UAF's state budget request, ensuring alignment with student success, UAF Strategic Goals, UA Goals and Measures, and NWCCU accreditation standards. The PBC serves as the principal budget advisor. Budget planning occurs at college, school, and department levels based on strategic needs, with proposals solicited 20 to 24 months before the fiscal year annually. The PBC also includes what was formerly called [Strategic Enrollment Planning \(SEP\)](#), which was a group of staff and executive leaders at UAF focused on student recruitment and retention that forecasted, analyzed, and managed student enrollment in a way that aligned with the overall UAF mission, goals, and academic priorities.

Per [BoR Regulation 10.01.020](#), the [UA Statewide Academic Council \(SAC\)](#) meets monthly and is chaired by the UA vice president of academics, students, and research. Other members of the SAC include the UAF, UAA, and UAS provosts, UAF vice chancellor for rural, community and native education, a UA community campus and rural campus representative, and [UA Faculty Alliance](#) representatives from UAF, UAA, and UAS, as well as additional representatives of the statewide system and the three MAUs. This group reviews academic programs and priorities and ensures compliance with accreditation and faculty collective bargaining agreements.

The UA BoR encourages input from internal (UAF and UA) and external (community and workforce) stakeholders as stated in [UA BoR Bylaw BL09 Public Testimony](#), which is part of the Bylaws of the BoR ([Appendix 2.A.1.1](#)). Two modalities for providing public testimony, audio and written, are available for stakeholders. Public testimony via statewide audio conference is held two to three days prior to each UAF Policies, Regulations, and Finances Review (PRFR)

quarterly Board of Regents meeting for an hour. In addition, written testimony is accepted at any time from anyone. The UA BoR meets quarterly and has periodic ad hoc meetings that focus on time sensitive and/or special topics. All meetings are open and publicly available (except for executive sessions) and recorded via [Live Stream](#) that are [archived](#) and have [official minutes and summaries of actions](#).

These governance structures at UAF are designed to ensure that the perspectives of faculty, staff, students, and administrators, on matters in which each has a direct and reasonable interest, are meaningfully incorporated into institutional decision-making. These structures not only provide representation but also actively foster collaboration, transparency, and open communication across all stakeholder groups and with upper administration. Through regular dialogue, shared governance processes, and clearly defined channels for input and feedback, UAF promotes mutual understanding, collective problem-solving, and alignment of priorities. This integrated approach strengthens trust, enhances the quality of decisions, and ensures that institutional actions reflect a broad, informed, and coordinated perspective.

#### Required Evidence for 2.A.4

##### **Institutional Governance Policies and Procedures:**

[2.A.1.1 Bylaws of the BoR](#)

[2.A.1.2 Regents Policy and University Regulation](#)

Faculty Senate [Constitution](#) and [Bylaws](#)

Staff Council [Constitution](#) and [Bylaws](#)

ASUAF [Constitution and Bylaws](#)

## 2.B Academic Freedom

### 2.B.1 Academic Freedom and Independence

*Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

At UAF, academic freedom is the principle that ensures that faculty, researchers, students, and guests have the right to pursue inquiry, teaching, and expression without undue interference from external forces, including government, university administration, or societal pressures. This freedom empowers the UAF community to explore varied and sometimes controversial topics, critique established viewpoints, and engage in open discourse without fear of censorship or retaliation. Academic freedom is particularly valuable in fostering a dynamic learning and research environment that encourages innovation, advances knowledge in unique fields relevant to Alaska, and nurtures independent, critical thinking skills that are crucial for addressing the complex challenges. UAF's policies, including those outlined by the [UAF Faculty Senate](#) and the [Collective Bargaining Agreement](#), protect these rights, and provide mechanisms for addressing violations or disputes related to academic freedom. Concerns or violations related to academic freedom can be brought to the attention of the Faculty Senate leadership, [relevant standing, permanent, and ad hoc committees of Faculty Senate](#), or university administration for resolution, reinforcing UAF's commitment to maintaining an atmosphere of academic integrity and freedom. These committees, along with the Faculty Senate, play a crucial role in upholding and protecting academic freedom at UAF, ensuring that faculty members have the freedom to teach, research, and express their ideas without undue restriction.

The UA BoR plays a key role in upholding and safeguarding academic freedom across the UA System, including at UAF, through [Regents' Policy and University Regulation \(01.02.010\)](#), which addresses

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. Further, [Regent's Policy P04.04.010](#) explicitly recognizes the rights of faculty, staff, and students to explore, discuss, and disseminate ideas without fear of censorship or reprisal, provided that these activities adhere to scholarly standards and professional ethics. The board's commitment to academic freedom is reflected in its support for institutional governance structures, such as the Faculty Senate, which helps to address and resolve issues related to academic freedom. Moreover, the UA BoR oversees the implementation of collective bargaining agreements that often include specific protections for academic freedom. [Article 6 of the Collective Bargaining Agreement between the University of Alaska and United Academics – AAUP/AFT Local 4996 on Academic Freedom and Responsibility](#) addresses principles and explanations governing academic freedom and its role within the UA System. By setting these overarching policies and providing oversight, the UA Board ensures that academic freedom is respected and maintained as a core value throughout the UA system.

Intellectual property (IP) at UAF refers to creations of the mind, such as inventions, literary and artistic works, designs, symbols, names, and images used in commerce, that are developed by faculty, staff, and students. The UA BoR sets the overarching policies on IP and related matters for the UA System ([Regents Policy and University Regulation Chapter 10.07 Research, Scholarship and Creative Activity](#)). These policies govern the ownership, protection, and commercialization of intellectual property created by faculty, staff, and students. UA BoR IP policies aim to encourage innovation and creativity while ensuring that the university's interests and resources are appropriately protected. Key aspects of these policies include: (1) ownership and rights; (2) revenue sharing; (3) protection and commercialization; and (4) dispute resolution. Overall, UA BoR policies on intellectual property are designed to foster a supportive environment for research and innovation, balancing the interests of the university with those of individual creators. These policies are exemplified at UAF through the [Alaska Center for Innovation, Commercialization, and Entrepreneurship \(Center ICE\)](#), which serves as the UAF innovation hub.

Academic misconduct by faculty, staff, and students at UAF encompasses behaviors that violate the integrity and ethical standards of the academic community. For faculty and staff, misconduct includes actions such as falsifying research data, plagiarism, unethical teaching practices, and breaches of professional conduct that undermine the trust and responsibility inherent in their roles. For students, academic misconduct involves cheating, plagiarism, fabrication or falsification of information, and other dishonest behaviors in academic assignments, exams, and research ([Regent's Policy and University Regulation 09.02](#)). UAF has established policies and procedures ([Regent's Policy P01.02.080 and University Regulation R01.02.025](#)) to address these violations, which may include disciplinary actions ranging from warnings to expulsion for students, and from reprimands to termination for faculty and staff. These policies are designed to uphold academic integrity and ensure that all members of the UAF community engage in honest and responsible scholarly activities.

Faculty concerns with academic freedom are also addressed through the Faculty Senate, which plays a crucial role in upholding academic freedom, serving as a platform where faculty members can raise concerns and seek guidance. Concerns may also be directed to the university administration, including the [Office of the Provost](#), which oversees academic affairs and ensures adherence to the principles of academic freedom and faculty rights as outlined in UAF's policies and the collective bargaining agreement governing faculty employment.

Student rights and protections are also affirmed in the [UAF Student Handbook](#) as well as the [UAF Academic Catalog \(Students' Rights and Responsibilities\)](#). These documents verify that students need to be evaluated (graded) solely on an academic basis and not on opinions or conduct unrelated to academic UAF Policies, Regulations, and Finances Review (PRFR)

standards (see [P09.02.010, point B.2](#)). Further, students will have the right to explore truth in their academic programs as well as research and creative scholarship (see [P09.02.010, points A and B3](#)). Student concerns with academic freedom associated with academic and/or grade appeals, as well as incident reporting, can also be addressed through the [Office of the Provost](#) and the [Office of Rights, Compliance, and Accountability \(ORCA\)](#).

#### Required Evidence for Standard 2.B.1

##### **Academic freedom policies and procedures:**

[2.A.1.2 Regents Policy and University Regulation](#)

[2.B.1.1 Collective Bargaining Agreement between UA and AAUP/AFT](#)

##### **Evidence of student's academic freedom:**

[UAF Student Handbook](#)

[UAF Academic Catalog – Students' Rights and Responsibilities](#)

[UA BoR Policy P09.02.010 – Student Rights and Responsibilities - UAF Student Handbook \(Excerpt\)](#)

#### 2.B.2 Independent Thought in the Pursuit and Dissemination of Knowledge

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

Freely sharing scholarship is important within the UA System, including at UAF. As described in Section 2.B.1 on Academic Freedom, the UA System has policies ([Regent's Policy 04.04.010](#)) and agreements ([Collective Bargaining Agreement with United Academics](#)) in place that are designed to protect the academic freedom of all members of its educational community. UA actively promotes these freedoms and works to widely promote and disseminate knowledge. For example, under [Article II, Section 1, part A of the UAF Faculty Senate constitution](#), faculty have the right to “exercise academic freedom”.

Faculty and staff at UAF learn about their academic freedom responsibilities for presenting academic and research scholarship fairly, accurately, and objectively during their [initial orientation](#) as well as through development opportunities sponsored by the [UAF Faculty Accelerator](#), [UAF Faculty Senate](#) and [UA Faculty Alliance](#), and [UAF Staff Council](#) and [UA Staff Alliance](#). Faculty and staff can also take advantage of resources and ongoing training that discuss the responsibilities associated with academic freedom, including ethics and integrity workshops, offered by [UA Human Resources](#), the [UAF Center for Teaching and Learning \(CTL\) iTeach program](#), and the [UAF Office of Research Integrity](#). The [MILL \(Making Is Learning Lab\)](#), a [CTL](#) collaboration with [The MIX](#), is an interdisciplinary makerspace for faculty, staff, and students that encourages innovation, engagement, and creativity to enhance the UAF educational experience.

As a [Carnegie Classification R2 institution](#) that offers workforce-focused credentials and degrees through doctoral programs, including innovative and flexible scaffolded credentialing, instructional faculty and staff have widely varying workload assignments. For example, some instructors are fully devoted to instruction, with no specific research or creative activity assignments, while others are engaged in a mix of teaching and research. Further, UAF instructors teach across the spectrum of synchronous in-person, asynchronous online, and hybrid or hyflex instructional modalities. To support this range of instruction

while promoting best practices in pedagogy and innovative, interdisciplinary teaching and learning environments, the [CTL](#), which includes [eCampus](#), serves as a hub for evidence-based and inclusive teaching practices where faculty and instructors can learn from one another and the higher education community. Through collaboration, research, innovation, and leadership, the CTL is responsive to the teaching goals and priorities of faculty and academic units, and includes an assortment of [teaching resources](#), [instructional development opportunities](#), and a community of [Scholarship Of Teaching and Learning \(SOTL\)](#).

Faculty, staff, and students at UAF are encouraged to explore a variety of theories and perspectives as part of their research and creative activity development and dissemination responsibilities. For example, high-quality research is published in top peer-reviewed journals and other academic platforms. University employees and students also present their findings at conferences or engage in immersive experiences to showcase their creative scholarship at state, national, and international levels. Faculty, staff, and students often belong to academic and professional organizations with broad influence that require members to fulfill the responsibilities of academic freedom, including leadership, service, instruction, and communication of research and creative scholarship from within their disciplines honestly, truthfully, and objectively and differentiating personal from professional beliefs. Many employees and students also participate in scholarship that extend to public affairs, showcasing their commitment to addressing issues of significant public concern. Similarly, opportunities for free expression and the exchange of ideas are also fostered through numerous on- and off-campus events, exhibits, and other similar pursuits. For example, findings and activities led by faculty, staff, and students are showcased at regular university-sponsored events, such as the [Science for Alaska outreach events](#), [Discover Alaska lecture series](#), [UAF Research and Creative Activity Day](#), the [Midnight Sun Science Symposium](#), “[Music at One](#)” weekly concert hour, and “[Beyond the 9-5](#)” art exhibit. Dozens of [similar examples](#) occur across all UAF colleges, research institutes, and Troth Yeddha’ and rural campuses throughout the year.

#### Required Evidence for Standard 2.B.2

##### Required Evidence for Standard 2.B.2:

[2.A.1.2 Regents Policy and University Regulation](#)

[2.B.1.1 Collective Bargaining Agreement between UA and AAUP/AFT](#)

## 2.C Policies and Procedures

### 2.C.1 Transfer-of-Credit Policy

*The institution’s transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.*

The [transfer-of-credit \(ToC\) policy](#) at UAF supports student mobility while preserving program integrity. Published in the [UAF Academic Catalog](#), the policy aligns with [UA BoR Policy P10.04.060](#) and [University Regulation R10.04.060](#). The ToC policy is designed to help students reach their educational goals, broaden access to university programs, and uphold the distinctiveness of individual degree programs. Transfer credit of previously completed coursework is evaluated within the [UAF Office of Admissions](#) and posted after a student is admitted to UAF and has submitted their official transcripts. The ToC website contains those policies that are asked about most frequently, such as [which credits UAF will and will not accept](#), [transfer credit from exams](#), and [UAF general education requirement \(GER\) courses and waivers](#). Also found on this website is the [Transfer Credit Estimator](#) to see how a student’s previous coursework will apply to their new degree at UAF. In the [Transfer Credit Estimator](#), transfer and UAF Policies, Regulations, and Finances Review (PRFR)

admissions policies are listed, along with the next steps a student will need to take to initiate transferring to UAF.

Transfer courses are evaluated on a course-by-course basis, and this review considers the content, level of instruction, course activities, credit hours, and student learning outcomes. These evaluation criteria are articulated in the policies and criteria listed in the [UAF Academic Catalog](#). Courses need to be taken at an nationally accredited institution, and a student needs to receive a C- or higher grade on a course for it to be accepted and awarded transfer credit. All courses need to be at the college level and must not contain doctrinal religious content. When there is no equivalent UAF course, discipline-specific elective credits may be awarded. All graduate and international transfer coursework must be evaluated on a case-by-case basis by the UAF Graduate School and a NASAS-approved international evaluation service, respectively. Graduate courses must be approved by a student's faculty committee and approved on their Advancement before transfer credit will be posted. Courses completed at non-institutionally accredited institutions may also be accepted for credit following a case-by-case evaluation through the [academic petition process](#), which is detailed on the Office of the Registrar website and in the UAF Academic Catalog.

The transfer of general education credits among the three accredited institutions within the UA System is governed by [UA BoR Policy P10.04.062 General Education Coursework Transfer](#). This policy ensures that general education requirement (GER) courses completed at one UA institution are accepted by the other two institutions, even if a direct equivalent does not exist at the receiving institution. Course equivalencies among the institutions are outlined in the [UA System Table of GER Substitutions](#) found in the UAF Academic Catalog. These GER courses are evaluated based on the guidance provided by the UAF faculty. [Waivers](#) for General Education Requirements are also granted for students that transfer into UAF that have completed a Bachelor's degree, an Associate of Arts, Associate of Science, or all of the baccalaureate-level GERs at a regionally accredited institution. Students must submit documentation via an official transcript or document from their transfer institution that confirms they completed one of these degrees or completed all baccalaureate-level GERs prior to transferring. Non-GER courses are evaluated by UAF transfer credit evaluators who make course equivalency determinations based on course descriptions and faculty guidance. Upper-division courses transferring into the College of Engineering and Mines at UAF must be reviewed by faculty to determine direct equivalency courses. All education courses transferring into the School of Education must be reviewed by Education faculty to determine direct equivalency courses.

[UA BoR Policy P10.04.070](#) grants authority to UAF to provide students the opportunity to apply for [non-traditional credit](#) for military credit, credit for certificate, credit for prior learning, and credit by examination. Non-traditional credits are awarded on a case-by-case basis. All military credits are evaluated and accepted at UAF per [ACE military credit recommendations](#). For certificates, these credits are accepted at UAF at the discretion of each program department chair. Equivalencies for certificates expire every five years and must be re-evaluated by the department chair. [Credit for National Exams](#) are reviewed and may be accepted or denied at the discretion of each department chair, with the exception of exams issued by College-Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), Foreign Language Aptitude Testing (FLAT), and Dantes Standardized Subject Tests (DSST), which are automatically accepted for credit. These exams require faculty approval for direct equivalency to one of UAF's courses and are defaulted to departmental elective credit if there is no direct equivalency at UAF. Non-traditional credits cannot duplicate other credits used to fulfill degree requirements, and their application toward certificate or degree completion may be limited by specific academic programs to comply with specialized accreditation standards. The university recognizes and

values prior learning by providing clear, accessible policies that reduce time to degree completion, supported by tools like the [UAF Office of Admissions website](#) and the [Transfer Credit Estimator](#), which offers immediate credit assessments, degree applicability insights, recommended majors, and personalized enrollment guidance.

<b>Required Evidence for Standard 2.C.1</b>
<p><b>Transfer of credit policies and procedures:</b>  <a href="#">UA BoR Policy P10.04.060</a> and <a href="#">University Regulation R10.04.060</a> - Transfer of Credit  <a href="#">UA BoR Policy P10.04.064</a> - Degree and Certificate Credit Transfer  <a href="#">UA BoR Policy P10.04.062</a> - General Education Coursework Transfer  <a href="#">UA BoR Policy P10.04.070</a> - Non-Traditional Learning  <a href="#">UAF Academic Catalog - Transfer Credits</a>  <a href="#">UAF Academic Catalog - Nontraditional Credit</a>  <a href="#">UAF Office of the Registrar - Academic Petition</a></p>
<b>Additional Evidence for Standard 2.C.1</b>
<p><a href="#">UAF Office of Admissions - Transfer Students – Website</a></p>

## 2.C.2 Student Rights and Responsibilities

*The institution’s policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*

The [UAF Student Handbook](#) outlines university policies, procedures, and regulations that support student freedoms, rights, and responsibilities, including those related to [student appeals](#). In addition, the handbook provides an overview of standards for student conduct, academic misconduct, appeals and grievance procedures associated with complaint resolution, Title IX and sexual misconduct, and accommodations for students with disabilities. The [UAF Student Code of Conduct](#), which is found in [UA BoR Policy P09.02](#), is publicly available along with related policies and procedures in the [UAF Academic Catalog](#) and on the [Office of Rights, Compliance and Accountability \(ORCA\)](#) website. ORCA leads adherence to these policies by ensuring campus partners have regular training, regular communication with ORCA, and are applying the policies in a consistent manner. Ultimately, ORCA oversees all matters involving student rights and responsibilities to include mediation, guidance for faculty, and dispute resolution. Additional policies associated with the rights and responsibilities of UAF students can be found on the [Office of the Chancellor website](#) and include those related to field firearms, alcoholic beverages, alcohol and intoxicants in the field, campus assembly, protection of minors, engagement of enrolled minors, and distance education. More detailed information is provided below for the following student code of conduct policies and procedures.

**Academic Misconduct.** UAF has developed procedures that address academic misconduct and dishonesty, which apply to examinations, assignments, laboratory reports, fieldwork, practicums, creative scholarship, or other academic activities. Specific examples are outlined in the [UAF Student Code of Conduct](#) and [UAF Student Handbook](#). Both of these resources, along with the associated [Student Conduct Review Process](#), are in alignment with [UA BoR Policy Chapter 09.02](#). University Regulation R09.02 provides examples of prohibited conduct and outlines the procedures for administering the student conduct process, including reporting, meetings, decision-making, appeals, and interim actions.

**Title IX and Sexual Misconduct.** The UAF Student Handbook outlines the university’s policy on [Title IX and sexual misconduct](#), following [UA BoR Policy Chapter 01.04 on Sex and Gender-Based Discrimination under Title IX](#). This policy defines prohibited conduct, outlines informal resolution and formal grievance procedures, and describes interim actions and supportive measures. Detailed information about UAF’s specific Civil Rights processes and procedures can be found on the [ORCA website](#).

**Accommodations for Students with Disabilities.** [UAF Disability Services \(DS\)](#) provides academic and access accommodations to students with long-term and temporary disabilities. The DS website provides information on the nature and eligibility requirements for these [disability-related services](#), which includes policies on note taking, American Sign Language interpretation and transcription, testing, and the use of readers and scribes. These services align with [UA BoR Policy P09.06 - Services for Students with Disabilities](#) and are offered in consultation with individual students. Support is available from pre-admission through graduation and includes disability counseling, faculty and staff training, advocacy, and accommodations that provide equal access to academic and campus life opportunities. The UAF Student Handbook houses the policy on [Appropriate Adjustments for Students with Disabilities](#), which includes the formal complaint procedure for denial of services. The process for a student to request reconsideration when an accommodation is denied is documented on the [Appeal Process page](#) of the DS website and supplied to the student at the time of registration with the DS office. The ORCA website reinforces policy on [Accessibility and Accommodation](#) and provides support resources and accommodations, which may include services, acquiring or modifying equipment, providing flexible leave or modifying work schedules, or providing qualified readers or interpreters.

**Appeals and Grievance Procedures.** UAF’s policies and procedures for student appeals and grievances are aligned with [UA BoR Policy Chapter 09.03 Student Dispute Resolution](#). UAF upholds every student’s right to seek a fair and timely review of decisions that negatively impact them, offering access to a variety of dispute resolution processes. The UAF Student Handbook provides a direct link to [academic policies and processes](#), which includes [student misconduct and academic dishonesty](#), [grade appeal](#), [conduct appeal](#), and [external complaint processes](#). The UAF Faculty Senate also has established policies for [grade appeals](#) and [academic decision appeals](#). Information about the complaint process is also published in the UAF Academic Catalog, which is cross-linked with the UAF Student Handbook and [ORCA website](#), as well as a dedicated [ORCA website](#).

Multiple avenues to ensure students are well informed about policies and procedures related to appeals and grievances are also provided by UAF. The [ORCA website](#) provides the UAF policies, procedures, and reporting and appeal procedures mechanisms. In compliance with requirements from the U.S. Department of Education, UAF’s [Student Consumer Information](#) and [State Authorization](#) websites also direct students to complaint-related resources. In addition, information about students’ rights, responsibilities, and freedoms is shared through the UAF Academic Catalog, Student Handbook, various university websites, and during [new student orientations](#).

#### Required Evidence for Standard 2.C.2

**Documentation of student’s rights and responsibilities policies and procedures, which include:**

**Academic honesty:**

[Regents’ Policy Chapter 09.02 - Student Rights and Responsibilities](#)

[UAF Student Handbook - UAF Student Freedoms, Rights and Responsibilities - Website](#)

[UAF Student Handbook - Appeals - Website](#)

[UAF Office of Rights, Compliance and Accountability \(ORCA\) - Student Conduct - Website](#)

[UAF Office of the Chancellor - Policies – Website](#)

**Conduct:**

[UAF Student Handbook - Student Code of Conduct - Website](#)

[UAF Office of Rights, Compliance and Accountability \(ORCA\) - Student Conduct Review Procedures - Website](#)

[UAF Student Handbook - Title IX and Student Misconduct Policy - Website](#)

[UA BoR Policy Chapter 01.04 - Sex and Gender-Based Discrimination under Title IX](#)

[UA BoR Policy Chapter 01.02 - General Provisions \(including Nondiscrimination\)](#)

**Appeals and grievance procedures:**

[Regents' Policy Chapter 09.03 - Student Dispute Resolution](#)

[UAF Student Handbook - Complaints and Appeals - Website](#)

[UAF Student Handbook - Complaint Procedures - Website](#)

[UAF Office of Rights, Compliance and Accountability \(ORCA\) - Academic and Grade Appeal Process - Website](#)

[UAF Office of Rights, Compliance and Accountability \(ORCA\) - Civil Rights Grievance Process – Website](#)

**Accommodations for persons with disabilities:**

[UA BoR Policy Chapter 09.06 - Services for Students with Disabilities](#)

[UAF Student Handbook - Appropriate Adjustments for Students with Disabilities - Website](#)

[UAF Disability Services - Website](#)

[UAF Office of Rights, Compliance and Accountability - Accessibility and Accommodation - Website](#)

**Additional Evidence for Standard 2.C.2**

[UA BoR Policy P01.04.140 - Sex and Gender-Based Discrimination Under Title IX - Appeal of Dismissal of Formal Complaint](#)

[UA BoR Policy P01.04.180 - Sex and Gender-Based Discrimination Under Title IX - Appeals of a Determination of Responsibility](#)

[UAF Office of Rights, Compliance and Accountability - Violence Against Women Act - Website](#)

## 2.C.3 Admissions, Placement, and Academic Standing

*The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.*

UAF is committed to ensuring that students possess the prerequisite knowledge, skills, and abilities necessary to meet the institution's academic expectations. Admission policies assess students' preparedness for their chosen programs, while placement procedures help guide course enrollment to maximize their likelihood of success.

**Undergraduate admissions.** The [UAF Office of Admissions](#) serves as the primary point of contact for prospective undergraduate students, guiding them through the [application and enrollment process](#). It processes and evaluates admission applications, ensuring all materials meet university and program-specific requirements. The office provides support through campus visits, outreach events, and direct advising to help students understand academic offerings and admission pathways. Admissions collaborates with the offices of Financial Aid, Registrar, Military and Veteran Services, Disability Services, and the Academic Advising Center, as well as academic departments, to maintain accurate, up-to-date information and ensure a smooth transition for new students.

The [Undergraduate Admissions section of the UAF Academic Catalog](#) outlines the qualifications for admission to various types of undergraduate programs. Degree- or certificate-seeking students are admitted on a rolling basis for the fall, spring, and summer terms, either at the certificate/associate level or the baccalaureate level. UAF follows an open admission policy where applicants may be admitted if they have graduated from high school, earned a GED or passed a state-recognized high school equivalency test, demonstrated an ability to benefit through an approved Ability to Benefit test, or provided a transcript verifying successful completion of an Associate of Arts degree. Applicants seeking admission to baccalaureate programs must have a high school diploma, complete the 16-credit high school core curriculum, and maintain a minimum cumulative GPA of 2.5. All first-year baccalaureate students must meet the [high school core curriculum requirements](#) to meet admissions standards to ensure adequate preparation for academic success in their chosen program of study.

**Undergraduate placement.** At UAF, students require [placement into writing, foreign language, and quantitative skills courses](#). For writing placement, [EdReady](#) is an adaptive learning platform that provides real-time student performance data for writing course placement in an unproctored, untimed format that supports both flexibility and accessibility for students. Adopted in February 2022 after a faculty committee customized the assessment and aligned placement tiers with UAF’s curriculum, EdReady allows students to follow personalized study paths to improve their performance and increase their placement. Since implementation, students have completed 4,936 assessments, with 1,488 students engaging in one or more study paths to raise their scores. The median initial EdReady score is 75, which is within five points of the target course placement score of 80. Among students who complete a study path, the average score gain is five points. In 2026, UAF began transitioning from EdReady-based placement to a directed self-placement (DSP) model, a growing practice in higher education associated with higher pass rates, improved retention, and stronger persistence. This approach emphasizes student agency by enabling them to reflect on their writing experiences and make informed choices about placement; [national research shows that students who participate directly in placement decisions are more likely to feel invested in their coursework and persist successfully](#). Directed self-placement will replace EdReady for all incoming UAF students in Fall 2026. The implementation of DSP is a collaboration between the English Department, Foundational Writing, and the Office of the Provost.

Math placement is determined through the [ALEKS assessment](#), an online, adaptive test designed to place students in the appropriate math, statistics, or quantitative courses from pre-algebra through calculus I and introductory statistics. While Math Department faculty play a central role in setting score targets for math classes to ensure students are placed in courses where they can succeed, ALEKS includes free access to learning modules and up to four retakes. Following the test, students receive a detailed score report and have the option to use ALEKS’s built-in review tools to improve their skills and retest if desired. Developmental math requires scores below 30, college-level math begins at a score of 55, and calculus I requires a score of 78 or higher. For the AY21-25 student cohorts, approximately 6,800 students have taken ALEKS, averaging 1,700 students per year, with roughly 75% of students making only one attempt. Fewer students retested during that four-year period, although retake scores often clustered around key cutoffs (e.g., 30, 55, 78), suggesting the possible use of external resources. Twenty-five percent of students continue to score below 30, while high scorers (78–100) have increased post-COVID. Data from proctored versus unproctored ALEKS tests show mixed reliability, prompting (but later reversing) a UA Systemwide push for required proctoring due to access concerns in rural Alaska. While ALEKS offers flexibility, accessibility, and multiple pathways for improvement, concerns remain about inflated scores, technology barriers, and the stress of beginning college with a lengthy online math test.

**Undergraduate academic standing.** [Academic standing](#) for undergraduate students is evaluated at the end of each semester, including summer. Students with either a semester or cumulative GPA below 2.0 are placed on academic warning and encouraged to seek advising. If both semester and cumulative GPAs fall below 2.0, students are placed on academic probation and may not enroll in more than 13 credits per semester without special approval. Probationary students are referred for academic support and must work with an advisor to develop a plan for improving their GPA. If a student on probation fails to earn a semester GPA of 2.0 or higher, they are academically disqualified and must sit out for one academic semester before applying for reinstatement. Reinstated students remain on probation and must maintain a term GPA of 2.0 or higher to continue enrollment. Multiple disqualifications result in longer mandatory sit-out periods and, after a third disqualification, students must reapply for admission. Students may appeal a disqualification or opt to transition into an associate-level or certificate program through the UAF Community and Technical College or the College of Indigenous Studies, provided that they develop an academic success plan with their new program advisor.

**Graduate admissions.** The [UAF Graduate School](#) office oversees the [graduate admissions process](#) as it relates to the review of prospective graduate students. This allows the Graduate School to review and revise, as appropriate, current graduate admissions practices across the academic colleges. The Graduate School serves to recruit, market, and assist students through the initial enrollment process. In addition, the Graduate School handles prospective student communication, responding to inquiries and engaging the community to promote the educational opportunities UAF offers, working closely with individual departments/colleges to adhere to admissions policies and practices set forth by the units. Admissions decisions are rendered by the academic department upon review of a prospective students' application and approved, reviewed, and implemented by the Graduate School.

General requirements for admissions to graduate study ensure a reasonable probability of student success and are described on the Graduate Admissions page in the [UAF Academic Catalog](#). These include criteria related to previous degrees and a minimum GPA. Admissions are undertaken by each graduate program, which are then reviewed and approved by the Graduate School. Each program has their own admission criteria and document requirements, as described on the program page in the UAF Academic Catalog and on program websites. Application deadlines vary, and some programs have rolling admissions.

**Graduate academic standing.** [Master's-degree seeking](#) and [doctoral graduate students](#) are placed on probation when their academic performance falls below the required standards, indicating they are no longer in good standing. The dean of the college or school, along with the student's advisory committee, will outline specific requirements for returning to good standing. If the student does not meet these requirements within two semesters, they may face dismissal from their degree program. Graduate students may also be dismissed due to unsatisfactory performance, which includes exceeding the maximum time limit for the degree, failing to maintain continuous enrollment, having a cumulative GPA below 3.0, remaining on probation for more than two consecutive semesters, violating the [Student Code of Conduct](#), demonstrating a lack of progress as determined by their advisory committee, or providing inaccurate information in their admissions application. Dismissal recommendations must be approved by the director of the Graduate School.

**Removal from undergraduate and graduate programs for program-specific academic standards and readmission.** Students may be removed from a program for not meeting academic standards specific to the program. These standards and processes are outlined in program handbooks. [Undergraduate students](#) removed from a major are placed in exploratory studies status and must follow the change of major process to select a new program. [Graduate students](#) may continue as non-degree-seeking students and apply for admission to another graduate program.

**Appealing removal from a program for academic reasons.** Students may appeal their removal from an academic program through the [Appeal of Academic Decisions Procedure](#), outlined in the UAF Academic Catalog. This process follows [UA BoR Policy P09.03.024](#) and [University Regulation R09.03.024](#).

<b>Required Evidence for Standard 2.C.3</b>
<p><b>Policies and procedures for admitting and placing students:</b>  <a href="#">UAF Office of Admissions - Website</a>  <a href="#">UAF Graduate School - Website</a>  <a href="#">UAF Academic Catalog</a>  <a href="#">Admissions requirements</a> for undergraduate, graduate, and international students.</p> <ul style="list-style-type: none"> <li>• <a href="#">Occupational endorsement program admission</a></li> <li>• <a href="#">Certificate or associate program admission</a></li> <li>• <a href="#">Bachelor’s degree admission</a></li> <li>• <a href="#">Graduate degree admission</a></li> <li>• <a href="#">International student admission</a></li> </ul> <p><a href="#">Undergraduate placement exams</a>  <a href="#">Academic standards</a></p> <p><b>Policies/procedures related to continuation and termination from educational programs including appeal process and readmission:</b>  <a href="#">UA BoR Policy P09.03.024</a>  <a href="#">University Regulation R09.03.024</a>  <a href="#">Academic standards</a>  <a href="#">Academic appeal process</a></p>
<b>Additional Evidence for Standard 2.C.3</b>
<a href="#">Student Code of Conduct</a>

#### 2.C.4 Student Records

*The institution’s policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.*

UAF takes the secure retention of student records very seriously. Most records have shifted to digital storage, as discussed below. Paper files, as well as microfiche from past use, are maintained in locked cabinets in a secure area.

**Secure retention of student record.** UAF uses Banner as its student information system and uses the OnBase platform for individual student records. Both [Banner](#) and [OnBase](#) are supported at the UA System level and require specific permissions for access. Guidance on the use of OnBase as well as document [Retention and Disposition Schedules](#) are provided on the UA System’s website, are overseen by the [Office of Records and Information Management](#), and conforms to [UA BoR Policy P05.08.022](#) [Records and Information Retention and Disposition](#) and the corresponding [University Regulation \(R05.08.022\)](#).

UAF uses a separate document management system, Maxient, for disciplinary records, and publishes information about the retention of, access to, and disclosure of disciplinary records on the [Office of Rights, Compliance, and Accountability](#) website. Maxient is also used for Title IX records, for which UAF follows the [UA System Policy on Creation, Retention and Storage of Title IX Records](#). Some programs must also track student information for specialized accreditation purposes. Those programs are held to [FERPA \(Family Educational Rights and Privacy Act\) standards](#) to ensure that all records are

secure, whether they are physical or electronic. If a specialized electronic database is used for coordinating and tracking student placements, the software is reviewed for FERPA compliance prior to purchase and implementation. Access to student records is limited and by permission only, depending on the employee's role. All university employees with access to student data, no matter how limited, are expected to annually complete FERPA training (available through the [UA System MyUA Employee Tools website](#)).

**Backup and retrievability - cyber protocols for student records data systems.** The UA System has a shared IT operating model in which system-wide services such as the Student Information System (SIS) and related services are supported by the [UA System's Office of Information Technology \(OIT\)](#), while university-specific IT services including the student [Learning Management System \(LMS\) Canvas](#) are supported by [UAF's Nanook Technology Services \(NTS\)](#). Information/Cyber Security is managed by the System Office's OIT department, which publishes systemwide [IT Policies and Security Standards](#) on its website. Specific security incidents, including those related to student records and data, are guided by OIT's [Information Security Incident & Breach Handling Procedure](#). The below enterprise-wide examples address the two major systems in which student records are maintained.

The Banner student information system is hosted by Ellucian in their AWS private cloud. As part of their cloud service, Ellucian employs security controls addressing perimeter security, vulnerability management, patch management, monitoring, alerting, physical access, backups, disaster recovery, encryption technology, and data privacy. Backup is scoped to data and configuration file backups. Ellucian conducts regular, point-in-time backups of all customer data, with the retention cycle separated into daily and monthly components. Ellucian retains the past seven daily and past three monthly backups. On an ad hoc basis, the university can request restorations to address: 1) data deleted in error; and 2) table or record deleted or updated erroneously. [Ellucian maintains a Disaster Recovery Plan \(DRP\)](#) which they test annually. The recovery time objective is 24 hours and there is a recovery point objective of two hours for any restorative services in a disaster.

The OnBase platform is hosted by the [UA System Office of Information Technology \(OIT\)](#) in the primary Data Center in the UA System Offices on the UAF Campus. The Data Center is staffed 24/7 and all access is restricted, monitored, and audited. The OnBase system consists of an Oracle Database server and application servers, and this is monitored by Oracle Cloud Control and uses Oracle's Recovery Manager (RMAN) for backups. The database uses a combination of archive/redo logs and full backups so that recovery to any point in time is possible. The database data, archive logs, and full backups are stored on volumes on the primary enterprise storage array, a pair of NetApp FAS8300s. The volumes are encrypted and configured to replicate out to a paired NetApp Cloud Volumes OnTAP instance in AWS for offsite disaster recovery purposes. The full backups and offsite syncs are done weekly on Sundays and the status of the backups are monitored and alert on failure. The application servers are virtual machines that are backed up daily at 6:15 p.m. and 14 days' worth of backups are retained. The application servers or individual files can be restored from the backups using NetApp's SnapCenter plugin for VMWare vCenter.

**Confidentiality and release.** UAF publishes its policy on student records and confidentiality in the [UAF Academic Catalog](#), on the [Information Release and FERPA page](#). In addition, a separate [FERPA notification](#) is emailed to every registered student each semester. The UAF policy covers the right to inspect and review their education records, the right to request an amendment to one's education records, the right to provide written consent before the university discloses personally identifiable information from the student's education records, and the right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The UAF Policies, Regulations, and Finances Review (PRFR)

policy also outlines what is considered directory information, that the student can request that directory information not be released, and in what cases the disclosure of personally identifiable information from students' education records is allowed without the prior written authorization of the student. UAF's policy aligns with [UA BoR Policy Chapter 09.04 Education Records](#), which defines what constitutes an education record and includes provisions related to confidentiality, release, and notification.

The university registrar serves as the university's FERPA Compliance Officer, and a student focused [Privacy and FERPA website](#) is maintained by the Office of the Registrar. Students may authorize the release of specified information from their student record using [UAF's FERPA Release Form](#), which is available from the [Office of the Registrar student forms website](#). Students may enable or disable a directory hold on their record through the student portal (UAOnline) at any time.

As it relates to confidentiality, the [UA Acceptable Use of Online Resources](#), the [UAF Acceptable Use Policy](#), and the [UAF Canvas Use Policy](#) address appropriate access to and use of different technology platforms. The [UAF Electronic Mail Policy](#) addresses appropriate use, and also informs students about Public Record and Privacy.

#### Required Evidence for Standard 2.C.4

**Policies/procedures regarding secure retention of student records, (i.e., back-up, confidentiality, release, data security for physical and electronic student records, where applicable):**

[Regents' Policy Chapter 09.04 - Education Records](#)

[UA System Office of Records and Information Management - Retention and Disposition Schedules](#)

[UAF Student Complaint Records Retention Policy](#)

[UAF Federal Educational Rights and Policy Act \(FERPA\) Policy - Website](#)

[UAF FERPA Email Notification to Students](#)

[UAF Authorization to Release Education Record Information Form](#)

[UAF Office of the Registrar - Privacy and FERPA - Website - Rights, Release](#)

[UA BoR Policy Chapter 02.07 - Information Resources](#)

[UA System IT Policies & Security Standards - Website - See in particular \[Acceptable Use of Online Resources\]\(#\), and the list of Security Policies, which includes the \[Information Security Incident & Breach Handling Procedure\]\(#\) - Website](#)

[UAF Acceptable Use Policy; UAF Canvas Use Policy; UAF Electronic Mail Policy - Websites](#)

## 2.D Institutional Integrity

### 2.D.1 Honest Representation

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

**Representation and identity.** UAF upholds integrity in its self-representation and the information it communicates across various platforms. This includes sharing information such as [institutional student success analytics and data dashboards](#), [mission fulfillment indicator measures](#), and the [financial aid net price calculator](#) on the UAF website. Additionally, UAF's success metrics are available through federal resources like [IPEDS \(Integrated Postsecondary Education Data System\)](#).

[University Relations \(UR\)](#) leads strategic marketing and public relations efforts to enhance awareness, build support, and foster engagement with both internal and external stakeholders. Communications include [The Cornerstone](#), the official email newsletter provided by UR that covers university news and announcements, and [Aurora](#), the quarterly magazine for alumni and friends of UAF from the [UAF Office of Development](#). These efforts also include maintaining consistent and clear [institutional design](#), [photography](#), and [web and social media](#) guidelines and standards consistent with the [UR communication plan](#). [UR brand guidelines](#) provide clear guidance for messaging, visual identity, editorial style, and trademarking that are followed by all units to ensure consistency while also strengthening and elevating UAF's reputation and standing as Alaska's research university and America's Arctic university.

The UR team, together with colleges, units, and individual staff, faculty, and administrators, also ensures that information about programs, events, research, and other news is communicated with clarity, consistency, accuracy, and integrity. The individual units (e.g., colleges and schools, departments, centers, etc.) are responsible for maintaining and updating their websites and ensuring that these sites are accurate and current. As a general rule, websites link to policies, such as those in the [UAF Office of the Chancellor](#), [UAF Academic Catalog](#), and/or [UAF Student Handbook](#), rather than repeating policies to ensure consistent, accurate, and current information across the UAF website. Primary policy documents, such as the UAF Academic Catalog and the UAF Student Handbook, and websites, such as the [Student Consumer Information website](#), are maintained and reviewed for accuracy and currency through established processes, as described below. The vice chancellors provide additional guidance for the areas under their purview.

**Communication of academic programs and services.** The [UAF Academic Catalog](#) is the primary resource and publication for all academic policies, undergraduate and graduate [academic program listings](#), [course offerings](#) and services, and can be filtered by college, degree, and program. The academic catalog includes UAF's [institutional accreditation status](#) with the Northwest Commission on Colleges and Universities (NWCCU) as well as a listing of programs with [specialized accreditations and certifications](#).

The academic catalog includes information on [UAF's mission, core themes, vision statement, and commitment to quality](#). College, department, and program pages include specific program admissions requirements, degree and program requirements, program learning outcomes, and total program credits. UAF has developed and added academic program roadmaps with recommended semester-by-semester plans of study. These roadmaps illustrate to full-time students the sequencing of classes to take and the timeframe to completion depending on the specific degree level. Students or advisors can individualize the plan of study based on student placement into mathematics or writing courses, prior credits earned either as a dual enrollment or transfer student, credit load, or other constraints. Sample roadmaps or plans of study have been created in UAF Degreeworks for programs at all academic levels starting in AY2026-2027 for students and advisors to utilize for the development of their academic plan.

The Academic Catalog also includes policy, resources and services for all undergraduate and graduate students related to [Admissions](#), [Academic Advising](#), [Disability Services](#), [Financial Aid](#), [Office of Rights, Compliance and Accountability \(ORCA\)](#), and the [UAF Student Handbook](#). In addition, the catalog includes the [academic calendar](#). Students can also access important academic calendar dates and deadlines on the [Office of the Registrar website](#) that include the academic calendar, [final exam schedule](#), Graduate School, and [graduation requirements and commencement](#). Scheduling of the academic calendar common dates is coordinated by a multi-university committee and approved by the UA BoR. Specific UAF deadline dates, such as [undergraduate and graduate student admissions and graduation application deadlines](#), [academic scheduling](#), and the [schedule of the summer semester](#) are set by the Office of the Registrar in coordination with the [Faculty Senate](#) and various departments. Current and most recent class UAF Policies, Regulations, and Finances Review (PRFR)

schedules are available through the [UAOnline portal](#), which is used by all three universities in the UA System. During the spring semester of AY2024-2025, UAOnline was upgraded to offer a more modern, mobile-friendly experience for our students. The three universities retained the feature in the [Class Schedule Search](#) to allow students to search for courses by campus and modality. This feature meets the needs of UAF's students, who often work or have other personal obligations that limit their ability to take a full slate of in-person classes and might need to select courses based on their modality.

The [UAF Office of Admissions](#), in collaboration with UAF's 10 academic colleges, schools, and divisions and the Graduate School, offers prospective students online access to information on the 220+ undergraduate and graduate degree programs, along with hundreds of minors, concentrations, occupational endorsements, and certificates. Each website for undergraduate, graduate, and online programs includes robust search and filtering tools to help students explore their academic options efficiently.

The [UAF Student Handbook](#), which is part of the Academic Catalog, communicates [Student Freedoms, Rights and Responsibilities](#), including the [Student Code of Conduct and procedures](#), [Complaint Procedures](#), and [Campus Safety](#), along with information about the [Student CARE Team](#), which provides support to students who may be at risk or in distress. The UAF Student Handbook is updated annually, as supervised by the Office of Rights, Compliance and Accountability (ORCA) and approved by the vice chancellor for Student Affairs and Enrollment Management, and it links to the UAF Academic Catalog as appropriate, e.g., to the [Appeal of Academic Decisions policy and procedures](#), and to relevant student-facing web pages, such as for the [Office of Disability Services](#) and [ORCA](#).

**Review procedures.** UAF has established procedures to routinely review its publications to ensure they remain accurate and up to date. The university's mission, outlined in [UA BoR Policy P01.01.030](#), is revised only with formal approval from the board. Course offerings, academic programs, and policies are regularly updated in the Academic Catalog following a comprehensive, multi-level review process as detailed in the [Academic Course and Degree Procedures Manual](#).

The Academic Catalog is published and maintained by the [UAF Office of the Registrar](#). Annually, the entire catalog is reviewed for accuracy and compliance. While the individual colleges, departments, programs, and units are responsible for updating their own websites, those updates must remain aligned with the Academic Catalog. University Relations collaborates annually with the Office of Admissions to develop recruitment materials, such as the [Viewbook](#), for prospective students. These materials include a comprehensive list of the university's academic majors, minors, and options, as well as details about UAF's student programs and services as well as general information about the university. To ensure accuracy and consistency, UR consults the Academic Catalog and incorporates updates from curriculum management when revising the list of academic programs.

Faculty initiate changes to courses, degrees, and certificates, which then move through a structured approval process outlined in the [Academic Course and Degree Procedures Manual](#). New academic programs follow a similar process but require additional approvals. In compliance with [NWCCU's Substantive Change Policy](#), new programs are neither published in the catalog nor advertised until NWCCU approval is obtained. Academic policies follow a similar approval path through the Faculty Senate and the provost, and when applicable, the chancellor. Each step of the review process is designed to ensure both accuracy and currency, with final oversight by the provost and follow-up by the Office of the Registrar as needed. Suspension or deletion of academic programs are also outlined in the [Academic Course and Degree Procedures Manual](#). These guidelines require a detailed teach-out plan and communication strategy to support enrolled students before a suspension request is submitted to the

provost. Once approved, the UA BoR and NWCCU must provide approval before admissions can be officially suspended. The suspended status is noted in the Academic Catalog until all students complete the program, after which a formal request for deletion is submitted for final approval.

The UAF Academic Catalog, UAF Student Handbook, and all UAF websites are maintained and reviewed for accuracy and currency of content through the established processes described above. These documents and websites are revised at least annually, and more frequently if changes are necessitated. The unit(s) responsible for the content is also the unit responsible for maintenance and keeping content updated.

#### Required Evidence for Standard 2.D.1

##### **Description of procedure for reviewing published materials for academic programs:**

[UA BoR Policy P01.01.030 - UAF Mission Statement](#)

[UA BoR Policy P01.04.020 - Degree and Program Certificate Approval](#)

[UAF Academic Catalog](#)

##### **Links to program information that demonstrate clear information about time to completion for programs:**

[UA BoR Policy P10.04.100 - Academic Calendar](#)

[UAF Academic Course and Degree Procedures Manual](#)

[UAF Academic Calendar](#)

[UAF Academic Catalog](#)

##### **Description of procedures or process for reviewing published materials about services available to students:**

[UAF University Relations \(UR\) - Website](#)

[UAF Faculty Senate Bylaws](#)

[UAF Faculty Senate Constitution](#)

[UAF Faculty Senate Academic Course and Degrees Procedures Manual](#)

##### **Description of evidence of recruiting practices that ensures accurate information is provided to prospective students:**

[UAF Student Handbook](#)

[UAF Office of Admissions - Website](#)

#### 2.D.2 Ethics, Complaints, and Grievances

*The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.*

UAF is dedicated to ensuring fair and equal access to its students, employees, and broader community by upholding the highest ethical standards in its interactions with the NWCCU and other external organizations. The [UA BoR Policy P04.10 Ethics and Conduct](#) outlines unacceptable behaviors, including conflicts of interest and abuse of power. In addition, all university employees are required to adhere to Alaska State law, including the [Alaska Executive Branch Ethics Act](#) and [Alaska Statute 39.52](#), which impose stricter standards than those set by the UA BoR.

The Financial Aid Office maintains the [Student Consumer Information](#) webpage that serves as a central guide to sources of consumer information and disclosures required under the [Federal Higher Education Opportunity Act of 2008](#).

The [Office of Research Integrity \(ORI\)](#) maintains and enforces policies on the proper execution of research at the university, in compliance with guidelines from federal agencies such as the U.S. Department of Health and Human Services and the U.S. Department of Agriculture. This office oversees faculty boards that regulate research and teaching involving human participants, animal subjects and their use, biosafety involving the use of recombinant or synthetic DNA/RNA, artificial gene transfer, infectious agents, biologically derived toxins, and other biohazards. Further, the ORI provides guidance on compliance to UAF researchers associated with export controls, research ethics, and land-use permits. The university also follows [UA BoR Policy 04.10 Ethics and Conduct](#) in relation to outside activities, intellectual property, and the use of university resources. Employees are expected to disclose and obtain approval for outside activities, which are subject to annual review to prevent conflicts of interest and ensure alignment with university responsibilities.

[UA BoR Policy Chapter 04.08 Dispute and Grievance Resolution](#) guides complaint and grievance policies and processes for faculty, staff, and student employees. Collective bargaining agreements for unionized full-time faculty, adjuncts, graduate student employees, and staff also outline specific complaint and grievance procedures. [UA BoR Policy P09.03 Student Dispute Resolution](#) ensures that student complaints are addressed in a fair and timely manner, with an annual report compiled for university leadership. The [Office of Rights, Compliance and Accountability \(ORCA\)](#), which reports to the UAF chancellor, ensures institutional adherence to federal mandates and oversees Title VII, Title VI, Title IX, Clery Act, Americans With Disabilities Act, Section 504 of the Rehabilitation Act, and Drug-Free Schools and Communities Act compliance, fostering a safe and equally accessible campus environment. Because ORCA serves as a single point of contact for matters involving civil rights violations, student behavioral intervention, and crisis management, a menu of quick links is located on the opening page of the [ORCA website](#). ORCA also provides plain-language explanations of the processes for [civil rights grievances](#), [student conduct matters](#), [student conduct appeals](#), and [academic and grade appeals](#). The [UAF Student Handbook](#) provides a direct link to [academic policies and processes](#), which includes [student misconduct and academic dishonesty](#), [grade appeal](#), [conduct appeal](#), and [external complaint processes](#). Information about the complaint process is also published in the [UAF Academic Catalog](#), which is cross-linked with the [UAF Student Handbook](#) and [ORCA website](#). Per the [UAF Student Complaint Records Retention Policy](#), to ensure complaints are addressed in a fair, equitable, and timely manner, the university compiles an annual list of formal student complaints, final decisions, and the length of time from submission to resolution. The list is submitted annually for review by leadership.

The responsibility for conducting civil rights investigations is held by ORCA, which maintains a staff of qualified investigators who receive regular training. Investigation procedures are designed to ensure that parties are well apprised of their rights and support options. Investigation of unlawful discriminatory practices are governed by [UA BoR Policy Chapter 01.02 General Provisions](#). Investigation of sexual harassment, as defined by Title IX regulation, is governed by [UA BoR Policy Chapter 01.04 Sex and Gender-Based Discrimination Under Title IX](#). ORCA also provides training to campus partners to help recognize and report potential violations. ORCA also provides [training and prevention development opportunities](#), which include optional trainings, such as Green Dot Bystander Intervention, ADA and Accessibility, and Protection of Minors. [UA Title IX training](#) is required annually for all students and UAF employees.

The UA System encourages [ethical reporting](#) and provides a [UA Confidential Hotline](#) that serves as a platform for raising concerns related to risks that could impact UA's financial health, safety, or reputation, should someone feel uncomfortable with the regular venues for expressing concerns. Available to external community members as well as all employees and provided by the UA System, [EthicsPoint](#) is an

anonymous third-party service that allows individuals to report violations of UA BoR Policies, University Regulations or procedures, any applicable federal, state, borough, or city violations, and any other regulations that may apply to university programs. The University Police Department (UPD) also operates [anonymous reporting portals on the UPD website](#).

#### **Required Evidence for Standard 2.D.2**

##### **Policies and procedures for reviewing internal complaints, including:**

##### **Student academic-related grievances:**

[Regents' Policy P04.08 - Dispute and Grievance Resolution](#)

[United Academics Collective Bargaining Agreement - Article 7, Resolution of Disputes \(pages 12-16\)](#)

[United Academics - Adjuncts Collective Bargaining Agreement - Article 7, Resolution of Disputes \(pages 11-16\)](#)

[Alaska Higher Education Crafts and Trades Employees Collective Bargaining Agreement - Article 6, Grievance Procedure \(pages 35-39\)](#)

[Alaska Graduate Workers Association Collective Bargaining Agreement - Article 18, Resolution of Disputes \(pages 34-40\)](#)

[UA BoR Policy P09.03 - Student Dispute Resolution](#)

[UAF Student Handbook - Complaints and Appeals](#)

[UAF Academic Catalog - Complaint Processes](#)

[UAF Office of Rights, Compliance and Accountability \(ORCA\) - Academic and Grade Appeal Process - Website](#)

[UAF State Authorization Reciprocity Agreement \(SARA\) - Disclosures and Student Complaints - Website](#)

[UAF Student Consumer Information - Website](#)

##### **Discrimination**

[UA BoR Policy Chapter 01.02 - General Provisions \(including Nondiscrimination\)](#)

[UAF Student Handbook - Complaints and Appeals](#)

[UAF Academic Catalog - Complaint Processes](#)

[UAF Office of Rights, Compliance and Accountability \(ORCA\) - Website](#)

[UAF Office of Rights, Compliance and Accountability \(ORCA\) - Civil Rights Grievance Process - Website](#)

##### **Title IX**

[UA BoR Policy Chapter 01.04 - Sex and Gender-Based Discrimination Under Title IX - Includes Appeals](#)

[UAF Student Handbook - Complaints and Appeals](#)

[UAF Academic Catalog - Complaint Procedures](#)

[UAF Office of Rights, Compliance and Accountability \(ORCA\) - Website](#)

[UAF Office of Rights, Compliance and Accountability \(ORCA\) - Civil Rights Grievance Process - Website](#)

**Evidence that complaint information is provided to students and prospective students with contact information for filing complaints with its accreditor and with state approval or licensing entity that would appropriately handle a student's complaint:**

[UAF Academic Catalog - Complaint Procedures](#)

[UAF Academic Catalog - Nondiscrimination Policy and Disclaimer](#)

**Description of process for maintaining a record of qualifying student complaints for seven years or longer and the processing of such complaints:**

[UAF Student Complaint Records Retention Policy](#)

[University Procedures - ORCA Record Retention Policy](#)

[UAF BoR Policy Chapter 05.08 - Business Practices](#)

[The Office of Records and Information Management - Website](#)

[Retention and Disposition Schedules - Website](#)

[UAF Office of Rights, Compliance and Accountability \(ORCA\) - ORCA Record Retention Policy – Website](#)

**Policies and procedures for reviewing external complaints and grievances:**

[UA BoR Policy Chapter 04.10 - Ethics and Conduct](#)

[UA BoR Policy Chapter 01.02 - General Provisions \(including Nondiscrimination\)](#)

[UA BoR Policy Chapter 01.04 - Sex and Gender-Based Discrimination Under Title IX - Includes Appeals](#)

[Alaska Executive Branch Ethics Act](#)

[Alaska Statute 39.52](#)

Complaints from an External Community Member - [UA System Confidential Hotline](#), [Ethics Point](#)

[UAF Office of Rights, Compliance and Accountability \(ORCA\) - Civil Rights Grievance Process - Website](#)

### 2.D.3 Conflicts of Interest

*The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.*

All UA university employees (including regular, term, temporary, student and full and part-time faculty and staff), as well as members of the UA BoR, must adhere to the applicable provisions of the [Alaska Executive Branch Ethics Act \(Alaska Statute 39.52\)](#). Within the UA System, conflicts of interest are further clarified in [Chapter 04.10 of the UA BoR Policy](#), specifically [Regents Policy R04.10.010](#) and [University Regulation R04.10.010](#). Employees are required to report any outside activities to their supervisor and general counsel for review to determine if a conflict of interest may arise, where outside activities are specifically defined in [Regents' Policy P04.10.010](#) and [University Regulation R04.10.010](#) as work or activities that are not within the scope of the regular employment duties of the university employee. All UA employees, including immediate family members, engaged in outside employment are required to submit an Ethics Disclosure Form annually. This form, along with other required ethics forms, can be accessed through the [UA System's General Counsel's Ethics Forms](#) page.

UAF, through its [Office of Grants and Contracts Administration](#), requires that investigators disclose any significant financial interest of the investigator (including those of the spouse and dependent children) that would reasonably appear to be affected by the research or educational activities. This also applies to potential conflicts of interest with reviewers who might be biased through their relationship with the investigator. The [UAF Office of Research Integrity](#) also provides clear guidelines and principles, as well as rules and regulations related to federal entities such as the Public Health Service and National Science Foundation, for the disclosure and management of conflicts of interest.

#### Required Evidence for Standard 2.D.3

**Policies and procedures prohibiting conflicts of interests among employees and board members:**

[Alaska Executive Branch Ethics Act \(Alaska Statute 39.52\)](#)

[Regents' Policy Chapter 04.10 - Ethics and Conduct](#)

[Regents Policy R04.10.010](#) and [University Regulation R04.10.010](#) – Ethics and Conduct – Scope and Conduct of Outside Activities

[Regents' Policy P04.10.030](#) and [University Regulation R04.10.030](#) - Ethics and Conduct - Conflict of Interest

## 2.E Financial Resources

### 2.E.1 Audits and Reporting

UAF's long-established auditing processes and regular reporting demonstrate that the institution prioritizes financial stability and maintains sufficient cash flow and reserves in order to achieve and fulfill its mission.

**Relevant audit processes and regular reporting.** As per [Board of Regents' Policy P05.02.020](#), UAF reports its financial activity in accordance with generally accepted accounting principles as promulgated by the Governmental Accounting Standards Board. UAF's financial system allows for periodic financial reporting at the unit level in accordance with the budget requirements of both restricted and unrestricted funding and produces annual financial statements in accordance with generally accepted accounting principles. UAF must account for all financial transactions related to operations and capital expenditures. This information is used by the UA System to complete the consolidated annual audited Financial Statements report for the entire UA System. These reports, along with others, are submitted to the board and also published on the UA System's [Fund Accounting Department](#) website, under the Annual Audited Financial Reports button. UAF's system of internal controls, ensuring accurate and timely financial information, is developed from guidelines described in the UA System Controller's [Accounting and Administrative Manual](#) and relevant BoR Policy.

**External financial audit.** External auditors annually conduct an audit of UA System financial reporting in accordance with auditing standards accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller of the United States. The results of this audit, including all findings and a letter of recommendations, are presented to the UA BoR Audit and Finance Committee. These reports are published on the UA System's [Fund Accounting Department](#) website, under the Annual Audited Financial Reports and Federal Single Audit Reports buttons. The external audit report for the previous fiscal year, e.g., [the report for the year ending June 30, 2025](#) – which is FY2024-2025 – is presented and accepted by the UA BoR at its November meeting ([UA BoR November 2025 Summary of Actions, page 3](#)). This is a single system report. Findings are included in the report, including when they are specific to a university. If an item does not rise to the level of a finding, it is communicated to the university by the external auditor and Internal Audit office for the university to address.

The UA System president or designee reports on the implementation of these findings at subsequent UA BoR meetings.

**Oversight and management of financial resources.** [Part V of the Board of Regents' Policy and University Regulation](#) addresses finance and business management. UAF complies with these policies while providing comprehensive reporting services to support operational decision making. Further, financial management and accounting activities align with procedures established by the UA System [Fund Accounting Department](#) to ensure compliance with federal, state, UA BoR, and industry standards, as published in the UA System [Accounting and Administrative Manual](#). The UA System Office of [Audit and Compliance Services](#) ensures compliance with all policies and regulations by employing an [annual audit plan](#) developed by the chief audit executive (CAE) who reports administratively to the UA System chief financial officer, and functionally to the UA BoR Audit and Finance Committee. The CAE presents findings annually to the UA BoR and conducts follow-up audits as needed to determine progress on exception items. To guide operations, UAF maintains its own set of [Office of Finance and Accounting policies](#), which address fiscal matters and comply with board policy. The university reviews its financial

status throughout the fiscal year and reports on its fiscal status through management reports that reconcile current expenditures and forecast future expenses ([management report templates](#) are posted on the Office of Finance and Accounting website). UAF’s Office of Finance and Accounting coordinates the management reporting process and provides training to new preparers. Management reports are required at the completion of the first and second quarters and monthly for the third and fourth quarters of the fiscal year, which provides information so that administrators can take corrective action to prevent potential deficits or lapses and distribute contingency funds in accordance with needs and priorities.

**Financial stability, sufficient cash flow and reserves.** UAF receives financial support from seven primary sources: tuition, fees, federal programs, donors, debt instruments, indirect cost recovery, and State of Alaska General Fund Appropriations. General Fund allocations, distributed throughout the UA BoR, are the largest single source of financial support for the university.

On behalf of UAF, the [Department of Cash Management](#) in the UA System Office of Administration pools cash equivalent resources and handles all cash management duties including analyzing present and future cash flows, investing excess funds in a responsible manner commensurate with appropriate risk, and ensuring adequate liquidity. Per the Accounting and Administrative Manual’s section on [Processing of Large Checks](#) (Items 5 and 6), the Department of Cash Management must authorize any check of \$100,000 or greater to ensure adequate cash reserves are available. The [UA Finance office](#) issues all long-term debt, analyzes costs and benefits, and ensures adequate funds for debt service.

The [Financial and Business Services Department](#) at UAF tracks revenues and expenditures using a reporting process that also informs the UA System Office of Administration accounting systems. The director of the [Finance and Accounting Office](#) monitors and reconciles the institution’s current assets and resources. Administrators use the management reports as a guide to adjust operations in response to changing conditions, and the Chancellor and [UAF Core Cabinet](#) uses this information to locate and redeploy unused funds to address emerging needs, fund additional actions to address mission fulfillment, or to replenish contingency reserves. The general guidance from the UA System is that UAF is expected to maintain reserves within the range of 2-6% of unrestricted revenues, with a goal of maintaining 4%. (This range is referenced on a regular report provided at Board of Regents meetings, such as the [Financial Briefing and Key Balance Sheet Data on the February 17, 2026 Audit and Finance Committee agenda, page 15](#)).

<b>Required Evidence for Standard 2.E.1</b>
<p><b>Policies and procedures that articulate the oversight and management of financial resources:</b>  <a href="#">Regents’ Policy Chapter 05.02 Accounting and Fiscal Reporting</a>  <a href="#">Regents’ Policy Chapter 05.03 Audit and Compliance Services</a>  <a href="#">UAF Office of Finance and Accounting - Management Report Forms - Guidance and templates</a></p> <p><b>Latest external financial audit including management letter:</b>  <a href="#">UA System Single Audit Report FY2025</a>  <a href="#">UA System Financial Statements (With Independent Auditors’ Report Thereon) - FY2024-2025, FY2023-2024, FY2022-2023, FY2021-2022, FY2020-2021, FY2019-2020, FY2018-2019</a></p> <p><b>For institutions for whom the most recent external financial audit is more than one fiscal year from the time of PRFR submission, also include the most recent complete fiscal year: statement of cash flow; income statement (or equivalent); and balance sheet (or equivalent):</b>            N/A (the most recent external financial audit will be less than one fiscal year from the time of PRFR submission in 2026)</p>
<b>Additional Evidence for Standard 2.E.1</b>
<p><a href="#">UA System Fund Accounting Department</a>  <a href="#">Annual UA Foundation Report</a></p>

**Cash flow balance sheets:**

[UA System Financial Statements FY2024-2025 - Statements of Cash Flows \(page 22\)](#)

**Tuition and fees, educational, and auxiliary revenue for undergraduate and graduate enrollments:**

[UA System Financial Statements FY2024-2025 - Statements of Revenues, Expenses, and Changes in Net Balance \(page 20\)](#)

**Significant contracts and grants:**

[UAF Sponsored Projects Report - Current Active Award Budget by Agency \(Feb 2026\)](#)

**Endowment and giving reports:**

[UA System Financial Statements FY2024-2025 - University of Alaska Foundation Statements of Activities \(page 21\)](#)

**Investment revenue:**

[UA System Financial Statements FY2024-2025 - Statements of Net Position \(page 18\)](#)

**Other relevant documentation:**

[UAF Finance and Accounting Forms](#)

[UAF Finance and Accounting Reports](#)

[UAF Finance and Accounting Resources](#)

[UAF Finance and Accounting Training Library](#)

## 2.E.2 Financial Planning

*Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.*

**This section provides evidence of compliance with Eligibility Requirements 19. FINANCIAL RESOURCES AND PLANNING, 20. FINANCIAL ACCOUNTABILITY, and 23. INSTITUTIONAL CAPACITY.**

*19. FINANCIAL RESOURCES AND PLANNING: The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.*

*20. FINANCIAL ACCOUNTABILITY: For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards or International Financial Reporting Standards reconciled to US-GAAP. The audit is to be completed no later than fifteen months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.*

*23. INSTITUTIONAL CAPACITY: The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.*

**Financial planning.** Financial planning plays a critical role in ensuring the availability of appropriate funds, the realistic development of financial resources, and effective risk management. [UA BoR Policy Chapter 05.01](#) outlines the framework for creating and maintaining the annual budget for the UA System

and its individual institutions. The policy affirms the UA BoR's authority to approve budget requests before they are submitted to the Office of the Governor or the Legislature. Each university within the UA System appoints a chief financial officer who is responsible and accountable for managing the institution's annual operations within the approved budget. All income must be reported and accounted for in compliance with federal and state laws, Regents' Policy, and University Regulation. Use of funds beyond the approved budget requires prior authorization, and deficit spending, where expenditures exceed available revenues, is prohibited by guidance.

As part of its ongoing financial planning, [UAF continuously monitors both internal and external environments](#) to ensure adequate funding, sustainable development of financial resources, and comprehensive risk management. The UAF chancellor, vice chancellor for administrative services, and core cabinet members monitor the allocation of funding sources across units. Enrollment planning is overseen by the vice chancellor for student affairs and enrollment management, also part of the core cabinet team. UAF also employs subject matter experts external to the institution to assist inactively tracking recruitment, enrollment, and retention trends, and to assess the impact of tuition and fee levels on enrollment or make recommendations on tuition and fee rates based on the student market locally, out of state, and with compared to other university peers. The senior leadership team also monitors broader influences on financial planning, including the state's fiscal outlook and demographic trends among Alaska's middle and high school populations, and the federal environment.

**Stakeholder participation.** Financial planning at UAF includes meaningful opportunities for participation by stakeholders. The [UAF Planning and Budget Committee \(PBC\)](#) is a standing committee consisting of faculty, staff, executive leadership, and governance delegates. Co-chaired by the provost and vice chancellor for administrative services, the PBC plays a key role in collecting and reviewing proposals for potential inclusion in UAF's budget request to the state. Proposals must align with and support student success, UAF Strategic Goals, UA Goals and Measures, and NWCCU accreditation standards. Through this process, the PBC serves as the primary budget advisory body on UAF's annual budget proposals. The most recent request for proposals and evaluation criteria were for FY2027 proposals and can be found on the [FY27 budget page on the UAF Office of Management and Budget \(OMB\) website](#). The PBC reviews the requests for new funding in March/April and puts forward recommendations to the UAF chancellor and core cabinet.

[UAF Strategic Enrollment Planning \(SEP\)](#) is an initiative focused on increasing student enrollment, retention, and student success. It was launched in 2018 and is a data-informed process that aligns UAF's fiscal, academic, co-curricular, and enrollment resources with a changing environment to accomplish its mission and ensure long-term enrollment success and fiscal health. As of October 2024, over 300 participants have been involved across 62 action planning groups and more than 50% of participants have been faculty. These groups have created over 150 action plans, more than half of which have been implemented and are being monitored. The steering committee is chaired by the vice chancellor for student affairs and enrollment management, and the committee continues to assess the effectiveness of the implemented strategies and expand upon successful initiatives to grow enrollment at UAF.

In addition to the above opportunities for ongoing input from stakeholders, the provost and vice chancellors may hold meetings for units in their respective areas of responsibility (e.g., academic affairs, research institutes, etc.). Key topics of the meetings include the fiscal status of each unit, upcoming fiscal issues that may impact their operation, including factors influencing projected non-general-fund revenue, and each unit's projections for the current and upcoming fiscal years.

**Budget development process.** The budget process is conducted in light of several key documents: [the State of Alaska OMB budget guidance](#), [UA BoR mission and values](#), [UA BoR goals and measures](#), [UA System Office guidelines for budget development \(including definition of initiative areas and criteria for partitioning increments\)](#), and the [UAF mission statement and vision](#), [mission fulfillment indicators](#), [strategic plan](#), [enrollment management plan](#), and [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 Core Cabinet](#), using these same documents plus input from staff, faculty, and students, determines the annual budget submission and any internal reallocations of budget. Unfunded previous year budget proposals are considered along with new additions. The chancellor makes the final determination of UAF priorities, and UAF's financial planning timeframe is three to four years. Planning at the college/school and department levels begins 22 to 28 months prior to the development of the budget request. This planning is based on the anticipated needs of the units in light of their own strategic plans and goals. Solicitation of budget proposals from units normally begins 20 to 24 months prior to the beginning of the fiscal year for which the request is made.

After reviewing input from the PBC, staff, faculty, students, and core cabinet, the chancellor submits the final operating and capital request to the [UA Statewide Strategy, Planning and Budget Office](#). UAF's budget request is assembled together with requests from our two universities (UAA and UAS) and the system office.

The UA president works with the System Executive Council (composed of the system vice presidents and chancellors from the three accredited institutions in the system) to prioritize and synthesize the operating and capital budget requests from the three universities and the UA system office. A unified preliminary UA state general fund appropriation request is submitted to the UA BoR for review in September ([FY2026 Program Proposals Summary](#), [FY2026 Deferred Maintenance and Modernization Strategy Working List of Projects](#), [FY2026 Capital Budget Request Descriptions](#), and [FY2027-FY2031 Capital Long Range Plan](#)) and for approval in November ([Proposed FY2026 Operating Budget](#) and [Proposed FY2026 Capital Budget](#)), after which the president submits one UA budget request to the State of Alaska Office of Management and Budget (the governor's budget office).

The governor may revise the university's budget request, which then becomes part of the Governor's budget submitted to the Alaska State Legislature by December 15 for consideration. Throughout the legislative session, the university community closely monitors funding deliberations and prepares to adjust to unexpected changes in revenue or expense projections. Expense estimates typically account for annual compensation increases, fixed costs such as utilities and facilities maintenance, and targeted investments in high-priority strategic and programmatic initiatives. Revenue projections may be revised based on updated enrollment forecasts, tuition trends, and anticipated changes in state or federal funding. The UAF chancellor and core cabinet track legislative developments, and when necessary, direct fiscal staff to develop budget scenarios to guide responsive adjustments in university financial planning.

Legislative approval of the state budget, followed by the governor's signature, typically occurs about one month before the start of the new fiscal year on July 1. Once the legislative budget process is finalized, the UA BoR formally accepts the budget and approves a distribution plan to be implemented by the UA System president. This plan allocates the final system-level general fund appropriation among the three universities and the UA System Office. At UAF, the chancellor and core cabinet approve the university's general fund allocation to major budget units and confirm the most likely expense and revenue scenarios for the fiscal year. The [UAF Office of Finance and Accounting](#) then initiates the distribution of general funds to these major budget units.

The UA Strategy, Planning and Budget Office publishes all budget documents on its website, with dropdowns as the request progresses: 1) The Regents' budget request ("Operating and Capital Budget Requests," see [FY26 Operating and Capital Budget Requests](#)), 2) the governor's proposed budget ("Governor's Annual Budget Book," see [FY26 Governor's Proposed Operating Budget](#)), 3) the approved budget following legislative and gubernatorial approval ("Authorized Operating and Capital Budget," see [FY26 Authorized Operating and Capital Budget](#)), and 4) the Regents' approved plan to distribute those funds ("Approved Distribution Plan," see [FY26 Operating Budget Distribution Plan](#) and [FY26 Capital Budget Distribution Plan](#)).

**Capital budgets, plans and debt for capital outlay.** UAF develops its own project priorities to meet the mission, aspirations, and strategic goals, and is an active participant in the UA System capital budgeting process. The three universities in the system work with the Office of the UA president to develop a systemwide priority list, built upon UA BoR priorities and each university's master plan. The list includes deferred maintenance and modernization, priority capital requests (facilities and major renewals), capital research programs or other Alaska-based priorities, and any receipt authority needs. The Board of Regents approves all capital construction projects and requests prior to their submission to the State of Alaska for consideration. The most recent capital request was approved as part of the [UA System FY27 Capital Budget request](#) to the state (see page 22).

Each UAF campus develops a master plan, which is reviewed every 5-7 years. The most recent [UAF Campus Master Plan 2020](#) and [2024 amendments](#) integrate its values and priorities with mission fulfillment and UAF's strategic plan. These are used to build the institution's annual capital budget. The capital budget request includes funding for the design, construction, furnishings, and equipment for the project, and estimates the annual operating costs for inclusion in future operating budgets. Prior to approval, capital projects must show mission and academic alignment. The most recent UAF capital request was part of the [UA System FY27 Operating and Capital Budget Requests](#) (see pages 22-43).

In accordance with [UA BoR Policy Chapter 05.04](#), the UA System uses debt judiciously to finance capital projects, and only after an analysis of the risks imposed by this mechanism. The [UA System Office of Finance/Administration](#) controls all aspects of debt and requires that proposals be well-justified, with a review of current debt and assurances of adequate resources available to pay back any outstanding debt.

**Auxiliary services.** UAF has several auxiliary services including student housing/residence life, dining services, a childcare lab school, Nanook Recreation, William Ransom Wood Center, Parking Services, two bookstores, and other specialized auxiliaries (e.g. Alaska Native Languages; publications). Policy and regulation governing auxiliary operations are found in [UA BoR Policy Chapter 05.15](#) and the [UA Accounting and Administrative Manual, Section 100: No. B-02 \(Auxiliary Funds\)](#).

The university delineates general fund operations from auxiliary enterprises by using a different fund type and by different fund/organization numbers. Per [UA BoR Policy P05.15.020 Authorization](#), new auxiliary enterprises must be approved by the UA System chief financial officer. Auxiliaries are not supported by general operations funding except in unusual or infrequent circumstances. UAF's general operations do not rely on income from the auxiliaries to balance the university budget. Troth Yedha' campus auxiliaries are charged an administrative fee by UAF central administration to recover indirect costs, in addition to direct charges for facilities costs such as utilities and maintenance, where appropriate.

**Fundraising.** All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. [UA BoR Policy Chapter 05.14](#) provides guidance for all fundraising. The [UA Foundation](#) serves the three universities in the UA System, including UAF. The foundation operates according to its [Articles of Incorporation](#) and a set of [Bylaws](#) which outline the roles UAF Policies, Regulations, and Finances Review (PRFR)

and responsibilities related to securing and stewarding all private funds contributed to benefit university students, faculty, staff and programs.

All of the institution's actions to raise private funds from corporations, local and national foundations, and individuals including alumni, are guided by the standards and policies set by the [Association of Fundraising Professionals \(AFP\)](#) as well as the [Council for Advancement and Support of Education \(CASE\)](#). Activities are monitored and results are measured through tools managed by the UA Foundation. These local and national standards, and UA Foundation policies and procedures, guide the work of UAF development professionals daily. UAF development team coordinates efforts with the UA Foundation team to seek, secure, and steward donations from all sources.

[Fundraising at UAF is coordinated](#) through the [Office of Development](#), in concert with staff who report to various unit leadership and serve roles that include development functions. The development director and the executive director for [University Advancement](#) together liaison with athletics and the deans of each college to coordinate their strategic fundraising plans annually and set goals based on the potential donor prospect's affinity, financial ability and interest in the unit and project. These goals are coordinated with the [UAF Chancellor's Core Cabinet](#) to ensure they strategically fit with the mission, strategic plan, and master plan.

**Comprehensive risk management.** The above processes constitute a rigorous system of enterprise risk management that conforms to the [UA System of Audit and Compliance Services Institutional Compliance Framework](#). This is monitored through the ongoing system of internal audits conducted by the Office of Audit and Compliance Services.

#### **Required Evidence for Standard 2.E.2**

**Policies and procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds:**

[UA BoR Policy Chapter 05.01 - Budget Development and Maintenance](#)

[UA BoR' Policy P05.01.010 - Budget Policy](#) - Includes fiscal limits, responsibility and accountability within fiscal bounds of budget, transfers of receipt and expenditure authority, periodic review of receipts and expenditures

[UA BoR Policy Chapter 05.12 - Capital Planning and Facilities Management](#)

[UA BoR Policy Chapter 05.05 - Investments](#)

[UA BoR Policy Chapter 05.14 - Gifts](#)

[UA BoR Policy P05.14.020 - Role of the University of Alaska Foundation](#)

[University Regulation R05.14.110 - Major Fundraising Efforts](#)

[UA BoR Policy P05.02.040](#) and [University Regulation R05.02.040](#) - Management, Cash Flow, and Fiscal Reporting

[UA BoR Policy Chapter 05.04 - Debt and Credit](#)

[UA BoR Policy Chapter 05.09 - Risk Services](#)

#### **Additional Evidence for Standard 2.E.2**

[UAF Financial and Business Services](#)

[UAF Office of Finance and Accounting](#)

[UA System Office of Finance](#)

[UA System Office of Audit and Compliance Services](#) - Features Institutional Compliance Framework

[UA Foundation](#)

[UA Foundation Articles of Incorporation](#)

[UA Foundation Bylaws](#)

**Sample of meeting agenda, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders:**

[UA BoR Audit and Finance Committee Charter](#)

[Board of Regents' Audit and Finance Committee Agendas - February 17, 2026, November 6, 2025, September 4, 2025, May 21, 2025, February 20, 2025, November 7, 2024, September 5, 2024](#)

[UAF Planning and Budget Committee \(PBC\)](#)

[UAF Strategic Enrollment Planning \(SEP\)](#)

[Campus Master Planning](#)

### 2.E.3 Financial Management

*Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.*

**This section provides evidence of compliance with Eligibility Requirements 18. PUBLIC INFORMATION, 19. FINANCIAL RESOURCES AND PLANNING, and 20. FINANCIAL ACCOUNTABILITY.**

UAF complies with UA BoR policies related to the management and oversight of financial resources. These policies are stated in [UA BoR Policy Part V - Finance and Business Management](#) and ensure that university resources are properly utilized, safeguarded, and reported in accordance with general accounting and governmental reporting standards. They also require the university to comply with all state and federal governmental accounting and reporting requirements.

UAF financial management and accounting activities align with procedures established by the [UA System Fund Accounting Department](#) to ensure compliance with federal, state, UA BoR, and industry standards, as published in the [UA System Accounting and Administrative Manual](#). The [UA System Office of Audit and Compliance Services](#) ensures compliance with all policies and regulations by employing an [annual audit and compliance plan](#) developed by the chief audit executive who reports administratively to the UA System chief financial officer, and functionally to the [UA BoR Audit and Finance Committee](#).

[UAF Administrative Services](#) supports UAF through exemplary fiscal stewardship and publishes [budget and financial services policies and procedures](#) that align with and clarify or expand on UA BoR Policy, University Regulation, or UA System guidance.

The UAF vice chancellor for administrative services, the associate vice chancellor for financial and business services, and financial staff regularly monitor and employ best practices from professional organizations, such as the [National Association of College and University Business Officers \(NACUBO\)](#), the [Western Association of College and University Business Officers \(WACUBO\)](#), and [EAB](#). This includes participating in workshops and conferences to improve professional practice.

UAF is subject to a range of federal requirements that relate to financial resources. As for grants and contacts, pre- and post-award oversight are centralized through the [UAF Office of Grants and Contracts Administration \(OGCA\)](#) to ensure compliance with Office of Management and Budget circulars and other federal agency rules. OGCA holds regular “table topic” meetings to discuss any changing rules or processes, provide training, and generally engage UAF’s research community.

#### Required Evidence for Standard 2.E.3

**Description of internal financial controls:**

[UAF Financial and Business Services](#)

[UAF Finance and Accounting Forms](#)

[UAF Finance and Accounting Reports](#)

[UAF Finance and Accounting Resources](#)

[UAF Finance and Accounting Training Library](#)

**Board approved financial policies, state financial policies, or system financial policies:**

[UA BoR Policy Chapter 05.02 - Accounting and Fiscal Reporting](#)

[UA System Accounting and Administrative Manual - Accounting and Finance - Website](#)

[UA Institutional Compliance Program | Audit and Compliance Services](#)

[UA Records and Information Management](#)

[UA Procurement](#)

[UA Audit and Compliance Services](#)

[State of Alaska Administrative Manual - Website](#)

## 2.F Human Resources

### 2.F.1 Employee Information

*Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

All UAF employees are subject to [UA BoR Policy Part IV Human Resources](#), and this chapter provides basic personnel policies and regulations pertaining to the rights and responsibilities of academic, research and administrative faculty and/or staff. Within this chapter, there are specific policies covering the [Uniform Personnel System](#), [General Personnel Policies](#), [Recruitment and Staffing](#), [Faculty](#), [Salary Administration](#), [Benefits and Leave](#), [Employee Relations](#), [Dispute and Grievance Resolution](#), [Financial Exigency](#), [Ethics and Conduct](#), and [Collective Bargaining](#).

At the implementation level, UAF uses standardized appointment letters to communicate the key terms of employment to all new hires. Appointment letters for term and temporary employees are reviewed annually for potential renewal. Evaluation, retention, promotion, and termination procedures for represented employees are outlined in [collective bargaining agreements](#). For non-represented staff and administrative employees, these procedures are governed by guidelines set forth in [UA BoR Policy P04.07.030](#), which requires annual performance evaluations. The employment of student workers is guided by [UA BoR Policy Chapter 09.05](#).

All applicants for senior administrative, faculty, and exempt or non-exempt positions are apprised of general conditions of employment in each job posting and through the online application process in [MyUA](#), the [UA Human Resources \(HR\)](#) employee management system. Conditions include meeting position qualifications, employment in a job not covered by social security, and notice that the position may be subject to a criminal background check. Exempt and non-exempt staff job postings include the job family classification and salary grade as well as the [benefits package](#). Once the applicant has been approved for hire, the employment offer letter is generated through unit HR staff and includes the conditions of employment applicable to the position such as probationary period of six months, degree requirement, leave requirement, or intellectual property rights. Upon hire, benefited employees review and acknowledge the following [UAF required training policies](#) within the first 30 days of employment. All employees must also complete the [UA Tier 1 Training requirements](#) within the specified period of time. Trainings may also be required that are [position specific \(Tier 2\)](#) or for [professional growth \(Tier 3\)](#) as determined by supervisors. Volunteers are required to complete Title IX training in addition to position-specific training as determined by the supervisor. Additional trainings (e.g., supervisory, FERPA, lab safety and hazardous waste management training, responsible conduct in research, Banner navigation,

procurement and travel, OGCA, or other administrative training of a similar type) may be required for employees depending on the position and job duties and most trainings can be found on the [UA HR](#) and [UAF Training](#) websites. An employee may coordinate directly with their administrator for position specific training that is not found on the UA HR and UAF Training websites.

All newly hired and newly benefit-eligible employees are invited to [New Hire Orientation](#) hosted by UA Human Resources Benefits and Compensation team, which introduces UA policies and procedures and workplace policies, among other topics. Support for new employees is also available through the [UAF Employee Onboarding and Engagement Office](#), which includes services from an onboarding specialist. The onboarding and engagement team hosts new employee welcome events and a new employee checklist and resource page to help employees navigate and integrate into the campus community. The [Office of the Provost](#), in collaboration with the [Faculty Accelerator Team](#), offers [New Faculty Orientation](#) for all newly hired faculty. This in-person or virtual session provides an overview of faculty expectations, resources for teaching, research, and service, as well as guidance on promotion and tenure, professional development opportunities, and UAF-specific policies and support services.

All UA employees are informed of HR policy changes through several channels. Major policy updates are approved by the UA BoR in public meetings and posted on the [Regents' Policy & University Regulation website](#). The [UA System's News Center](#) provides updates across categories, including human resources and benefits. All UA employees also receive a biweekly [Benefits News](#) email with policy updates, reminders, wellness tips, and resources—archived on the Benefits News site. Additional information is available through [UA System News](#) and [UA Human Resources News](#). Significant changes are often highlighted in system-wide emails from the UA president covering topics like budgets, union negotiations, and leadership updates.

#### **Required Evidence for Standard 2.F.1**

##### **Human resource policies and procedures:**

[UA BoR Policy Chapter 04.01 - Uniform Personnel System](#)

[UA BoR Policy Chapter 04.02 - General Personnel Policies](#)

[UA BoR Policy Chapter 04.03 - Recruitment and Staffing](#)

[UA BoR Policy Chapter 04.04 - Faculty](#)

[UA BoR Policy Chapter 04.05 - Salary Administration](#)

[UA BoR Policy Chapter 04.06 - Benefits and Leave](#)

[UA BoR Policy Chapter 04.07 - Employee Relations](#)

[UA BoR Policy Chapter 04.08 - Dispute and Grievance Resolution](#)

[UA BoR Policy Chapter 04.09 - Financial Exigency](#)

[UA BoR Policy Chapter 04.10 - Ethics and Conduct](#)

[UA BoR Policy Chapter 04.11 - Collective Bargaining](#)

##### **Policies and procedures related to teaching, scholarship, service, and artistic creation:**

[UA BoR Policy P04.04.050 - Evaluation of Faculty](#)

[UA BoR Policy P10.07.050](#) and [University Regulation R10.07.050](#) – Inventions, Patents, Copyrights and Other Intellectual Properties

[United Academics Collective Bargaining Agreement](#) - Article 9, Faculty Status: Appointment, Evaluation, Promotion, Tenure, and Termination; Article 13 - 13.2 Definitions - 13.2.3 a. Teaching; b. Research/Creative Activity; c. Service (pages 20-36, 48-49)

[United Academics - Adjuncts Collective Bargaining Agreement](#) - Article 9, Faculty Status: Appointment, Evaluation, Rank, End of Appointment (pages 18-20)

[Alaska Graduate Workers Association Collective Bargaining Agreement](#) - Article 6, Appointments (page 10)

[UAF Faculty Services](#) - Website

[Local 1324 Collective Bargaining Agreement](#) - Article 17, Training and Professional Development  
**Policies and procedures for appraising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination:**  
[UA BoR Policy Chapter 04.01 - Uniform Personnel System](#) - Nondiscrimination, Types of Employment, Termination  
[UA BoR Policy Chapter 04.02 - General Personnel Policies](#) - Affirmative Action, Reasonable Accommodation  
[UA BoR Policy Chapter 04.03 - Recruitment and Staffing](#)  
[UA BoR Policy Chapter 04.04 - Faculty](#) - Appointment, Tenure, Termination, Evaluation  
[UA BoR Policy Chapter 04.05 - Salary Administration](#)  
[UA BoR Policy Chapter 04.06 - Benefits and Leave](#)  
[UA BoR Policy Chapter 04.07 - Employee Relations](#) - Orientation, Probationary Status, Performance Evaluation, Termination, Resignation  
[UA BoR Policy Chapter 04.08 - Dispute and Grievance Resolution](#)  
[UA BoR Policy Chapter 04.09 - Financial Exigency](#)  
[UA BoR Policy Chapter 04.10 - Ethics and Conduct](#)  
[UA BoR Policy Chapter 04.11 - Collective Bargaining](#)

**Additional Evidence for Standard 2.F.1**

[United Academics Collective Bargaining Agreement](#)  
[United Academics - Adjuncts Collective Bargaining Agreement](#)  
[Alaska Graduate Workers Association Collective Bargaining Agreement](#)  
[Alaska Higher Education Crafts and Trades Employees Collective Bargaining Agreement](#)

2.F.2 Professional Development

*The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.*

UAF’s core theme of preparing Alaska’s workforce is also reflected in its support for professional development and recognition of faculty, staff, and administrators. Continuing to advance professional development at UAF is highly valued and an important benefit to UAF employees. For example, UAF encourages connecting with professional associations and conference participation. Funding for participation may come from individual units (e.g., departments or colleges/schools), the Offices of the Chancellor or Provost, United Academics (UNAC), or external funding sources. Further, [UA BoR Policy 04.06.010](#) and [University Regulation 04.06.010](#) provide employees with an education benefit which is funded from restricted and unrestricted funds via the employee staff benefit rate. Benefited employees and their families may use the university’s tuition waiver program to earn credit and work toward a degree or improve their job skills. Staff can also be reimbursed for noncredit courses that develop their professional skills. The UA System’s online [UA Employee Engagement & Development Center](#) provides information about [required trainings](#), such as for [Title IX](#), [additional education and development resources](#), and a [calendar of virtual trainings and information sessions](#) specific to employees’ duties and responsibilities, as well as general skills and knowledge. In addition, the UA System provides LinkedIn training opportunities through the [UA Employee LinkedIn Learning Center](#). UAF has also demonstrated flexibility in adapting its professional development resources to meet emerging needs. For example, the Office of the Provost initiated [university-wide workshops and program-specific training](#) to faculty, staff,

and deans as well as other [assessment-related resources](#) in support of the academic program review process.

**Faculty.** Professional growth and development are essential to faculty success and are a key component of the faculty evaluation process, in accordance with [UA BoR Policy P04.04.050.B](#). UAF is committed to supporting faculty development as a cornerstone of its educational mission. This commitment is reflected in the university's sustained investment in local development opportunities, even during times of fiscal constraint. The Office of the Provost established a Faculty Development Accelerator Team in 2018 to provide a broad range of development opportunities to all faculty at UAF. The team was guided by the Faculty Senate's [Faculty Development, Assessment, and Improvement \(FDAI\) Committee](#) and the Instructional Design Team at eCampus. Through this effort, UAF launched the [Faculty Accelerator](#) in fall 2020, a campus-wide collaboration of faculty development providers to strengthen existing opportunities and expand the number and range of development events in instruction, research, and service. The Faculty Accelerator was moved to the [UAF Center for Teaching and Learning \(CTL\)](#), which was established in summer 2023. The CTL serves as a campus resource dedicated to supporting faculty, instructors, and teaching assistants in their instructional roles. Thesis center provides services and resources to improve teaching effectiveness, enhance student learning, and promote professional development in areas such as course design and redesign, effective teaching strategies, use of educational technologies, online and hybrid teaching, workshops, seminars, and consultations, peer observations and feedback. The CTL plays a central role in fostering a culture of continuous improvement and innovation in teaching across UAF. For example, the CTL has provided robust training on [Regular and Substantive Interaction](#) for instructors teaching online courses. The establishment of CTL in summer 2023 demonstrated a focus on faculty instruction that highlights the commitment of UAF to fostering professional growth, development, and engagement in support of student success.

Faculty are also supported in pursuing external funding for research, program development, and public service through the [UAF Office of Research Integrity](#) and [Office of Grants and Contracts Administration](#). In addition, the Office of the Provost provides recurring fund access in excess of faculty workload release purchased by UNAC for internal development funding, including [Faculty Development Travel Awards](#). The UA System Office also allocates funding annually for UNAC faculty in support of the [Faculty Initiative Fund](#). Finally, eligible faculty may also apply for sabbatical leave, following established procedures and in accordance with [UA BoR Policy P04.04.060](#), to engage in activities that advance their scholarly or professional goals.

**Staff.** Formal recognition is viewed as an important motivator for staff to engage in professional development. Non-represented staff are eligible to participate in the [UA educational attainment incentive program \(EAIP\)](#), which recognizes and rewards eligible employees who enhance their professional skills by completing approved certificate programs or qualified degrees. In accordance with [University Regulation R04.05.035.G](#), staff may also collaborate with their supervisors to develop a [Career Development Plan \(CDP\)](#). This plan serves as a structured path for career growth and advancement within an administrative job family. In addition, when staff vacancies occur, supervisors have the option to recruit from within the current employee pool, creating valuable promotional opportunities for existing staff. [UA Staff Alliance professional development funds](#) support professional certifications, attendance or presentations at a conference, professional society memberships, online or in-person training, and participation in webinars. The [Empower Alaska Incentive Program](#), which launched in spring 2025, celebrates staff who go above and beyond to make a meaningful impact at UA. This program provides monetary recognition for exceptional work that advances the UA mission and empowers our communities. In addition, the UAF chancellor's [Employee Recognition Policy](#) outlines the procedure

through which supervisors can reward staff who develop their professional skills beyond their ordinary position description. Finally, UAF annually hosts [Staff Recognition and Development Day](#) in April, which is sponsored by the Office of the Chancellor and Staff Council. Most staff members take advantage of this day-long event that consists of multiple professional development workshops and a longevity awards ceremony which provides an opportunity to highlight the exceptional talents and dedication of the staff.

**Administrators.** UAF encourages faculty and staff to explore administrative roles by providing opportunities such as the faculty fellow program. These fellows involve leading initiatives that are important to the college, campus, or institution. Through this work, faculty engage regularly with administrators, develop their leadership skills, and consider whether an administrative career path aligns with their interests and goals. For example, the Office of the Provost annually supports [two to three faculty fellows in academic program review and one faculty fellow in the assessment of general education requirement student learning outcomes](#). An additional faculty fellow is being supported through the Office of URSA (Undergraduate Research and Scholarly Activity) to develop a faculty mentoring program in support of undergraduate research and creative scholarship. Leadership development opportunities also include the annual [Academic Leadership Institute](#), that hosts up to 20 faculty, staff, and administrators and includes readings and discussions on university leadership issues. The institute, which is led by the provost, involves meeting with university and community leaders over eight half-day sessions over the academic year. A variety of other faculty and executive development opportunities are funded by the UAF chancellor, provost, or individual units on an ad hoc basis. Examples include providing funding support to faculty, staff, and college-level leadership to attend national conferences such as the [Council of Colleges of Arts and Sciences \(CCAS\)](#) and funding support and referrals for upper-level leaders to attend and participate in the [WICHE Western Academic Leadership Academy](#) and the [WICHE Academy for Leader in the Humanities](#). The [UA president](#) also regularly hosts leadership workshops and summits for administrators, faculty, staff, and student leaders across the system. UAF also leads large statewide programs such as the [NSF EPSCoR](#), [NIH INBRE](#), and [NIH BLaST](#) that provide workshops on leadership, mentoring, proposal writing, and other professional skills. In January of 2026 UAF launched the [UA Supervisor Development Program](#) which includes the [UA Supervisor Handbook](#). The Supervisor Development Program builds essential supervisory skills by providing broad, foundational leadership and management training.

**Required Evidence for Standard 2.F.2**

**Employee professional development policies and procedures for faculty, staff, and administrators:**

[UA Human Resources - Employee Engagement & Development Center](#) - Website - Required Trainings; Education and Development Resources

[UAF Employee Onboarding and Engagement](#) - Website

[UA BoR Policy P04.06.010](#) and [University Regulation R04.06.010](#) - Employee Education Benefits

[UA BoR Policy P04.04.050 - Evaluation of Faculty](#) - B.2 Evidence that professional growth and development are part of the regular evaluation of faculty

[UA BoR Policy P04.04.060 - Sabbatical Leave](#)

[United Academics Collective Bargaining Agreement](#) - Article 15, Compensation - 15.9 Faculty Development (page 64); Article 16, Personnel Benefits - 16.6 Sabbatical Leave (pages 68-70)

[United Academics - Adjuncts Collective Bargaining Agreement](#) - Article 14, Personnel Benefits - 14.7 Faculty Development (pages 30-31)

[Alaska Graduate Workers Association Collective Bargaining Agreement](#) - Article 11, Personnel Benefits - Professional Development (page 22)

[University Regulation R04.05.035.G](#) - Job Classification System - Career Development Plan

[UAF Regular and Substantive Interaction training](#) - Website

<a href="#">UAF Academic Program Review training</a> - Website <a href="#">UA Supervisor Development Program</a> - Website <a href="#">UA Supervisor Handbook</a> - Website
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### 2.F.3 Sufficiency of Employees

*Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.*

Guided by the mission to transform lives and to meet the specific needs of UAF's students, communities, and the state of Alaska, UAF employs faculty, staff, and administrators sufficient in role, number, and qualifications. Position reallocation and funding requests for new positions are evaluated to ensure adequacy, effectiveness, and sustainability of programs and services. The authority to hire positions is largely decentralized to the units with final authority residing with the appropriate vice chancellor. Units assess their mission, organizational needs, and funding resources, and hire personnel to achieve objectives within the constraint of available funds. [UA Human Resources \(HR\)](#) assists units in assessing their personnel needs, the recruitment process, and monitoring the hiring process for compliance and legal outcomes.

The university adopted [MyUA](#) through PageUp, an online recruitment system, in 2016. 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. Guidance for supervisors, hiring managers, search committees, and applicants is located on the MyUA website. At various steps, review and authorization by HR is required for the process to continue. Authorization is required at the job description, job posting, request to interview, hiring proposal, and job offer stages. HR verifies compliance with law, [UA BoR policy and University regulation](#), and best hiring practices throughout the process.

**Sufficient in role, number, and qualifications.** In the fall 2025 semester, UAF faculty supported students at a faculty-to-student ratio of 1:11. UAF employed a total of 866 faculty across all of its campuses. Of those, 36% were adjunct faculty. Of the regular faculty, not including faculty administrators, 51% were tenure/tenure track, and the breakdown of their highest degree held was: 69% with a doctorate, 23% with a master's, 5% with a bachelor's and the remaining known records including either as associate, certificate or licensure/endorsement. The majority of permanent faculty in Fairbanks campus units have terminal degrees. [The Faculty Blue Book](#), revised and approved by the UAF Faculty Senate in 2019, specifies that the earned doctorate will be the minimum degree required for faculty appointment with academic rank. For appointments in which the doctorate is not the appropriate degree, UAF requires academic preparation as evidenced by appropriate advanced degrees (e.g., MFA or MLS). For faculty in vocational/technical fields at [UAF Community and Technical College \(CTC\)](#) for which there is no recognized degree, the requirement is a bachelor's degree and/or appropriate licensure, certifications, and appropriate experience as reflected in their respective unit criteria.

Faculty duties are determined either by faculty with approval from the hiring manager, or by the hiring manager—typically a dean or director—with faculty input, ensuring alignment with academic program needs and the [United Academics – AAUP/AFT Collective Bargaining Agreement](#). In approving hires, the provost considers productivity and efficiency metrics such as program and course enrollment, average class size, research needs, and accreditation requirements.

UAF employed a total of 1,820 staff in the fall 2025 semester. Of those, 81% were regular staff and 92% of those individuals were full time. For temporary staff, 25% of those individuals were full time. There were 922 student employees during the fall 2025 semester, with 37% graduate students and 63% undergraduate students.

UA HR organizes staff position descriptions by the appropriate [Position Classification and Job Family](#) to provide consistency and equity across departments. Supervisors review position descriptions when conducting employee performance evaluations, when duties and/or responsibilities change, and whenever a position is vacated. Many position descriptions have entered the revision process as a result. Job descriptions are updated as needed to reflect current duties and responsibilities, and annual review is recommended alongside performance evaluations. All descriptions are maintained in the UA System's PageUp software for easy access.

UAF employs an appropriate number of qualified faculty and staff to fulfill its mission, even though the number of employees in both groups has been reduced in the past several years due to university-wide budget cuts. In many cases, budget shortfalls were accommodated through attrition or not filling the positions of faculty and staff who departed or retired. As budgets continue to decline, [special and expedited program reviews](#) per [UA BoR Policy 10.06.010](#) have been used as a method to more strategically target faculty reductions so that strong and mission-centric programs continue to be sustainable.

**Sufficient to establish and oversee academic policies.** UAF's organizational structure and commitment to shared governance ensure effective processes for establishing, reviewing, and overseeing its academic policies. Per the UAF Faculty Senate [Constitution](#), [Bylaws](#), and [Academic Course and Degree Procedures Manual](#), academic policies are vetted through Faculty Senate committees, approved by the full senate, and then reviewed by the provost and, when appropriate, the chancellor. Most academic policies are published in the [UAF Academic Catalog](#), while others are available on the [Office of the Provost website](#). Academic Affairs (through the Office of the Provost) provides interpretations of academic policy, and the [Office of the Registrar](#) implements policy on a day-to-day basis. The Registrar's Office includes staff who manage the publication of the catalog and class schedule, oversee the production of academic transcripts, and are responsible for degree auditing, awarding, and verification, among other responsibilities.

**Sufficient to ensure the integrity and continuity of its academic programs.** Through the UAF Faculty Senate and established governance processes, faculty play a central role in designing, approving, implementing, and revising academic programs and policies. [UA BoR Policy P10.02.040](#) and [University Regulation R10.02.040](#) provide the academic administrative framework to support this work, ensuring the integrity and continuity of academic programming.

#### Required Evidence for Standard 2.F.3

**Documentation about engagement and responsibilities specified for faculty and staff, as appropriate:**

[United Academics Collective Bargaining Agreement](#) - Article 13, Workload (pages 48-51)

[United Academics Faculty Workload Form](#)

[United Academics - Adjuncts Collective Bargaining Agreement](#) - Article 11, Job Assignment (pages 22-23)

[Alaska Graduate Workers Association Collective Bargaining Agreement](#) - Article 6, Appointments (page 10)

[Alaska Higher Education Crafts and Trades Employees Collective Bargaining Agreement](#) - Article 4, Work (pages 18-27)

[UA Human Resources - Position Classification and Compensation Job Families](#) - Website

**Personnel hiring policy and procedures:**

[UA BoR Policy Chapter 04.01 - Uniform Personnel System](#)

[UA BoR Policy Chapter 04.02 - General Personnel Policies](#)

[UA BoR Policy Chapter 04.03 - Recruitment and Staffing](#)

[UA BoR Policy Chapter 04.04 - Faculty](#)

[UA BoR Policy Chapter 09.05 - Employment of Students](#)

**Academic organizational chart:**

[UA BoR Policy P10.02.040](#) and [University Regulation R10.02.040](#) - Academic Unit Establishment, Major Revision, and Elimination

[UAF Office of the Provost \(Academic Affairs\) Organizational Chart](#)

**Additional Evidence for Standard 2.F.3**

**Policies and procedures for determining positions and anticipated resource allocations:**

[UA BoR Policy P04.07.030](#) and [University Regulation R04.07.030](#) - Performance Evaluation (All Employees)

[UA BoR Policy P04.04.050](#) - Evaluation of Faculty

[UA BoR Policy P04.04.056](#) - Evaluation of Faculty for Promotion

[United Academics Collective Bargaining Agreement](#) - Article 9, Faculty Status: Appointment, Evaluation, Promotion, Tenure, and Termination (pages 20-36)

[United Academics - Adjuncts Collective Bargaining Agreement](#) - Article 9, Faculty Status: Appointment, Evaluation, Rank, End of Appointment, Section 9.2, Evaluation (page 18)

[UAF Faculty Senate Bylaws - Faculty Development, Assessment, and Improvement Committee](#) - Section 3, Pages 7-8

[UAF Faculty Evaluation Policies and Procedures](#) - Posted in the UAF Blue Book (Chapter III, page 11)

[UAF Faculty Services](#) - Website - Includes links to the UNAC and Adjunct Collective Bargaining Agreements, UAF Faculty Promotion and Tenure Policies and Procedures, and the UAF Faculty Blue Book Policy and Procedure Guidelines

[UA System Labor & Employee Relations Performance Center](#) - Website - For annual review of staff

[UA System Annual Performance Review Process for Supervisors and Staff](#) - Website

[UAF Faculty Senate Bylaws - Senior Administrators Review Committee](#) - Section 8, Page 10

## 2.F.4 Employee Evaluations

*Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.*

[UA BoR Policy P04.07.030](#) and [University Regulation R04.07.030](#) require regular and systematic performance evaluations of faculty, staff, and administrators on an annual basis. These processes differ among employment types, yet all incorporate feedback and encouragement for improvement. [UA BoR Policy P04.01.020](#) on nondiscrimination ensures that decisions affecting an individual's employment will be based on their qualifications, abilities, and performance.

**Faculty.** Faculty evaluation procedures and regulations are established by the UA System through [UA BoR Policy P04.04.050–.056](#). In addition, UAF has its own faculty evaluation policies and procedures as described in [The Faculty Blue Book](#), which expand upon and clarify the provisions outlined in the applicable collective bargaining agreement (CBA).

Each year, all regular faculty are evaluated in accordance with [UA BoR Policy P04.04.050](#) and the [CBA](#). To comply with this policy, faculty members submit an [annual activity report \(AAR\)](#) detailing their accomplishments in teaching, research, and service, as applicable, which is accompanied by a self-evaluation. The dean reviews these materials for each faculty member and provides written feedback. The complete review, including the dean's feedback, is retained in the faculty member's academic file maintained by the Office of Provost (Academic Affairs). Adjunct faculty are evaluated according to the procedures established by their respective college or campus, as outlined in their [CBA](#). Completion rates for AARs by fiscal year (FY) over the past five years were low in FY21 (18%) and FY22 (17%), but increased substantially in FY23 (77%), remained relatively high in FY24 (71%), and rose further in FY25 (81%). These trends reflect the maturation of centralized tracking and follow-up processes through the Office of Faculty Affairs and Services within the Office of the Provost, the alignment of more complete and trackable reporting with the annual evaluation cycle, and improvements in submission systems and oversight during and after the transition from Faculty180 to Airtable in FY23.

Faculty members seeking [tenure and/or promotion](#) are evaluated annually in a progressive and systematic manner, following the faculty evaluation policies and procedures as outlined in [The Faculty Blue Book](#) and based on criteria established by their peers and college dean. The [college/school and/or department unit peer criteria](#) are available on the UAF Office of the Provost website (see the unit peer criteria tab). Because faculty join the university in different years, past versions of the guidelines must remain accessible until no faculty remains whose evaluations are governed by those earlier unit-peer criteria versions. [Annual activity reports](#) and [workload agreements](#) are included in the promotion file. For faculty seeking tenure and/or promotion, they undergo a college-level peer review, the dean's and/or director's evaluation, and a university-level peer review, after which the provost provides a recommendation to the chancellor, who makes the final decision on promotion and/or tenure. Prior to tenure, faculty undergo a fourth-year pre-tenure evaluation to ensure that they are making progress toward tenure. All of the review steps for the pre-tenure review are the same as the tenure and/or promotion review, except that the provost only notes whether the faculty member is making adequate progress toward tenure. Tenured faculty continue to undergo evaluation every six years by their dean, peers, and, when applicable, campus directors. They may also be reviewed by college peer review committees and the provost. If areas for improvement are identified, the faculty member must develop a professional development plan, approved by the dean and/or campus director, outlining specific objectives and measurable outcomes. Term faculty may apply for promotion to associate professor and subsequently to full professor if they believe their record warrants consideration. They are evaluated according to the same standards and processes as tenure-track faculty.

**Staff and administrators.** Per [UA BoR Policy P04.07.030](#), all staff (both non-exempt regular [NR] and exempt regular [XR] designations) must be evaluated annually in writing, with the opportunity to provide a written response to the supervisor's review. While the evaluation process should typically be completed by the end of the fiscal year (June 30), [UA Human Resources \(HR\) allows extensions until 30 September](#) to ensure that all submissions are completed with the necessary signatures. Performance evaluations must provide sufficient detail to guide employees in achieving the major goals and objectives of their position. To support this process, guidance and training are available through the [UA System Labor & Employee Relations Performance Center](#). At the implementation level, departments may use either the comprehensive [MyUA online \(electronic portal\) performance management tool](#) or an approved standard PDF evaluation form, such as the [performance evaluation form aligned with MyUA](#). UA HR sends [evaluation reminders](#) in the spring, and a variety of [training resources and materials](#) are provided to assist supervisors and employees throughout the process.

All UAF executive administrators (EX designation) are evaluated annually by their immediate supervisors following the evaluation process detailed above for staff. The chancellor is also evaluated by the UA president periodically through UA HR using a 360-degree model. This model has been extended to other executive administrators as well. Other UAF executive administrators are evaluated by the chancellor, provost, or one of the vice chancellors. These administrators are divided into two groups for review purposes, which include Group A (deans, vice chancellors, and the provost; administrators that report to the chancellor, provost, or a vice chancellor) and Group B (deans and directors; administrators that supervise faculty and report to the provost or a vice chancellor). These administrators undergo a [comprehensive review every three years](#), facilitated by the [Faculty Administrator Review Committee](#) following Faculty Senate guidelines.

Evaluation completion data has not historically been tracked in a way that distinguishes executive administrators (EX) from non-exempt regular (NR) and exempt regular (XR) staff, so reported completion rates (see below) include all three categories of employees. Beginning in FY26, tracking has been refined to allow for this distinction and provide more precise reporting by employee category (EX separate from NR and XR combined). Submission and record-keeping processes also contribute to underreporting, as evaluations are submitted either through the MyUA electronic portal or via unit HR coordinators and NextGen forms when the non-MyUA performance management tool is used, with all finalized documents placed in the employee’s official personnel file at the UA HR System Office. While MyUA portal data is captured accurately, PDF-based submissions are not consistently reflected in completion metrics, resulting in reported rates that understate actual performance evaluation completions, which are higher than indicated by the following summary data (FY21 – 63%; FY22 – 55%; FY23 – 69%; FY24 – 71%; FY25 – 73%).

**Required Evidence for Standard 2.F.4**

**Administrator/staff/faculty evaluation policies and procedures:**

- [UA BoR Policy P04.07.030](#) and [University Regulation R04.07.030](#) - Performance Evaluation (All Employees)
- [UA BoR Policy P04.04.050](#) - Evaluation of Faculty
- [UA BoR Policy P04.04.056](#) - Evaluation of Faculty for Promotion
- [UA BoR Policy P04.020](#) - Nondiscrimination Statement
- [United Academics Collective Bargaining Agreement](#) - Article 9, Faculty Status: Appointment, Evaluation, Promotion, Tenure, and Termination (pages 20-36)
- [United Academics - Adjuncts Collective Bargaining Agreement](#) - Article 9, Faculty Status: Appointment, Evaluation, Rank, End of Appointment, Section 9.2, Evaluation (page 18)
- [UAF Faculty Senate Bylaws - Faculty Development, Assessment, and Improvement Committee](#) - Section 3, Pages 7-8
- [UAF Faculty Senate Bylaws - Faculty Administrator Review Committee](#) - Section 3, Page 10
- [UAF Faculty Evaluation Policies and Procedures](#) - Posted in the UAF Blue Book (Chapter III, page 11)
- [UAF Faculty Blue Book](#) - Chapter III: Faculty Evaluation
- [UAF Faculty Services](#) - Website - Includes links to the UNAC and Adjunct Collective Bargaining Agreements, UAF Faculty Promotion and Tenure Policies and Procedures, and the UAF Faculty Blue Book Policy and Procedure Guidelines
- [UA System Labor & Employee Relations Performance Center](#) - Website - For annual review of staff
- [UA System Performance Review Reminder to Supervisors and Staff](#)
- [UAF Faculty Senate Faculty Administrator Review Committee](#) - Administrator Review Group A and Group B Process

## 2.G Student Support Services

### 2.G.1 Effective Learning Environments and Student Support

*Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.*

UAF embraces its open-access, dual-enrollment mission, offering a wide range of programs—from short-term occupational endorsements and certificates to baccalaureate and graduate degrees—with a strong emphasis on accessible pathways, including stacked credentials and articulated programs. By integrating the community college mission, UAF provides more certificates and associate degrees than are typically found at traditional baccalaureate and graduate degree-granting institutions. As a result, a priority at UAF to meet its institutional mission is to create effective learning environments and support student success. Programs and services are designed to meet the varied needs of the UAF student population, ensuring that all students, regardless of background or academic preparation, have access to resources that enable academic and personal success. The approach is codified through [UA BoR Policy P09.01.018](#), which sets forth expectations for student support services; [UA BoR Policy P09.01.030](#), which summarizes the responsibility and scope of student services, and [UA BoR Policy P09.01.040](#), which assigns to the chancellor the responsibility of ensuring that appropriate structures and leadership are in place for the implementation of these services. These services support both on-campus students at the Troth Yedda' and Community and Technical College campuses in Fairbanks and students attending the four rural community campuses, as well as online students. Each of these community campuses offers a set of services tailored to meet specific local student needs. UAF's mission is firmly rooted in supporting the academic success of all students. Recognizing that students come from varied cultural, economic, and academic backgrounds, UAF has developed targeted initiatives to alleviate academic attainment disparities across all learning environments for all students.

**First-Generation and Low-Income Students** receive specialized support through programs such as [UAF TRIO Student Support Services \(SSS\)](#), which assists first-generation, low-income, and disabled students in navigating college by offering free academic advising, tutoring, mentoring, financial aid guidance, and career support. Its mission is to enhance students' self-efficacy and resilience, promoting academic success and timely graduation through a holistic, student-centered approach. The [Emerging Scholars Academy](#), sponsored through UAF SSS, is a free, nine-day summer bridge program that helps TRIO students transition to college through academic preparation, campus experiences, and community building. Participants earn free college credits, move into the dorms early, and receive ongoing support through their first year on campus.

**Alaska Native and Indigenous Students** are an integral part of the UAF community. Through UAF initiatives such as [Rural Student Services](#), the [Alaska Native Science and Engineering Program \(ANSEP\)](#), and the [UA Alaska Native Success Initiative \(ANSI\)](#), UAF creates culturally relevant support systems. These programs provide comprehensive academic advising, mentorship, and leadership opportunities while fostering a sense of belonging and connection to Indigenous culture and heritage, helping them navigate college life while honoring their cultural identities. At the graduate level, there are two large-scale interdisciplinary programs that support Indigenous students: the [UAF Center for Cross-Cultural Studies](#), which integrates Indigenous knowledge into academia, and the National Science Foundation-funded [Tamamta \(All of Us\)](#) program, a graduate initiative that integrates Indigenous and Western sciences to transform education and research in fisheries and marine sciences through a co-production of knowledge approach. In addition, [UAF rural campuses in Bethel, Dillingham, Kotzebue, and Nome](#) offer UAF Policies, Regulations, and Finances Review (PRFR)

culturally responsive, community-driven programs and personalized support services—such as academic advising, workforce training, and flexible course delivery—to empower Alaska Native and rural students in achieving their educational and career goals.

UAF strives to provide **effective learning environments** that support faculty and promote academic excellence for students. These learning environments are adaptable to the evolving needs of the UAF student population and include:

- Faculty can work with instructional design staff on pedagogy and offer a range of flexible learning modalities, including in-person, hybrid, and fully online programs. These flexible delivery methods allow both traditional and non-traditional UAF students, with diverse geographic and personal circumstances, to access high-quality education in ways that best fit their needs. The Center for Teaching and Learning (CTL) also hosts the [Scholarship of Teaching and Learning \(SoTL\)](#), originally designed to address high DFWI rates in popular general education gateway courses. Subsequent SoTL cohorts have focused on hybrid/hyflex teaching and academic writing in the context of Artificial Intelligence. In these cohorts, faculty apply their expertise as researchers to their classrooms with students as co-collaborators and researchers. CTL also promotes student-centered learning through programs such as the [Learner Experience Advocacy Program \(LEAP\)](#), which pairs trained students with faculty to improve online courses, and the mid-semester feedback initiative, which provides faculty with student-directed, actionable feedback for in-person courses.
- On-campus first-year students with shared identities, values, or interests come together through UAF Residence Life to form [living-learning communities \(LLCs\)](#) that foster strong peer connections and deeper engagement within the university. These LLCs are designed to cater to a wide array of interests, providing opportunities for both academic and social adjustment to university life.

UAF provides a comprehensive suite of **student support services** that are designed to promote holistic student success. Examples of these offices, efforts, and initiatives include:

- [New Student Orientation \(NSO\)](#) is dedicated to equipping students with the knowledge, skills, and connections necessary for success in their college journey. NSO works with various departments across the university to provide a comprehensive and personalized onboarding experience, providing programming for incoming first-year students and their families and supporting programming for transfer, international, graduate, and online students. All students are required to complete modules covering student life, academics, financial matters, the campus community, and wellbeing support, to gain valuable just-in-time information that will aid their transition to UAF.
- The [UAF Student Success Center \(SSC\)](#) is a centralized hub that brings together [academic advising](#), [Career Services](#), academic tutoring in [communications](#), [writing](#), and [mathematics/statistics](#), [academic coaching](#), and [testing services](#), while offering a welcoming environment for students to access one-on-one assistance, group study sessions, and workshops. The SSC is located on the sixth floor of the Rasmuson Library, and the center serves as the hub for student retention and success initiatives. Embedded within the SSC, [Nanook Advising](#) helps students explore majors, plan course schedules, and stay on track toward graduation. It provides personalized support to guide students through academic decisions and university requirements.

- [Focus Forward \(FF\)](#) is a holistic academic support initiative that assists students on academic warning or probation, experiencing financial aid challenges, or struggling to maintain academic momentum. The program is coordinated by SSC staff and includes active involvement from advisors, who work alongside success coaches to provide individualized guidance, structured accountability, and targeted academic planning. Through one-on-one academic coaching meetings, group advising sessions, skill-building workshops, and personalized assessments such as the STRONG career inventory, FF helps students reset their focus, strengthen academic and digital skills, and better align their coursework with long-term academic and career goals. The program emphasizes connection to advising, academic coaching, and campus resources for improving persistence, confidence, and continued progress toward degree completion.
- Through [UAF Career Services](#), students are prepared for life after graduation through career counseling, resume and cover letter workshops, internship placements, [online networking services](#), and job fairs. UAF Career Services is led by a Director and also includes a Workforce Development Tutor and a Student Employment Coordinator. The Workforce Development Tutor provides on-site academic and career readiness support to the UAF Community and Technical College's many programs. The Student Employment Coordinator operates a satellite office in the UAF William Ransom Wood Center and specializes in helping students prepare and apply for student jobs. The coordinator also works closely with departments to support the recruitment and onboarding of student employees. A new addition to Career Services in the [Nanook Career Closet](#), where students can find professional attire for interviews, networking events, and jobs. Career Services is co-located with [Nanook Advising](#) in the [SSC](#) to better integrate career-related advising into the student experience from the start. Each academic year, Career Services organizes and hosts [career fairs](#) in the fall and spring semesters. These services are integral to ensuring that students not only succeed academically but are also prepared for meaningful careers after completing their studies. These services are also available to alumni.
- UAF participated in the [Gardner Institute's "Transforming the Foundational Postsecondary Experience" initiative](#), a national effort to improve student success during the critical first two years of college. This program focused on closing equity gaps by enhancing teaching practices, increasing retention, and boosting graduation rates, particularly for Pell Grant recipients and historically marginalized students. As part of this initiative, UAF has implemented a restructured first-year advising model to provide more equitable and effective student support and has worked with instructors of courses with high DFWI rates to improve student success. UAF discontinued the initiative in August 2025 after determining it lacked sufficient community confidence and administrative support, particularly following changes in institutional leadership that shifted campus priorities.
- The [Student CARE \(Connect, Advocate, Refer, Educate\) Team](#) provides support and intervention for students facing well-being concerns, such as health issues, emergencies, or sudden life changes, ensuring they feel safe and valued by UAF while remaining productive in their studies. This team collaborates with faculty and staff to offer comprehensive care, empowering students to overcome challenges and achieve success.
- The [UAF Financial Aid Office](#) assists students with accessing funding through grants, scholarships, loans, and work-study programs. Office staff guides students through the FAFSA (Free Application for Federal Student Aid) and other financial aid applications. The office also supports financial planning to make college more affordable and manageable.

- UAF recognizes the importance of mental health in student success. The [Student Health and Counseling Center \(SHCC\)](#), in collaboration with the [Office of Rights, Compliance and Accountability \(ORCA\)](#) provides mental health counseling, crisis intervention, and wellness programs that encourage students to maintain a healthy balance between their academic responsibilities and personal well-being.
- The [UAF Office of Disability Services](#) provides essential support to ensure equal access to academic courses, programs, facilities, services, and opportunities for all university students. Through a collaborative and interactive accommodation process, the office facilitates equitable academic success from enrollment to graduation. Services and accommodations are available to distance education students, students attending on the Fairbanks campus, and those attending UAF's community and rural campuses. Disability Services is committed to supporting individual needs, promoting independence, and recognizing academic achievement as a part of a broader effort to foster an inclusive educational environment.
- The [Department of Military and Veteran Services \(DMVS\)](#) supports military-connected students throughout their pursuit of higher education at UAF. The department specializes in assisting these students with accessing Veteran Education Benefits, Military Tuition Assistance, and Credentialing Assistance. DMVS has satellite offices at Fort Wainwright and Eielson Air Force Base that offer servicemembers and their families easy access to opportunities at UAF. These satellite offices provide benefits, advising services, connections to educational resources, enrollment support, select in-person courses, and testing services. DMVS has the secondary role of assisting staff and faculty in developing and capitalizing on opportunities that advance UAF's relationships and interests with military and community partners.
- The [UAF William Ransom Wood Center](#) serves as the campus's vibrant student union, offering dining options, recreational facilities, and spaces for student organizations and events. It houses amenities such as the Dine 49 cafeteria, Arctic Java coffee shop, an eight-lane bowling alley, pool tables, and the Alaska Esports Center, catering to a wide range of student interests. As a central hub, the Wood Center fosters community engagement and student involvement throughout the academic year. Key student-centered elements of the Wood Center include:
- [The Associated Students of the University of Alaska Fairbanks \(ASUAF\)](#) plays a central role in fostering an inclusive and effective learning environment by advocating for student interests and offering a variety of support services. ASUAF provides free legal consultations through its Legal Services Program and allocates funding for student organizations, events, and initiatives that promote engagement, leadership, and equity. In addition, ASUAF supports [Student Media](#), which includes The Sun Star, UAF's student-run news outlet, KSUA 91.5 FM, the student-operated radio station, and Concert Board, the live entertainment scheduling team. These platforms offer hands-on experience in journalism, broadcasting, and scheduling, giving students valuable opportunities to develop professional skills, express diverse perspectives, and contribute to campus-wide dialogue. Together, these services enrich the student experience, support academic and personal success, and help address equity gaps in meaningful ways.
- [Nanook Engage](#) is the UAF central platform for student involvement, connecting students to campus clubs, events, and organizations through a user-friendly website and mobile app. By logging in with UA credentials, students can explore upcoming activities, RSVP for events, and receive personalized updates on opportunities that match their interests. This tool fosters a vibrant

campus community by making it easy for students to engage with peers, discover new interests, and stay informed about what's happening at UAF.

- The [Office of Undergraduate Research and Scholarly Activity \(URSA\)](#) is the university's resource for developing and promoting experiential learning activities that engage undergraduate students and support UAF's goal to become a leading student-focused research university. URSA aims, at all levels, to improve skills in critical thinking and communication, to engender a culture of lifelong learning among all students, and to enhance the preparation and education of students who will meet the needs of Alaska's 21st-century workforce and society ([Mission & Vision Statements](#)). As such, URSA commits to organizing an [annual cycle of competitive funding](#) in support of mentored undergraduate projects and student travel and internship opportunities ([see past award recipients](#)). In addition to funding structures, URSA also organizes supportive programming, including mentor-student project mixers, [professional development seminars for undergraduates](#), and development workshops for [UAF mentors](#).
- The [UAF Honors College](#) provides high-impact learning experiences and tailored support for academically motivated students from all majors, with a focus on access, interdisciplinary learning, and leadership development. Through intensive field courses, undergraduate research opportunities, and a living-learning community, the college cultivates an inclusive environment where students can thrive academically and personally. Targeted advising, faculty mentorship, special sections of GER courses, and student-driven capstone projects empower students to connect their education to real-world challenges, particularly in the Arctic and sub-Arctic contexts. The Honors College also offers tracks such as the [Climate Scholars Program](#), designed to engage diverse students in solutions-focused learning and public scholarship.
- The [Study Away Program](#) offers students hundreds of options for incorporating a semester or year at another U.S. or international university into their UAF degree program. Students who participate in an approved program continue to receive most or all their normal financial aid and scholarships, and support is provided to pre-approve host-institution courses that count toward degree progress. Exchange opportunities within the U.S. are provided through membership in the [National Student Exchange](#) program. International study abroad opportunities are provided through 16 bilateral exchange partnerships, membership in the [north2north exchange consortium program of UArctic](#), and eight study abroad provider organizations with which UAF has signed affiliation agreements. The Study Away Program office provides support to students in planning meaningful, timely, and financially accessible study abroad experiences within the context of their degree programs. Students are provided with guidance throughout the entire study away process, from initial advising and program selection to pre-departure preparation and the transfer of credits upon return.
- The [UAF Graduate School \(GS\)](#) oversees all graduate programs, ensuring academic excellence and supporting over 900 students pursuing master's, doctoral, and certificate degrees. It administers admissions, monitors student progress, and collaborates with faculty and departments to uphold rigorous academic standards. GS staff offer professional development, orientation, wellness events, and financial support through scholarships and fellowships, fostering both academic and personal growth. Additionally, the GS oversees the Graduate Interdisciplinary Studies program, which allows students to design customized degrees that integrate multiple disciplines to address complex challenges.

#### Required Evidence for Standard 2.G.1

**Listing of programs and services supporting student learning and success needs:**

[UA BoR Policy P09.01.018 Expectations: Student Support Services](#)  
[UA BoR Policy P09.01.030 Responsibility and Scope of Student Services](#)  
[UA BoR Policy P09.01.040 Organization of Student Affairs](#)  
[Alaska Native Science and Engineering Program \(ANSEP\)](#)  
[Associated Students of the University of Alaska Fairbanks \(ASUAF\)](#)  
[Center for Teaching and Learning \(CTL\)](#)  
[Department of Military and Veteran Services \(DMVS\)](#)  
[Gardner Institute's "Transforming the Foundational Postsecondary Experience" initiative](#)  
[Nanook Engage](#)  
[New Student Orientation \(NSO\)](#)  
[UAF Office of Disability Services](#)  
[Office of Rights, Compliance and Accountability \(ORCA\)](#)  
[Office of Undergraduate Research and Scholarly Activity \(URSA\)](#)  
[Student CARE \(Connect, Advocate, Refer, Educate\) Team](#)  
[Student Health and Counseling Center \(SHCC\)](#)  
[Tamamta \(All of Us\)](#)  
[UA Alaska Native Success Initiative \(ANSI\)](#)  
[UAF Academic Advising Center](#)  
[UAF Career Services](#)  
[UAF Center for Cross-Cultural Studies](#)  
[UAF Financial Aid Office](#)  
[UAF Focus Forward](#)  
[UAF Graduate School](#)  
[UAF Honors College](#)  
[UAF Residence Life](#)  
[UAF Rural Campuses - Bethel, Dillingham, Kotzebue, and Nome](#)  
[Rural Student Services](#)  
[UAF Student Success Center \(SSC\)](#)  
[UAF Study Away](#)  
[UAF TRIO Student Support Services \(SSS\)](#)  
[UAF William Ransom Wood Center](#)

2.G.2 Publication of Information

*The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.*

In accordance with NWCCU standards, UAF publishes an [Academic Catalog](#) each year that is reviewed annually by the [Office of the Registrar](#), as well as all academic departments, student, and enrollment services units for accuracy. The UAF Office of the Registrar utilizes [Leapfrog Courseleaf software](#) to manage the curriculum and catalog approval processes.

Required Evidence for Standard 2.G.2	
Required Information	UAF Academic Catalog Page(s)
Institutional mission	<a href="#">The UAF Experience</a>
Admission requirements and procedures	<a href="#">Admissions</a> <ul style="list-style-type: none"> <li>• <a href="#">Occupational Endorsement Programs</a></li> <li>• <a href="#">Certificate or Associate Programs</a></li> <li>• <a href="#">Baccalaureate Degree Programs</a></li> <li>• <a href="#">Graduate Degree Programs</a></li> <li>• <a href="#">International Students</a></li> </ul>
Grading policy	<a href="#">Grading Policies</a>
Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based	<p>This information is found on specific program pages. All programs include degree and program completion requirements and expected learning outcomes. Baccalaureate degree programs include Roadmaps, also known as course sequencing documents, to guide students and project timelines to completion.</p> <ul style="list-style-type: none"> <li>• <a href="#">Occupational Endorsement Programs</a></li> <li>• <a href="#">Certificate Programs</a></li> <li>• <a href="#">Associate Degree Programs</a></li> <li>• <a href="#">Bachelor's Degree Programs</a></li> <li>• <a href="#">Roadmap Example: Biological Sciences B.S.</a></li> <li>• <a href="#">Minors Available</a></li> <li>• <a href="#">Accelerated Bachelor's / Master's Programs</a></li> <li>• <a href="#">Postbaccalaureate Certificate &amp; Licensure Programs</a></li> <li>• <a href="#">Graduate Certificate Programs</a></li> <li>• <a href="#">Master's Degree Programs</a></li> <li>• <a href="#">Ph.D. Programs</a></li> </ul>
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	<a href="#">UAF Administration</a> <a href="#">Chancellor's core cabinet</a> <a href="#">UAF Faculty</a>
Rules and regulations for conduct, rights, and responsibilities	<a href="#">Student Freedoms, Rights and Responsibilities</a> <ul style="list-style-type: none"> <li>• <a href="#">Student Code of Conduct</a></li> <li>• <a href="#">Complaint Procedures</a></li> </ul>

Tuition, fees, and other program costs	<a href="#">Tuition, Fees and Costs</a> <ul style="list-style-type: none"> <li>• <a href="#">Resident and Nonresident Tuition</a></li> <li>• <a href="#">Estimated 2024-2025 UAF Annual Costs</a></li> <li>• <a href="#">Payments, Refunds and Waivers</a></li> <li>• <a href="#">Basic Student Fees</a></li> <li>• <a href="#">Other Fees</a></li> </ul>
Refund policies and procedures for students who withdraw from enrollment	<a href="#">Payments, Refunds, and Waivers</a>
Opportunities and requirements for financial aid	<a href="#">Financial Aid</a>
The academic calendar	<p>The <a href="#">Academic Calendar</a> is included in the catalog.</p> <p>The Office of the Registrar also publishes the <a href="#">Academic Calendar</a> on their website in a searchable format that students, staff, and faculty are able to download or subscribe to. Users can easily access other events or department deadlines from the searchable calendar, such as Graduate School deadlines or athletic events.</p>

2.G.3 Licensure and Employee Requirements

*Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.*

The [UAF Academic Catalog](#) provides basic information about the kinds of employment for which each degree or certificate prepares students. UAF students have access to the [Career Coach website](#), a comprehensive tool hosted by the UA System, which allows them to explore career options, learn about specific career pathways and their requirements, and find relevant UAF academic programs. Faculty in licensure-related programs are available to discuss these pathways with students, ensuring that they are informed about the steps needed for professional advancement. UAF also provides students with the information required by the [U.S. Department of Education regulation 34 CFR 668.43\(a\)\(5\)\(v\)](#) and [State Authorization and Reciprocity Agreement \(SARA\) policy 5.2](#) around programs leading to licensure. Below outlines UAF’s approach to providing that information to students.

UAF’s compliance with licensure regulations relies on a robust collaborative effort. The Office of Accreditation & Assessment oversees coordination and compliance processes, working closely with the Office of Admissions, the Office of Financial Aid, academic deans and their faculty, the Office of the Registrar, and UA General Counsel. When a new licensure program is identified, UAF researches state-specific licensure requirements by reviewing laws, regulations, and licensing board rules annually. This information is made available on the [Professional Licensures and Certifications website](#). Public disclosures are readily accessible on this website, which are linked across program webpages, recruitment

materials, and informational resources for consistency and accuracy. This site lists all applicable UAF programs by state, indicates whether each program meets that state's licensure requirements, and provides a direct link to the relevant state licensing board. These materials undergo an annual review and verification process to ensure ongoing compliance.

To streamline communications, UAF uses Salesforce automation to send [licensure disclosures](#) to each student applying to a professional licensure program. This disclosure explains that licensure requirements vary by state and profession and directs students to UAF's public disclosure page. Faculty, as experts in their fields, actively support current and prospective students by advising on licensure and certification requirements in their chosen professions and guiding them on the qualifications and milestones needed for success. [Procedures](#) are also in place to ensure that UAF does not admit students to licensure programs that do not meet requirements in their state of residence. The application process collects residency information, which compliance staff review for out-of-state applicants. If a program does not align with licensure requirements in the applicant's state, they are advised accordingly, and enrollment may be restricted. In such cases, alternative programs that meet the student's goals may be explored. These processes are designed in good faith to ensure students make informed decisions about their education and licensure pathways.

**Programs leading to licensure, indirect student notification.** For programs leading to professional licensure or certifications, UAF is committed to providing clear, accurate, and transparent information on where its programs meet licensure requirements across states. The [UAF Academic Catalog](#) includes licensure and certification information for all programs specifically designed to meet educational requirements for licensure or certification in Alaska. For example, the catalog entry for the [UAF Bachelor of Arts in Social Work](#) outlines relevant career paths and provides a link to the [Professional Licensures and Certifications website](#).

**Programs leading to licensure – direct student notification.** Notifications are sent to any student who applies to a program that may lead to licensure or certification, as well as to students who later change their address after admission or change their major to such a program. All prospective UAF students receive a general disclosure about programs that may lead to licensure or certification, including a link to [UAF's Professional Licensures & Certifications](#) website. Students admitted to, or who change their major to, a licensure-related program required for employment in Alaska will continue to receive the general disclosure. If a student in such a program relocates and updates their address through UAF's formal process, a new general disclosure is sent within 14 days.

**Post-notification review and communication.** Once a notification is sent, the Accreditation and Assessment Office is alerted to review the student's information and determine whether UAF's program meets the educational requirements in the student's location. If the program meets those requirements, no program-specific disclosure is sent; the Accreditation and Assessment Office coordinates with Admissions to remove any licensure-related holds that may have been automatically placed on the student's account. If the program does not meet the requirements, or if no determination has yet been made, the student receives program-specific information to that effect and is contacted to clarify their intended licensure state and next steps. If the student will be located in a state where the program does meet requirements before starting the program, or if they intend to seek licensure in a state where the program does meet requirements, they are asked to sign an attestation acknowledging that UAF's program meets Alaska's educational requirements and that they intend to seek employment/licensure in Alaska or another state in which the program meets requirements upon completion. Given the evolving nature of out-of-state licensure standards, UAF actively updates all related college and program webpages to remain accurate and current.

**Academic Compliance Specialist.** To meet expanding external compliance requirements, such as [NC-SARA](#) participation and updated [U.S. Department of Education regulations for licensure-related programs](#), UAF maintains an Academic Compliance Specialist within the Accreditation and Assessment Office. This role supports distance education compliance efforts, including state licensure notifications and disclosures, and collaborates across campus to sustain accurate processes and communications. UAF also maintains memberships in organizations such as the [WICHE Cooperative for Educational Technologies \(WCET\)](#) and the [State Authorization Network \(SAN\)](#) to remain current with national regulatory changes.

<b>Required Evidence for Standard 2.G.3</b>
<p><b>Samples of publications and other written materials that describe:</b>  <b>Accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered:</b>  <a href="#">UAF Professional Licensures &amp; Certifications</a> - Website  <a href="#">UAF Academic Catalog</a> - Academic Programs Listing</p> <p><b>Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials:</b>  <a href="#">UAF Elementary Education</a> - Website - Example  <a href="#">UAF Bachelor of Arts in Social Work</a> - Website – Example</p>
<b>Additional Evidence for 2.G.3</b>
<p><a href="#">UA Career Coach</a> - Website - Students can inventory their interests; obtain information about careers, wages, and job openings; and search related academic programs at the university</p>

## 2.G.4 Financial Aid

*The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

Comprehensive and student-centered financial aid is available at UAF that aligns with its mission as an open enrollment, dual mission university. The approach to financial aid at UAF prioritizes accessibility, providing a variety of resources to help students afford their education without relying heavily on student loans. UAF offers extensive information and guidance related to financial aid through multiple channels. The [UAF Academic Catalog](#) and [UAF Office of Financial Aid website](#) features detailed explanations of aid types, eligibility criteria, Satisfactory Academic Progress (SAP) policies, and specific resources for military-affiliated students. The Financial Aid Office website complements this information with user-friendly resources about the [types of financial aid](#), [cost of UAF attendance](#), [application process](#), [loan counseling](#), [SAP policy and procedure](#), [appeals process](#), and more.

Students can access financial aid options and opportunities through phone, email, virtual meetings, or by visiting the UAF Office of Financial Aid locations on Troth Yedha' Campus (Fairbanks), Community and Technical College (Fairbanks), or Kuskokwim Campus (Bethel). To support informed decision-making, UAF provides a [customizable cost calculator](#) that helps students estimate their total expenses based on enrollment, housing, and other personal factors. UAF also offers financial literacy education through workshops, video resources, and partnerships with third-party national programs such as [ECMC's Financial Literacy Program](#). These initiatives are designed to help students build smart money habits and manage their educational expenses effectively.

To support enrollment decisions, UAF has developed a four-year renewable scholarship opportunity. The [Nanook Pledge](#) scholarship offers students consistent financial aid information for their full enrollment period without the need to complete a separate application. This scholarship is offered to eligible students at the time of admission. Each year, students are invited to apply for [UA Foundation scholarships](#) through a centralized platform from October 1 to February 15. Alaska residents benefit from several statewide aid programs, including the [Alaska Performance Scholarship \(APS\)](#), which awards up to \$7,000 annually to qualifying high school graduates who complete a rigorous curriculum and the [Alaska Education Grant](#), which offers up to \$4,000 per year based on their Student Aid Index. The [UA Scholars Program](#), established by the UA system, recognizes the top 10% of graduates from each participating high school with a \$15,000 scholarship over four years.

UAF provides a robust and student-focused financial aid program designed to promote accessibility and equity in higher education. Through a variety of resources, including detailed online tools, personalized advising, and financial literacy education, UAF helps students understand and manage the cost of college. The university supports affordability with renewable scholarships such as the Nanook Pledge and statewide programs such as the APS and UA Scholars Program. UAF's commitment to transparency and student success is reflected in its comprehensive approach to financial aid information and support. UAF also has a robust lineup of scholarship opportunities for students. [Renewable merit and needs-based awards](#) are offered at the time of admission to UAF. Partnering with the UA Foundation, UAF manages over 500 scholarships from privately funded sources. In addition, UAF supports students through various grants and scholarships offered by academic departments. Information on the allocation of student financial aid by general award type can be found on [Table 2.G.4.1](#).

Affordability and financial aid awareness are key priorities in outreach to incoming students, and UAF communicates through print and email to promote [FAFSA completion](#), [cost of attendance](#), and [grant, scholarship, loan](#), and [work-study](#) opportunities. The [UAF Office of Financial Aid](#) offers one-on-one help, training videos, and workshops in partnership with the Alaska Commission on Postsecondary Education. New students are considered for scholarships through their admissions application, while continuing students can apply annually for [UA Foundation scholarships](#) and receive biannual newsletters with updates and deadlines.

<b>Required Evidence for Standard 2.G.4</b>
<b>Published financial aid policies and procedures including information about categories of financial assistance:</b>
<a href="#">UAF Academic Catalog</a> - Financial Aid - Includes types of aid for students
<a href="#">UAF Office of Financial Aid</a> - Website - <a href="#">FAFSA</a> , <a href="#">Grants</a> , <a href="#">Loans</a> , <a href="#">Scholarships</a> , <a href="#">Work Study</a>
<b>Additional Evidence for Standard 2.G.4</b>
<a href="#">UAF Office of Financial Aid</a> - <a href="#">Cost of Attendance</a> - Website
<a href="#">UAF Office of Financial Aid</a> - <a href="#">Complete the FAFSA</a> - Website
<a href="#">UAF Financial Aid Awards by Category</a> - <a href="#">Table 2.G.4.1</a> - Document

## 2.G.5 Student Loans and Repayment

*Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.*

UAF provides information to students regarding student loan repayment, default, and the return of Title IV funds for withdrawals. The [UAF Office of Financial Aid](#) provides information on student loan

repayment, with an entire section on the types of student loans and the application process (including the [Free Application for Federal Student Aid \[FAFSA\]](#) process). [The Office of Financial Aid](#) also provides information on the repayment policy and monitoring process as well as statistics on the average loan debt and default rate for UAF students. Additional information on loan repayment, default rates, and withdrawal policies can be found on the [UAF Consumer Information website](#). Each semester on October 1, March 1, and June 1, all enrolled UAF students receive an email notification from the Enrollment Management Communication team providing a direct link to the UAF Consumer Information webpage.

UAF has four dedicated financial aid advisors available to meet with students to explain the financial aid implications of dropping or failing a course. Faculty and academic advisors can also refer at-risk students to financial aid advisors through the Nanook Navigator platform for missing classes or falling behind on assignments. The availability of financial aid advising appointments is provided on all communications sent from the UAF Office of Financial Aid, including FAFSA filing reminders and financial aid offer notifications.

All students receiving a federal student loan are required to complete a [Master Promissory Note and Entrance Counseling](#), which explains the terms and conditions of a federal student loan. Students are emailed their right to cancel upon disbursement of the federal loan to their student account. UAF also emails all student borrowers that drop below half-time attendance of [Federal Exit Counseling Requirements](#). This email is sent to a non-UA email address to ensure that students receive notice even if they no longer consider themselves affiliated with the school. The Office of Financial Aid will contact a student a second time if exit counseling has not been completed within 30 days of the initial notification.

UAF receives the Cohort Default Rate (CDR) from the U.S. Department of Education annually, and financial aid staff monitor this closely. The [CDR for 2021](#) (which was published in 2024) was 0.0%, which is information that is published online on an annual basis. UAF contracts with a third party, [ECMC](#), to provide telecounseling to UAF students entering their grace period. ECMC also provides a letter to students each fall showing their current student loan debt, as well as their estimated debt if borrowing at the same rate annually.

UAF is audited annually per Federal Student Aid (FSA) program requirements to ensure compliance with all Title IV federal grant and loan program requirements. This is completed internally by the [UA System Audit office](#) and by the external auditors hired by the UA System, [Clifton Larson Allen](#).

#### **Required Evidence for Standard 2.G.5**

##### **Information to students regarding repayment obligations:**

[UAF Academic Catalog](#) - Financial Aid - See Payment to the Student

[UAF Office of Financial Aid](#) - Loans - Website - Repayment Policy and Default Rate

[UAF Office of Financial Aid - Frequently Asked Questions](#) - Website

[UAF Office of Financial Aid - Understanding Your Financial Aid Offer](#) – Website

##### **Policies and procedures for monitoring student loan programs:**

[UA System Fund Accounting](#) - Website - Federal Single Audit Reports, listed by fiscal year. See “Schedule of Expenditures of Federal Awards, Student Financial Assistance Cluster” and “Notes to the Schedule of Expenditures of Federal Awards #4.” [FY2023-2024](#) (pages 7 and 23); [FY2022-2023](#) (pages 7 and 26); [FY2021-2022](#) (pages 7 and 29); [FY2020-2021](#) (pages 6 and 25); [FY2019-2020](#) (pages 6 and 25); [FY2018-2019](#) (pages 6 and 25)

[UA System Student Financial Aid Satisfactory Academic Progress Policy](#)

[UAF Office of Financial Aid - Satisfactory Academic Progress](#) – Website

##### **Most recent loan default rate published on institutional website in accessible location:**

[UAF Office of Financial Aid - Loans](#) - Website - Cohort Default Rate is at the end under the UAF Default Rate tab

**Additional Evidence for Standard 2.G.5**

[UAF Office of Financial Aid - Cost of Attendance](#) - Website

[UAF Office of Financial Aid - Complete the FAFSA](#) - Website

## 2.G.6 Academic Advising

*The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.*

At UAF, [academic advising](#) is a cornerstone of our commitment to student development and success. Effective advising plays a critical role in helping students navigate their academic journey, make informed decisions, and ultimately achieve their educational and career goals. To this end, UAF has developed a systematic and effective academic advising program that is continuously evaluated and refined to meet the evolving needs of our student population.

**Academic Advising Structure.** [UAF's academic advising system](#) is designed to provide consistent, personalized support throughout a student's academic career. The university [operates centralized advising for first-year, exploratory, and interdisciplinary students, as well as decentralized advising within specific academic departments for upper-level students and those with declared majors past 24-35 credits](#). This dual approach ensures that students receive specialized guidance appropriate to their academic standing and field of study.

[First-year advising specialists](#) provide dedicated support for incoming students, focusing on orientation, course selection, and academic planning. Advisors work closely with students during their first year to help them adjust to university life and set the foundation for long-term success. The university's comprehensive [first-year advising program \(Nanook Advising\)](#) supports students during their transition to university life, a high-impact practice linked to increased retention and persistence. First-Year Advising Specialists also support Honors College students and student athletes. A coordinated handoff from first-year to departmental advisors ensures consistent guidance and sustains student progress and engagement. First-year advising also includes [Rural Student Services \(RSS\)](#) and [Student Support Services \(SSS\)](#), the latter being a federally funded TRIO program. RSS is a support program at UAF that serves Alaska Native and rural students, helping them succeed and feel at home on campus, while SSS provides comprehensive academic and personal support to first-generation, low-income, and disabled students to help them achieve their educational and career goals. Many First-Year Advising Specialists are located in the [UAF Student Success Center \(SSC\)](#). The SSC is a centralized hub that brings together [academic advising](#), [Career Services](#), academic tutoring in [communications](#), [writing](#), and [mathematics/statistics](#), [academic coaching](#), and [testing services](#).

Once students complete their first 24-35 credits, they are assigned a major advisor within their department who specializes in their academic discipline. These advisors provide guidance on program requirements, course sequencing, and career opportunities, ensuring that students remain on track to meet their graduation requirements.

All advisors at the UAF Troth Yeddha', CTC, and rural campuses are available to meet with students through various formats, including in-person, virtual, and phone appointments. This flexibility ensures that all students, regardless of their geographic location or schedule, can access timely advising services. Express Advising is offered on two days of each week in the Student Success Center. In addition, UAF offers drop-in/walk-in advising for the first two weeks of the semester in addition to daily drop-in hours during the regular academic year. This ensures that students can always access an advisor to address any immediate questions before being connected back to their primary advisor.

Advisors at UAF take a proactive approach by reaching out to students at key points in their academic journey. This includes early intervention for students who are struggling academically, as well as routine check-ins to ensure they are on track to meet their educational goals. Advisors identify and address student needs through UAF's Nanook Navigator advising platform. In addition to their regular advising duties, advisors receive [alerts](#) issued by faculty or other concerned staff about students who may be struggling academically or personally. These alerts prompt advisors to reach out proactively to students, offering guidance and connecting them with appropriate resources to support their success. This early intervention approach ensures that students receive timely assistance to overcome challenges and stay on track toward their academic goals.

**Career Services.** [UAF Career Services](#) is overseen by a Director of Career Services and is co-located with first-year advising in the Student Success Center (SSC) to better integrate career-related advising into the student experience from the start. Career Services offers career and internship advising, assistance with obtaining student jobs, resume/cover letter writing assistance, mock interviews, Strong Interest Inventory assessment advising, and three [career fairs](#) each academic year and one Student Job Fair. The Nanook Career Closet in the SSC provides students in need with professional clothing for job and internship interviews. Career Services administers the Next Destination Survey through the Handshake platform to collect data from graduating students about their post-graduation plans.

**Advisor Training and Professional Development.** Advisors at UAF are knowledgeable about academic curricula, program requirements, and institutional policies. All advisors undergo standardized training upon their appointment, which includes an overview of the university's academic policies, degree requirements, training on advising software/systems, and student resources. In addition to a regularly updated 'Advisor Training Guide and Handbook' (which provides a comprehensive overview of the policies, offices, and resources that an advisor needs in their first year), there is also a standardized six-week onboarding schedule that operates as a resource for both the incoming advisor and the advisor's supervisor. As part of their training, advisors participate in job shadowing with experienced advisors across the university, gaining insights into diverse advising practices and the specific needs of different departments. Ongoing professional development opportunities, [such as monthly NACADA webinars](#), are also provided to ensure advisors stay current with changes in curricula, advising practices, and student support resources.

Advisors must be well-versed in their assigned program's curriculum and graduation requirements. This ensures that they can provide accurate, up-to-date information to students regarding course selection, program milestones, and graduation timelines. First-Year Advising Specialists also collaborate regularly with all departments to stay informed on program updates and requirements, enabling them to better support first-year students in making informed academic decisions.

UAF advisors, including faculty advisors, participate in weekly [Nanook Advising meetings](#) led by the Director of Advising to [monitor enrollment](#), share updates, learn from one another, receive training, and stay connected. These gatherings foster consistent communication and collaboration across advising units.

Advisors also work closely with faculty, the registrar’s office, and student services to ensure a cohesive and coordinated approach to student success. This collaborative structure helps provide students with well-rounded support, especially in situations involving academic challenges or special circumstances.

Advising at UAF is governed by the [NALC \(Nanook Advising Leadership Council\)](#). This group was previously called the University Academic Advising Council (UAAC), and the transition to NALC was approved by the UAAC membership. The NALC aims to enhance the effectiveness and efficiency of UAF’s advising operations. The council provides proactive leadership, advances retention and enrollment growth initiatives, serves as a unified voice for the advising community, and advocates for the needs and interests of professional academic advisors. Members of the NALC represent advising units across UAF.

**Advising Assessment.** UAF is committed to [continuous improvement and values feedback to enhance its academic advising program](#). Regular efforts are made to gather input from students, faculty, and staff on the quality of advising services to identify areas for growth and guide ongoing enhancements to better meet the needs of the university community. While some advising offices at UAF had previously conducted localized student satisfaction surveys, there was no comprehensive, university-wide assessment of advising until recently. To address this gap, [a standardized advising assessment system was developed and has been administered each semester using a student survey via Qualtrics](#) since the fall 2024 semester. Based on results to date, student satisfaction with advising and on students’ confidence in advisors’ knowledge of graduation requirements. For example, the survey showed increased student satisfaction with Nanook Advising, increasing from 83.1% satisfaction in fall 2024 to 87.8% satisfaction in fall 2025. This survey is part of a structured, annual cycle of assessment focused on continuous improvement to analyze data trends for each academic year, benchmark these data across student groups, and use the data to develop targeted recommendations. Advising assessment data will be reviewed and implemented by advising units, with follow-up analysis to evaluate impact and guide future changes. This process will ensure advising remains student-centered, data-informed, and responsive to evolving student needs.

Advisors in Nanook Advising receive an annual performance evaluation from their supervisor, during which their advising skills, knowledge, and effectiveness are assessed. These evaluations include setting goals for the upcoming year, thus creating a culture of continuous improvement. Advisors are encouraged to enhance their practice through professional development opportunities and peer mentoring/shadowing. Through this systematic approach to advising, UAF ensures that students receive the support, guidance, and resources necessary to achieve academic success. This approach also ensures refinement of advising services to meet the diverse needs of UAF students and to support their growth and development throughout their academic careers.

<b>Required Evidence for 2.G.6</b>
<p><b>Description of advising program, staffing, and advising publications (Student handbook or Catalog; links to webpages – please note specific pages or areas):</b> <a href="#">UAF Academic Catalog - Advising and Academic Support</a> <a href="#">Nanook Advising Website</a> <a href="#">College of Indigenous Studies Advising Website</a> <a href="#">Community and Technical College (CTC) Website</a> <a href="#">Northwest Campus Advising Website</a> <a href="#">Bristol Bay Campus Advising Website</a> <a href="#">Chukchi Campus Advising Website</a></p> <p><b>Description and evidence of systematic evaluation of advising:</b> <a href="#">UAF Assessment of Advising &amp; Continuous Improvement Overview</a> <a href="#">UAF Assessment of Advising Timeline</a></p>

[Assessment of Advising Student Survey \[questions\]](#)

**Professional development policies/procedures for advisors:**

[Academic Advisor Onboarding Training Schedule](#)

**Additional Evidence for 2.G.6**

[Position Description - Lead Academic Advisor](#)

[Position Description - First Year Advising Specialist](#)

[Enrollment Counselors Website](#)

## 2.G.7 Student Identity Verification

*The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

**Effective identity verification process.** UAF maintains an effective student identity verification process to ensure that the individual enrolled in a course or program is the same person whose achievements are evaluated and credentialed. This process is implemented across all learning management systems (LMS) and content management systems (CMS) used by the institution. The university ensures the integrity of student identities through a combination of unique login credentials and multi-factor authentication (MFA). [UA BoR Policy P09.01.080](#) requires that each UA student has a unique identification code, or UA ID number. Upon admission to the university, students are assigned a unique UA ID number and are prompted to activate their UA account and credentials (username and password) via the [Easy Login Maintenance Option \(ELMO\) system](#), which requires students to configure personal information for verification. These credentials grant access to [UAF's single sign-on services \(SSO\)](#), including [UAOnline](#), and institutional LMS and CMS platforms.

To enhance security, UAF mandates Duo Multi-Factor [Authentication \(MFA\)](#) for all students and employees. This system requires users to verify their identity through a secondary device, such as a smartphone or [security key/physical token issued by UAF Nanook Technology Services](#), adding an additional layer of protection against unauthorized access. The MFA is required for students and employees accessing UA SSO services, such as UAOnline, Canvas, and Google Classroom/Workspace. The UA account serves as the primary access point for all institutional resources. This centralized approach, alongside MFA ensures that only verified users can access academic records and course content, participate in interactions, and complete assessments. For third-party tools and platforms integrated into Canvas, UAF ensures compliance with institutional identity verification standards through secure integration protocols. Students access these tools using their UA credentials through Canvas, extending the protections provided by the UA Single Sign-On system.

Extending this commitment to secure identity verification, [Student Success Center \(SSC\) Testing Services](#) utilizes RegisterBlast, a secure online test registration and scheduling platform. Integrated with Canvas, RegisterBlast allows students to select a test date and time within the instructor-defined testing window. Students can also reschedule or cancel their exam directly through the platform. RegisterBlast gives faculty greater control over exam administration. Instructors can create and manage exam submissions, set testing windows, provide detailed proctoring instructions, and monitor student registrations and completions in real time. Once exams are completed, faculty can view and download uploaded materials, including the exam itself, scratch paper, and any allowed notes. A secure [Banner](#) integration streamlines UAF Policies, Regulations, and Finances Review (PRFR)

identity verification by accurately linking students to their registered courses, eliminating the need for manual roster uploads, reducing processing errors, and improving efficiency. RegisterBlast complies with FERPA standards, prioritizes data security, and explicitly prohibits the sale or unauthorized sharing of student information.

UAF supports faculty teaching distance education courses by providing testing services through remote proctoring integrated into Canvas and in-person proctoring via [SSC Testing Services](#). For remote proctoring, UAF uses [Honorlock](#), a third-party service that complies with university privacy and security standards, including FERPA. Honorlock encrypts user data, only collects information necessary for [student identity verification](#) and proctoring, and restricts its use to academic purposes.

[The UAF Professional Test Center](#), operated by UAF Community and Technical College (CTC) Testing Services, provides a secure, comprehensive testing environment serving both the university community and the broader Fairbanks region. A member of the National College Testing Association (NCTA), the center adheres to NCTA Professional Standards and Guidelines to ensure fairness, integrity, and accessibility for all test-takers. The center proctors a wide range of academic, certification, licensure, and placement exams through multiple vendors, including Pearson VUE, Prometric, PSI, and the National Testing Network, covering high-stakes exams such as the CPA, GRE, Praxis, TEAS, FE, FAA, and CLEP, as well as State of Alaska credentialing exams for trades, pesticide application, water certification, and teaching. Providing local access to nationally recognized exams, the center reduces barriers to degree completion, career readiness, and workforce development across Alaska.

**Identity verification process for distance education students protects student privacy.** The identity verification process is specifically designed to safeguard privacy while ensuring that the student accessing electronic platforms and records is indeed the individual whose achievements are assessed and credentialed. In addition to this process, several other policies are in place to further protect the student's privacy. Student FERPA rights are upheld regardless of the chosen course modality, with comprehensive policy details available in the UAF Academic Catalog, on the Office of the Registrar's FERPA resource pages, and through regular email communication. To accomplish this outcome, UAF uses [Honorlock for identity verification](#) of distance education students, ensuring the protection of student privacy. Honorlock complies with university privacy and security standards, including FERPA, and limits the collection and use of data strictly to academic purposes.

To maintain the security and integrity of its information systems, the university upholds the [UA's System-level Acceptable Use of Online Resources policy](#), which governs the responsible use of computing resources for all users, including those utilizing UA Domain equipment. In addition, UAF adheres to [UA BoR Policy Chapter 2.07 Information Resources](#), ensuring continued compliance with FERPA regulations. These measures collectively protect personal data, affirming it is used strictly for identity verification and academic purposes. By integrating UA SSO, requiring MFA, and adhering to rigorous privacy standards, UAF ensures an informed, secure, and reliable identity verification process for all students, including those engaged in distance education.

**Students are informed of charges.** UAF faculty are required to include proctoring requirements in their syllabi, publish them within the Canvas learning management system, and provide students with detailed instructions regarding available verification methods. Many instructors use Honorlock, an online proctoring service that requires students to authenticate their identity by creating an account and logging in securely prior to the assessment. Students are charged a \$9 fee for each of the first two proctored exams, with a maximum cost of \$18 per course per semester. To ensure equitable access and to mitigate cost barriers, students may alternatively complete exams at [SSC Testing Services](#) or with an approved

remote proctor, in which case the proctor assumes responsibility for identity verification and exam integrity. These layered approaches demonstrate the institution's commitment to safeguarding academic integrity and ensuring compliance with federal expectations for distance education identity verification.

**Regular and substantive interaction.** At UAF, the academic policy for Regular and Substantive Interaction (RSI) was first established in [2023](#) in response to federal distance education requirements and NWCCU accreditation expectations. As the university began implementing this initial plan, it became clear that some elements of the process, particularly the timing and purpose of surveys, the applicability of the policy to different distance modalities, and the analysis of collected data, needed clarification and refinement. In response, the Faculty Senate Teaching and Learning Committee revisited the policy to realign the intent, simplify expectations for faculty, and improve the overall implementation structure.

The [revised RSI plan](#) strengthens UAF's commitment to ensuring that online courses are distinct from correspondence or self-paced formats by maintaining clear definitions of regular (predictable, scheduled contact) and substantive (meaningful, instructor-initiated academic engagement) interaction. It continues to require that all distance-delivered courses include at least two forms of substantive interaction, such as direct instruction, timely feedback, facilitation of group discussion, or course-related communication, in alignment with federal and accreditation standards. The updated plan also improves monitoring and support procedures by standardizing student surveys at the 25% point of the term, refining faculty reflection processes, and assigning survey administration and data management to the Office of Accreditation and Assessment to ensure usability and consistency.

UAF intends to begin implementing the revised RSI procedures in Summer 2026, allowing faculty and units time to prepare for the updated expectations. These revisions reflect a more sustainable and clearly defined approach to maintaining high-quality interaction in distance courses and supporting student success.

#### Required Evidence for Standard 2.G.7

**Policies and procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit:**

[UA BoR Policy P09.01.080 - Student Identification](#)

[UAF Nanook Technology Services - Duo Multi-factor Authentication \(MFA\)](#)

[Honorlock Proctoring Service](#)

**Policies and procedures make it clear that these identity verification processes (e.g., admissions processes, proctoring, etc.) protect student privacy:**

[UA BoR Policy Chapter 2.07 Information Resources](#)

[UAF Academic Catalog - Information Release and FERPA](#)

[University of Alaska's Acceptable Use of Online Resources policy](#)

[UAF Canvas Use Guidelines](#)

[Student Success Center \(SSC\) Testing Service](#)

[UAF Professional Test Center](#)

**Notification to students at the time of registration of any additional charges associated with verification procedures:**

[Honorlock](#)

**Academic policies and procedures for instructors to implement requirements for *regular and substantive interaction* in distance education courses and programs:**

[UAF Regular and Substantive Interaction Policy 2023](#)

[UAF Regular and Substantive Implementation Policy 2025](#)

[UAF Distance Education Policy](#)

## 2.H Library and Information Resources

### 2.H.1 Library and Information Resources

*Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.*

The UAF libraries include the [Elmer E. Rasmuson Library](#) and the [Keith B. Mather Library](#) of the Geophysical Institute (GI), which also includes life sciences materials owned by the Rasmuson Library. Together, these libraries serve faculty, staff, and students affiliated with UAF in Fairbanks and rural locations throughout Alaska. One UAF branch campus, the [Kuskokwim Campus](#) at Bethel also has a joint public/academic library to serve local patrons. In fall 2025, the UAF branch Chukchi Campus at Kotzebue closed their joint public/academic library and some important collections were returned to the Rasmuson Library. Access to the UAF libraries' online collections is available to all remote UAF campuses and UAF library patrons regardless of location, through single sign-on authentication.

The [Libraries' mission](#) is to “advance the university’s mission through education and the creation, acquisition, curation, preservation and dissemination of information resources”. Library resources and services emphasize Alaska, the circumpolar North, and their diverse peoples. The [Rasmuson Library's Alaska and Polar Regions Collections & Archives \(APRCA\)](#) department forms the largest public collection of Alaska materials, in all formats, in the world. Local, national, and international researchers frequently utilize APRCA's unique holdings. Collections and reference services are available to the public on-site and through digital delivery as well as interlibrary loan services.

**Library facilities.** The Rasmuson Library building is open 76 hours a week during the academic year, with reduced hours during semester breaks and summer sessions, and additional hours for special events. The main floor offers a 24-hour secure access study space with student computers, lockers, and vending machines. Quiet and group study spaces are available. Because the availability of electronic library resources has reduced demand for physical copies, the building footprint for physical materials has been gradually reduced in favor of creating student-centered spaces. Lesser-used books and journals are stored in an off-site storage facility, for one-day turnaround retrieval upon automated request. Newly renovated spaces include the UAF Student Success Center on the 6th floor of the library, allowing students quick and convenient access to multiple academic support services such as advising and tutoring, and also ensures their awareness of library resources and services. Brief reference assistance is available by phone, e-mail, and live chat. The library also provides individual in-depth research assistance by appointment to all library patrons, either in-person or virtually.

The Mather Library supports the research of the Geophysical Institute, the International Arctic Research Center (IARC), and the geophysical research community. The Mather Library provides in-person assistance for faculty, researchers, graduate and undergraduate students and the public, from 8 a.m. to 5 p.m., Monday through Friday. The Mather Library also hosts the current life science materials from the Rasmuson Library, for easy access by patrons located on the west side of campus, where the science units are located. The GI and IARC faculty are permitted after-hours access by ID card swipe.

**Library information resources.** The libraries contain holdings of more than 1.75 million items and subscribe to approximately 187 databases/online resources for the UAF campuses. These resources are accessible directly through links on the main library website. The libraries also provide curated links to many other free or jointly subscribed resources through our [Library Research Guides](#).

The libraries now provide access to subscriptions of more than 70,000+ online serial/journal titles and over 600,000 electronic books. Collection strategies have focused on providing maximum depth and breadth of online content, while ensuring perpetual access to critical research journals where possible. Journals and e-books are heavily used. The Rasmuson Library has extensive special collections and archives, such as rare books and maps, manuscripts, photographs, film, and oral history recordings. The library has technical experts in each collection area, who work to acquire, preserve, and make available these unique content materials. Several digitization projects are on-going, including [Alaska's Digital Archives](#) (mixed media collected and digitized in libraries statewide), the [Alaska Film Archives](#) (Rasmuson Library's historical films of all format types digitized, with some clips accessible through an active [YouTube channel](#)), and [Project Jukebox](#), the digital branch of the library's Oral History Program which integrates themed oral history recordings with associated photographs, maps, and text. At present, the library houses but does not administer the [Alaska Native Language Archive \(ANLA\)](#), a collection of rare recordings of Alaska Native language speakers, as well as printed materials related to linguistics research in indigenous languages. The [APRCA digital repository](#) provides online access to a wide variety of the physical content available in the library's special collections. Future efforts will continue to include further digitization of the most in-demand resources. Along with this work, the special collections staff will be working to harmonize the various online access tools for all of these collections to the greatest extent feasible. Efforts are being made to ensure the long-term preservation of original materials through acquiring additional secure, climate-controlled storage as well as improved digital storage and backup services, i.e., digital preservation. Recently all 350 terabytes of digital collection data was successfully backed up to a cloud services vendor off site, ensuring that content is preserved to the most current standards.

Another essential online tool is the library's institutional repository, [ScholarWorks@UA](#). This UA-wide effort includes primarily electronic theses and dissertations, some university departmental publications, and some scholarly papers published by UAF faculty, students and researchers. This platform is currently being upgraded.

Extensive online access is particularly important for UAF's rural campuses and remote faculty, staff and students, who may live in areas without libraries. In addition, the libraries' print collections are made accessible through the library's 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 the library's [Off-Campus Services](#) department for research assistance and to facilitate access to materials; a full-time professional faculty librarian oversees this service.

The UAF Libraries joined the Alaska Library Catalog in 2018, making the content of 88 libraries (95% of the library content in the State of Alaska) available to the UAF community with a single hold request system. This catalog also provides access to the UAF libraries' collections for residents throughout the state, allowing UAF to share and showcase our vast collections. By participating in this statewide catalog, UAF patrons have rapid access to more than three million items.

The libraries participate in statewide collection development through the Alaska Library Network, as well as throughout the libraries of the University of Alaska. Network-wide subscriptions to electronic resources are negotiated as needed, and they benefit individual member libraries. In addition to this network of libraries, the three UA System libraries collaborate to reduce major subscription prices and enhance access for all, as well as sharing professional development opportunities for library employees.

**Availability of library resources.** Library resources are sufficient to meet the needs of researchers and students, according to feedback on campus-wide and selective academic department surveys of library

users. In the [LibQUAL](#) 2020 survey, users report positive experiences related to access and availability of electronic journals; a complete report is available. Similar assessments have been conducted from 2007-2015, and smaller department-specific surveys have also been done to ensure collections and services are meeting unit needs. The library's seven professional librarians (holding MLIS degrees) work with all academic departments on campus to ensure communication about resources and services available to faculty and students.

The 2020 LibQUAL survey results were corroborated by a recent campus survey the library administered, in Spring 2025. Additional action items were drawn from this survey and will be utilized in our upcoming strategic planning effort.

The library's collections are managed by a Collection Development Librarian, who oversees the collection budget, allocating funds as needed for journals, databases, books, films, and more. More specialized materials that faculty and researchers require can be obtained through the library's interlibrary loan services. The library is consistently responsive to patron requests for material purchases, and requests are accepted through an online form, email, or in person.

**Qualified personnel.** The library is [staffed](#) by six faculty librarians, one non-MLS faculty member (Curator of Oral History), two professional staff librarians who manage library service departments, and 27 classified staff, for a total of 36 total employees plus the director, who is also a degreed professional librarian. The library also employs three adjunct faculty librarians who assist in the teaching load of the core Library Information and Research (LS 101) course. The mix of employee classifications and qualifications highlights the unique work needed for each area of library programs and services. Those units include Collections and Access Services, Research, Instruction and Outreach Services, Alaska and Polar Regions Collections & Archives, Acquisitions and Technical Services, and the Library's IT department. Professional development is strongly supported for all library personnel and is required of library faculty.

**Library instruction.** The Library Science Department offers multiple sections of Library Information and Research 101 ([LS 101](#)), a course required for the baccalaureate, associate of arts, and associate of science degrees. Library faculty teach between 800-1000 students in LS 101 per year, providing them with knowledge and skills in information literacy and library research tools. Students may fulfill this requirement by testing out through the [Library Competency Examination](#) or completing the course via classroom or online delivery; both online synchronous or asynchronous courses are available. Some of UAF's rural campuses also offer this course depending upon available qualified instructors. The course is also regularly offered for and tailored to special student populations, such as the Rural Alaska Honors Institute, or for engineering majors.

Librarians offer [course-related library instruction](#) designed around class content and specific assignment requirements, upon request of any faculty member. Additional library instruction or intensive research assistance is available by appointment upon request for individuals and small groups. The English Department collaborates with faculty librarians to incorporate library instruction into its graduate teaching assistant training. Librarians regularly offer informational training sessions through the office of faculty development and the Graduate School. Librarians also maintain [online research guides](#) on all academic subjects offered by UAF, as well as other topics of interest to students and faculty.

**Library Planning.** The library management team or "Library Council," consists of the Library Director, Department Heads, and the Library Science Department Chair. This group meets biweekly to discuss library issues, resolve problems, stay on top of changes and deadlines, and set priorities for the library's

budget. Meeting minutes are distributed to all library employees via an email listserv, including any action items and/or deadlines.

Planning specifically for library collections and subscribed information resources occurs within two groups. The Collection Management Group (CMG) consists of the Head of Acquisitions and Technical Services, the Collection Development Librarian, the Accounting Technician, and the Monographs Technician, and meets monthly to track budget items, procurement requests and reallocate funding as needed throughout the year. The Library Liaisons group meets less frequently as needed, to discuss outreach strategies, and the development of the Library's subject research guides, "[LibGuides](#)."

The library is currently in the last year of a [five-year strategic plan](#), during which time the goals laid out have been achieved either partially or fully. Major projects of this plan included the development, construction and opening of a Student Success Center, the successful funding of a climate-controlled space to ensure the preservation of sensitive historical media, an enhanced outreach and social media program, and the consistent practice of regular staff meetings to ensure all employees are engaged. The library's next strategic planning process is ongoing and includes analysis of trends in other academic libraries, assessment of current services and programs, and scoping and prioritizing new developments.

**Other information resources.** The [University of Alaska Museum of the North \(UAMN\)](#) supports research, teaching, and community engagement for faculty, students, and the public. With over 2.5 million specimens in fields such as archaeology, ethnology, earth sciences, and biology, the museum facilitates research on Arctic studies, cultural heritage, and natural history. UAMN integrates its collections into educational programs for K–12 and university students, offering hands-on activities, workshops, and internships that enhance learning and professional development. Through community initiatives like Science Potpourri, Educators' Night, and Open House, as well as collaborations with local schools and organizations, the museum connects the public with scientific research and cultural resources, enriching Alaska's academic and cultural landscape.

UAF offers a wide array of information and research resources beyond the Rasmuson Library and UAMN, including research institutes, specialized centers, and facilities that support academic, scientific, and community engagement. Prominent research institutes include the [Institute of Arctic Biology](#), which studies high-latitude biological systems; the [International Arctic Research Center](#), focused on Arctic system science and climate change; the [Geophysical Institute](#), conducting research in geophysics and atmospheric sciences; the [Institute of Agriculture, Natural Resources and Extension](#), which operates the [Cooperative Extension Service](#) and [Agricultural and Forestry Experiment Station](#); the [Center for Alaska Native Health Research](#), partnering with communities on health initiatives; the [Alaska Center for Energy and Power](#), dedicated to energy solutions for Alaska; and [Alaska Sea Grant](#), which supports sustainable marine and coastal resource management through research, education, and outreach. UAF also maintains specialized facilities such as the [Large Animal Research Station](#), studying muskoxen, reindeer, and other Arctic wildlife; the [Georgeson Botanical Garden](#), supporting research and education in subarctic horticulture; and the [Yup'it Piciryarait Cultural Center](#), operated by UAF's Kuskokwim Campus in Bethel, serving as a regional hub celebrating Yup'ik culture through its museum, library, art spaces, and community events. In addition, the [Summer Sessions and Lifelong Learning](#) program provides year-round credit and noncredit courses, camps, and outreach opportunities that serve students, professionals, and community members of all ages through flexible academic, enrichment, and lifelong learning experiences. Together, these resources complement the museum and library, creating a robust infrastructure that advances research, enhances education, and fosters community engagement across diverse disciplines across UAF campuses and throughout Alaska.

### Required Evidence for Standard 2.H.1

#### **Procedures for assessing adequacy of library collections:**

[Collection development plan](#) -website

[Suggest resources for purchase](#) - website

#### **Library planning committee and procedures for planning and collection development:**

[Library's strategic plan](#) - website

[Library research guides](#) – website

#### **Library instruction plan; policies/procedures related to the use of library and information resources:**

[Library instruction](#) - website

[Circulation policies](#) – website

#### **Library staffing information; policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process:**

[Staff directory](#) - website

[Library instruction available on request to faculty](#) - website

### Additional Evidence for Standard 2.H.1

[Other library services](#) – website

[UA Museum of the North](#) – website

[UAF Institute of Arctic Biology](#) – website

[UAF International Arctic Research Center](#) – website

[UAF Geophysical Institute](#) – website

[UAF Institute of Agriculture, Natural Resources and Extension](#) – website

[UAF Cooperative Extension Service](#) - website

[UAF Agricultural and Forestry Experiment Station](#) – website

[UAF Center for Alaska Native Health Research](#) – website

[UAF Alaska Center for Energy and Power](#) – website

[Alaska Sea Grant](#) – website

[UAF Large Animal Research Station](#) – website

[UAF Georgeson Botanical Garden](#) – website

[Yup'it Piciryarait Cultural Center](#) - website

[UAF Summer Sessions and Lifelong Learning](#) - website

## 2.I Physical and Technology Infrastructure

### 2.I.1 Physical and Technology Infrastructure

*Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are safe, accessible, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.*

UAF is dedicated to maintaining and enhancing its physical and technological infrastructure to support its mission of academic excellence, research innovation, and community engagement. Recent UAF operations have focused on renewal and modernization of physical and technology assets, including planning and executing a renovation that created the Rasmuson Library Student Success Center (converting traditional library space into a vibrant student-centered tutoring hub, focused on advising and retention strategies), and a university-wide classroom upgrade of audio/video/distance delivery technology with specific focus in rural community campus areas. Other recent examples of improvements include the construction of a hangar to research autonomous flight in Alaska and the refurbishment of the UAF Policies, Regulations, and Finances Review (PRFR)

two most utilized residence halls. UAF facilities are designed to ensure safety, accessibility, and security while meeting the institution's needs. UAF complies with federal, state, and local regulations and prioritizes sustainability, operational readiness, and inclusivity for all community members.

### **Physical Facilities**

UAF manages approximately 49.5% of the 8.1 million gross square feet within the UA System, with more than 80% of these facilities located on the Troth Yeddha' (Fairbanks) campus. Additional campuses include the Community & Technical College (CTC; Fairbanks and Tok), Bristol Bay (Dillingham), Chukchi (Kotzebue), Kuskokwim (Bethel), and Northwest (Nome). Valued at \$3.51 billion, these buildings account for 56.2% of the UA facilities portfolio value, as outlined in the [2025 UA Facilities Inventory](#). Over the last five years, UAF has focused on optimizing space utilization, consolidating operations to the Troth Yeddha' campus, removing aged-out facilities (leased and owned), and reducing deferred maintenance to ensure long-term sustainability.

**Facilities management and oversight.** The associate vice chancellor for [Facilities Services \(FS\)](#) oversees UAF's facilities and infrastructure services, which are supported by the directors within its departments (Business Operations, Design & Construction, and Maintenance & Operations, Utilities). These departments manage maintenance, campus grounds, utility infrastructure, space allocations, leases, and construction. The mission of FS is to promote academic excellence in education and research and to build, maintain, and enhance UAF's infrastructure. Core values of FS are connection, reliability, safety, stewardship, and responsiveness. FS provides a wide variety of [services](#), including UAF-wide shared business services (purchasing and financial support), central receiving, surplus property, and a fleet of vehicles.

FS emphasizes preventative and responsive maintenance, leveraging guidance from industry expertise such as [APPA](#) (formerly the Association of Physical Plant Administrator), tools like [Gordian](#) data, and facilities benchmarking to assess facility conditions, address deferred maintenance, and plan renovations. Gordian's Return on Physical Assets (ROPA) metric provides insights into how effectively UAF invests in and utilizes its physical assets to advance its mission and operational goals. Facilities investment strategies are coordinated and approved at the [UA level](#) in conjunction with UA's annual budget request to the State of Alaska, through the UA president and UA BoR. FS conducts regular building audits and assessments, drawing input from trades personnel, professional engineering staff, custodial building inspectors, and external evaluations. These audits create short-, mid-, and long-term maintenance, repair, and renewal lists that generate the background for determining the facility condition index for each building in the UAF portfolio. Following these audits, maintenance, planning, and engineering teams carry out condition assessments, making adjustments to the itemized list of deferred maintenance or introducing new items. These assessments help identify maintenance needs and prioritize maintenance and capital projects, enabling the allocation of resources to address critical infrastructure challenges. The work order system, managed with [AssetWorks](#), supplements the building condition assessment and audit with data-driven analysis related to frequency, severity, and consistency in daily maintenance and repair that can inform the longer range major renewal plans for each building. Employees may submit and track work orders as needed through an Electronic Work Order Request Form ([EWORF](#)).

The Troth Yeddha' campus is supported by a [physical plant building](#) that houses the maintenance shops, grounds, transportation, custodial, labor support, warehouse, business teams, customer support, key and access management, and preventative maintenance programs. Within this facility, FS has the tools and machinery to allow staff to repair, fabricate, and construct systems and equipment. From the Troth

Yeddha' campus location and resources, FS supports the CTC and the rural campuses, as well as other remote sites, utilizing in-house staffing and contracted maintenance teams.

**Facilities planning.** [UA BoR Policy Chapter 05.12 Capital Planning and Facilities Management](#) outlines comprehensive planning standards designed to support responsible stewardship of university buildings, infrastructure, and facilities. This policy establishes expectations for maintaining consistent funding, supports the use of data in planning and decision-making, and promotes effective management practices. It ensures that all capital planning and project development efforts are aligned with and guided by the university's mission. Guided by the [UAF Campus Master Plan](#), FS ensures that UAF's physical environment aligns with its [strategic plan](#) while driving the capital planning and project development processes outlined in [UA BoR Policy P.05.12.040](#). UAF's facilities planning and resource allocation are further guided by the [Master Planning Committee](#) and the [Space Planning Committee](#), which ensure that the university's physical assets align with institutional needs and priorities. Composed of representatives from various campus units, the committees evaluate new buildings and changes in assigned space requests, make recommendations to optimize and modernize the use of existing facilities, and provide input on long-term campus planning. This collaborative approach ensures that buildings, campus grounds, and assigned space is used efficiently and equitably to support UAF's mission and vision.

UAF has also developed specialized master plans to address key areas of infrastructure development, each tailored to the university's unique challenges and opportunities. [The Fairbanks Experiment Farm Long-Range Plan](#) outlines strategies to modernize agricultural facilities, support food security initiatives, and promote sustainable farming practices. The [CIS and CTC Campus Master Plan](#) focuses on optimizing space utilization and addressing aging infrastructure to enhance educational opportunities and workforce development across UAF's community and technical campuses. Meanwhile, the [Sustainability Plan](#) created by the [UAF Office of Sustainability](#) emphasizes environmentally responsible practices across all operations, integrating energy efficiency, waste reduction, and greenhouse gas mitigation into UAF's infrastructure initiatives.

More recently, UAF has amended the [2020 Campus Master Plan](#) through the [2024 update](#), sharpening its focus on enrollment growth and strategic priorities for Troth Yeddha', including expanded housing and the facilities necessary to support [R1 research goals](#). This amendment aligns closely with UAF's and UA's strategic initiatives for enrollment growth, targeting the goals set by the UA BoR for student recruitment, retention, and campus residency rates. The amended master plan provides sufficient space in a phased approach for all research programs, with allowances for flexible interdisciplinary spaces. The plan outlines a practical approach to modernizing UAF's housing and research assets through targeted renovations, new construction, and demolition.

UAF's facility maintenance goals guide asset and resource allocation for both preventive and reactive maintenance, emphasizing stewardship, operational effectiveness, cleanliness, and responsible management to ensure spaces and buildings remain functional and operationally available. Examples reflected in day-to-day facility planning include consistent and clearly communicated cleaning schedules based on space use, type, and finishes and prioritized snow and ice removal and mitigation guided by a building's use and the critical operations it supports. Yearly maintenance and repair planning allows for consistent filter changes or updates to flooring and painting in coordinated and schedule-driven methods. Maintenance teams remain flexible to deliver services by installing equipment or responding to emergencies.

UAF's capital priorities are shaped by a combination of immediate needs and long-term objectives that support campus operations, strategic goals, and emerging initiatives. Facility renewal planning efforts

consider age, technical complexity, density/utilization, energy use, accessibility, and sustainability, while new construction factors in location, historical context of the site, emerging pedagogies, and modern trends guiding everything from restroom design to collaborative maker spaces in flexible teaching labs. UAF is required by UA BoR policy to develop and submit an annual maintenance plan to the UA System ([UA BoR Policy P05.12.080.B](#)). FS collaborates annually with the Space Planning Committee, campus leaders, stakeholders, and student groups to develop a [Capital Improvement Plan \(CIP\)](#) that addresses deferred maintenance, major renewals, programmatic growth (new construction or repurposing), research support, and student support and success initiatives. This prioritized list is reviewed by UAF leadership and submitted through the UA System president to the UA BoR for approval per [UA BoR Policy P05.12.061](#). Capital projects include renovations to aging infrastructure, upgrades to research and teaching facilities, and new construction to support emerging programs.

Through these efforts, UAF ensures that its physical and technological infrastructure meets the demands of a dynamic academic environment while providing a safe, functional, and inspiring space for learning and discovery. The institution's comprehensive planning and targeted investments underscore its commitment to excellence and sustainability in all aspects of campus operations.

**Accessibility.** Facilities Services is responsible for [compliance within facilities](#) and the assessment and maintenance of parking, building entries, building signage, accessible doors, bathrooms, ramps, laboratories and other areas, as guided by Americans with Disabilities Act (ADA) standards. Where reasonable and allowable, and guided by our design standards, UAF employs universal design in campus planning and construction. During the planning stages of any project on campus, FS staff review the affected spaces for compliance and build in compliance updates. Recent renewal projects in campus housing created multiple accessible restroom facilities on each level of residence while new sidewalk projects have eliminated barriers to campus entries. Operations teams focus snow clearing between parking and accessible routes into the buildings while maintenance crews ensure existing ADA features remain in service and reliable. ADA accommodations for classes and on-campus events are managed through [UAF Disability Services](#) and the [Office of Rights, Compliance and Accountability \(ORCA\)](#). The ADA coordinator collaborates with all campuses and ensures an accessible campus experience for all patrons. When upgrading equipment on campus, the [Office of Environmental Health, Safety, and Risk Management \(EHRSM\)](#) is responsible for ergonomic evaluations and prioritizes equitable technology.

**Safety and Security.** The safety and security of students, employees, visitors, and UAF property are top priorities for the university. This commitment is upheld through rigorous resource allocation and policy development aimed at maintaining a secure campus. UAF's [Access Control Policy](#) governs general access to campus facilities, balancing accessibility and security. Spaces requiring elevated safety measures adhere to [additional procedures](#) to ensure appropriate protection. These policies are applied across all UAF locations, including off-campus facilities, with local protocols aligning to the standards set at the Troth Yeddha' campus. Central safety and compliance departments provide consultation to ensure consistent application of safety procedures across all sites.

The [UAF Police Department \(UAFPD\)](#) is a law enforcement agency which employs fully commissioned police officers, community service officers, certified emergency communications dispatchers, office personnel, and student workers. Commissioned officers are appointed by the UA president, have law enforcement authority and responsibility, and are authorized and empowered to enforce state laws in connection with offenses committed on property of UAF. Commissioned officers are charged with maintaining peace on the Troth Yeddha' Campus and are authorized to investigate crimes, make arrests, preserve evidence, serve warrants, issue traffic citations, and to perform all other duties of a peace officer per [UA BoR Policy P02.09.010](#). UAF police officers assist other area police agencies and the citizens of UAF Policies, Regulations, and Finances Review (PRFR)

Fairbanks as outlined in the mutual agreement between UAFPD, the Fairbanks Police Department, and the Alaska State Troopers. The UAF Police Department additionally maintains a 24/7 emergency communications center that is responsible for handling emergency 911 calls for law enforcement services on the Troth Yeddha' campus, non-emergency calls for services, routine business questions, and after-hours requests for emergent facility needs. The communications center also handles radio traffic for law enforcement operations by UAFPD and the community service officers.

The [University Fire Department \(UFD\)](#) is a fire and emergency medical service that protects the Troth Yeddha' campus and its students, employees, and visitors. UFD also contracts with the Fairbanks North Star Borough to provide services to area residents and businesses, and operates a variety of engines, ladder trucks, and ambulances at an on- and off-campus location in the local fire service area. The UFD is uniquely staffed entirely by full-time UAF students trained and supervised by a staff of ten career [IAFF](#) fire officers. Student firefighters receive equivalent training and certifications to professional firefighters and provide fire, rescue, and advanced life support care.

The university's emergency management operations are overseen by the [Office of Emergency Management \(OEM\)](#) under direction of the Director of Environmental Health, Safety and Risk Management [EHRSM](#). UAF's comprehensive [Emergency Operations Plan \(EOP\)](#) uses an all-hazards approach to establish policies and defines the responsibilities of all employees across all phases of an emergency or incident. The hazard-specific annexes are those that the OEM has found to present the greatest risk to UAF based on a hazard and vulnerability analysis. The basic plan and accompanying annexes apply to all of the university's locations. UAF also adheres to an [Emergency Action Plan Policy](#), which requires that every building occupied by employees has a current [Emergency Action Plan \(EAP\)](#). These policies require all units to designate [building safety coordinators](#) with the authority and responsibility to develop detailed EAPs that are reviewed and updated annually. All employees are expected to review the relevant EAP(s) annually. UAF participates in the [UA Alert System](#), a notification system that releases information about emergencies that may disrupt university operations. This multi-modal system of notification includes personal notifications, mass notifications, and community alerts.

UAF relies on the [National Fire Protection Association Standard 1600, Standard on Continuity, Emergency, and Crisis Management, 2019 Edition](#) as a guide for emergency, disaster, and business continuity management activities. The result is a single integrated approach to the emergency management cycle of prevention, mitigation, preparedness, response, and recovery. In case of disaster, much of UAF course delivery could continue online. The registrar's office sets up courses in Canvas each semester to offer courses by distance even if campus use is not possible. The COVID-19 pandemic showed that UAF can [successfully switch to fully online instruction with little notice](#), when approximately 1,000 face-to-face courses were converted to distance delivery within two weeks (UAF was able to rely on an already strong online education presence).

UAF's [Annual Fire, Safety and Security Report](#) is published by the ORCA and the UAFPD in compliance with the [Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act \("Clery Act"\)](#) and [Violence Against Women Act \(VAWA\)](#). This includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by UAF, and on public property within or immediately adjacent to and accessible from university property. The report also includes institutional policies on campus security policies concerning alcohol and drug use, crime prevention, the reporting of crimes and other matters.

[Industrial Hygiene & Occupational Health \(IHOH\)](#) safety operations are overseen by the EHSRM. Employees and students can report safety issues and concerns through [Origami](#), a web-based application

administered by [UA Office of Risk Services](#). IHOH provides comprehensive resources and services aimed at safeguarding the health and safety of the university community. The [IHOH resource page](#) outlines programs and protocols addressing various workplace hazards including hearing conservation, indoor air quality assessments, laboratory safety guidance, occupational health services, and radiation safety compliance as well as templates, training materials, and contact information for the EHSRM department.

[Hazardous materials disposal](#) is a facet of [UAF's Environmental Health, Safety, and Risk Management \(EHSRM\) Program](#) that complies with local, state, and federal regulations on the proper management of hazardous waste and provides personnel safe and environmental preservation practices associated with hazardous waste activities. EHSRM's Hazardous Materials section also provides hazardous waste management training to UAF faculty, students, and staff in person or via the [EHSRM website](#). Safety data sheets for all chemicals used on campus are maintained in an [eBinder](#), and all employees and students can access this information through the EHSRM home page. [UA BoR Policy Chapter 5.09 - Risk Services](#) addresses authority, financing, and roles and responsibilities for risk management and environmental health and safety within the UA System. As a large quantity generator, UAF conducts shipments of hazardous waste every 90 days to EPA (U.S. Environmental Protection Agency)-permitted facilities in the continental United States and, every two years, UAF submits a [Biennial Waste Report to EPA Region 10](#).

**Enhancing campus security.** UAF operates under the [Access Control Policy](#) and established [Access Control Procedures](#). There have been significant strides in improving campus security through the modernization of its keying systems and the expansion of electronic access solutions. The campus-wide rekey project has reduced risk during lost-key incidents and enhanced the ability to assign separate keying systems to different areas, increasing security and flexibility. The CoreMax Best Lock SFIC grandmaster keying system is unique to UAF and ensures key security through a tiered structure that keeps master keys unassigned. Card-controlled electronic key cabinets have also been installed at 15 campus locations, reducing unauthorized access, limiting physical key circulation, and improving accountability. UAF has expanded [card swipe technology](#) to interior and exterior doors, enhancing access control, tracking, and emergency responsiveness. To enhance security, UAF developed and implemented the [Access Approving Authority Training Manual](#), which equips approvers with the knowledge to make informed decisions on access requests. These initiatives reflect UAF's commitment to leverage modern technology and innovative practices to safeguard its community and facilities.

**Sufficient quantity & quality.** The [UA Facility Inventory](#) provides a listing of all buildings in UAF's physical assets, detailing location, size, age, evaluation, deferred maintenance backlog, and space-use classification. The inventory is continually updated by the FS Space Management team and audited annually by the UA System Office. UAF utilizes the [Facilities Inventory and Classification Manual](#) for space characterization to ensure consistency with national standards. On a 3–5-year cycle, the Office of Naval Research and National Science Foundation complete functional use surveys related to the UAF's [facilities and administrative costs](#).

For the ongoing assessment of space sufficiency UAF leverages data in accordance with [UA BoR Policy P05.12.050.C](#), ensuring the consideration of projected enrollment, retention and completion rates, degree completion, program needs and other factors, such as remote learning, that affect the need for facilities and infrastructure.

The [UAF Campus Master Plan](#) assesses space needs based on institutional type, size, enrollment, and research trends, using national collegiate standards. It guides decisions on the quantity, quality, and location of space to support UAF's mission and ensure functional campus connectivity. When major renewals or new construction are identified, Facilities Services develops concept-level scopes, cost

estimates, funding strategies, and timelines. Every 15 years, UAF commissions comprehensive facility audits by licensed professionals to evaluate aging buildings and systems. Internal teams also perform detailed assessments every 3-5 years to update deferred maintenance and identify new needs. These reviews follow relevant codes, industry and UAF standards, emphasizing reliability, sustainability, and durable construction. For areas not externally assessed, such as the Fairbanks Experiment Farm, internal teams compile renewal needs. Cost estimates are based on third-party [Gordian Group](#) data and past project records.

## **Technology Infrastructure**

UAF invests in technology and equipment to support its academic, research, and operational mission. Through coordinated funding, UAF ensures that faculty, staff, and students have access to modern, industry-relevant tools and infrastructure. [Nanook Technology Services \(NTS\)](#), in partnership with the [UA Office of Information Technology \(UA OIT\)](#), delivers secure, scalable IT services and maintains 130+ smart classrooms, digital learning environments, and administrative systems. UAF's transition to the [Canvas LMS](#) and expansion of AI tools and online learning platforms strengthen its digital capabilities.

**Technology infrastructure oversight.** UAF initiated a reporting line change for the UAF Office of Information Technology (OIT) unit in 2023, to more closely align services with UAF strategic goals. The UAF specific technology unit is called Nanook Technology Services ([NTS](#)) and reports to the UAF Vice Chancellor for Administrative Services. NTS partners closely with [UA OIT](#) to provide shared IT services for both UAF and the UA System Office. As strategic partners, NTS and OIT provide secure, reliable, and comprehensive technology systems to the UAF community.

**Technology planning.** UAF's technology planning is guided by a strategic, collaborative approach that ensures alignment with the university's academic, research, and operational goals. Led by NTS, technology planning via the [UAF Technology Master Plan](#) focuses on infrastructure modernization, life-cycle management, and the adoption of innovative tools to support student success and institutional efficiency. NTS works closely with academic and administrative units to coordinate technology upgrades and works with the UA OIT office to implement cybersecurity initiatives, and enterprise system improvements. This planning process supports a responsive, future-ready IT environment across all UAF campuses.

**Accessibility.** When upgrading audio/video technology, NTS selects accessible equipment that can provide equitable access for all participants. Additionally, classroom furniture is updated to provide accessible writing surfaces, removing existing barriers in these rooms. UAF's [web and digital accessibility](#) resource page outlines accessibility standards to ensure access to the university's web and online content, regardless of an individual's physical or developmental abilities. UAF's approach to digital accessibility is anchored by adherence to established legal and international standards. We are dedicated to ensuring that all UAF web properties, online content, and digital services comply with the Americans with Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. UAF's technical baseline for digital accessibility is the [Web Content Accessibility Guidelines \(WCAG\) 2.1](#), Conformance Level AA, established by the World Wide Web Consortium (W3C). This internationally recognized standard serves as the guiding framework for the design, development, and maintenance of university digital assets.

**Security.** NTS relies on the UA OIT team for security oversight at UAF, as does UAA and UAS. NTS coordinates with OIT and prepares for computing disaster recovery by replicating backups of critical systems to the cloud via Amazon Web Services. In the event of data loss in the Butrovich Data Center, managed for the UA System by the System Office OIT, data can be retrieved from that location.

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UAF and the UA System are aware and involved in maintaining a safe cyber environment. [UA OIT](#) houses the system's chief information security officer (CISO) and their associated staff. System-level [IT Policies and Security Standards](#) are posted on the OIT website and include a range of policies to protect data privacy. See in particular [Acceptable Use of Online Resources](#) and the list of Security Policies, which includes the [Information Security Incident & Breach Handling Procedure](#). These conform with [UA BoR Policy Chapter 02.07 Information Resources](#), which includes multiple policies ([UA BoR Policy P02.07.060 Protection and Enforcement](#), [UA BoR Policy P02.07.066 Mobile Device Security](#), and [UA BoR Policy P02.07.070 Administrative Responsibilities](#)) and regulations ([University Regulation R02.07.020G. H. and I.](#), [University Regulation R02.07.030 Objectives for Management of Information Resources](#), [University Regulation R02.07.041 Access Authorization: General Statement](#), [University Regulation R02.07.044 Granting or Denial of Access](#), [University Regulation R02.07.048 Disciplinary Action for Unauthorized Access or Disclosure](#), and [University Regulation R02.07.050 Standards for User Conduct](#)) around data protection. The UA System's chief information security officer works with the relevant personnel at each university's IT department, including NTS, to ensure security and response activities are coordinated, and strengthening measures are cognizant of academic impacts.

The [UA Security Matters Program](#) is a systemwide initiative that brings together all UA campuses to promote cybersecurity awareness and best practices. It provides the university community with guidance on current threats, secure computing habits, and compliance with security policies. The program offers a [variety of resources](#), including training sessions, educational materials, and [Security Guides](#) designed to help students, faculty, and staff safeguard their personal and institutional data.

UAF also mandates the use of [Duo Multi-factor Authentication \(MFA\)](#) for all students and employees. This system requires users to verify their identity through a secondary device, such as a smartphone or security key/physical token issued by NTS, adding an additional layer of protection against unauthorized access. MFA is required for students and employees accessing UA Web SSO services such as UAOnline, Canvas, and Google Workspace.

**Sufficient quantity and quality.** UAF students and employees have the equipment needed to meet the objectives for UAF's mission. Technology and research grants, student fees, and UAF departments provide funding for the purchase of technology equipment. The [Alaska Training and Vocational Education Program](#) supplies equipment funding in high-demand and technical education areas for industry-specific, on-the-job training programs. The [UA Statewide Property Manual](#) directs how equipment is used and accounted for. UAF's [Central Receiving and Property](#) unit maintains annual inventories of all property with a value of \$5,000 or more and an expected life of one year or longer.

To provide an improved admissions and enrollment experience, NTS began a phased deployment of an [AI chatbot in Fall 2024](#). [AI tools](#) are available to all students, staff and faculty when they are logged into UA Google, Microsoft and Zoom platforms. The UA contracts with Google, Microsoft, and Zoom provide data protection, compliance, and security assurances with their respective AI tools. NTS and OIT manage infrastructure throughout its life cycle, routinely monitor and plan the replacement of aging legacy systems with efficient enterprise systems, transform the infrastructure required to support these systems, and provide an effective, customer-focused portfolio of technology services. On the Troth Yeddha' campus, NTS maintains 130+ [smart classrooms](#), ubiquitous wireless network, and two computer commons that are available to all students regardless of program or department affiliation. There are 52 digital labs of varying sizes and capabilities maintained by academic departments, and each UAF community or rural campus also has a computer lab. UAF uses [Google Workspace for Education](#), which includes university Webmail, Calendar, Docs, Chat, Video, Groups, and Sites.

**Online learning.** UAF [Center for Teaching and Learning \(CTL\)](#) provides [comprehensive instructional design and faculty development services](#) to support the effective use of instructional technology and course development. These services are delivered through hands-on workshops, publications, and live and web-broadcast events. The instructional design team includes [instructional designers and media producers](#) who offer end-to-end faculty development and support for faculty and graduate students integrating technology to enhance, supplement, or deliver courses in all modalities, including online and distance delivery. UAF utilizes [Kaltura video platform](#) for lecture capture, live stream service, and video asset storage and [Zoom](#) for video conferencing.

During the 2020-21 academic year, CTL led an innovation initiative to pilot [Canvas LMS](#). Canvas offers numerous advantages, including customizability, reliability, and adaptability, and lower bandwidth requirements that make it more accessible in remote areas and for students with disabilities. The robust mobile app further enhances access and flexibility, ensuring a modern student experience. The response to the pilot was overwhelmingly positive and UAF migrated to Canvas fully during spring 2024.

In addition to the LMS transition, UAF has leveraged its membership in the [edX consortium](#) to share its unique academic strengths in areas such as Arctic research, Alaska Native languages and culture, and global climate change. This partnership has increased global awareness of UAF's academic offerings and directed enrollment to online programs. Designing courses for a global audience has challenged and refined the CTL's design practices, promoting universal and accessible course design while fostering professional growth among faculty course teams and its instructional design team.

**IT Support.** The UA System Butrovich Data Center houses dedicated and virtual servers that support both UA and UAF mission-critical applications and functions. Applications hosted in Butrovich Data Center include the UA System web presence, UA campus cards, UA Digital Document Imaging, application databases, administrative and student file and print services, web services, distance education, and departmental applications. UA's ERP (Ellucian Banner) and UAF's learning management system (Canvas) are hosted offsite in Amazon Web Services (AWS). OIT provides UAF's Banner administrative applications (e.g., student information, finance, accounting, and human resources). This arrangement permits the consolidation of technology infrastructure associated with applications, servers, and systems operation and allows delivery of all services through the UA Statewide backbone network to campus users on UAF's regional network.

#### Required Evidence for Standard 2.I.1

**Facilities master plan, including:**

[UAF Campus Master Plan](#)

[The Fairbanks Experiment Farm Long-Range Plan](#)

[CIS and CTC Campus Master Plan](#)

[Sustainability Plan](#)

[2025 UA Facilities Inventory](#)

**Equipment replacement policies and procedures:**

[UAF Campus Master Plan](#) - Section 3 Implementation (pages 53-78) and Section 5 Design Guidelines (pages 94-95)

[UAF Facility Design Standards and Procedures](#)

[UA BoR Policy Chapter 05.06 - Procurement and Supply Management](#)

**Procedures for assessing sufficiency of physical facilities:**

[UAF Campus Master Plan](#) - Section 3 Implementation (pages 53-78) and Section 5 Design Guidelines (pages 94-95)

[UAF Campus Wide Design Guidelines](#)

[UAF Facilities CADD Standard](#)

**Policies and procedures for ensuring accessible, safe, and secure facilities:**

[UAF Building Access Control Policy](#)  
[UAF Building Access Control Procedures](#)  
[Access Approving Authority Training Manual](#)  
[ADA Accommodations within UAF Facilities](#)  
[Emergency Action Plan Policy](#)

**Policies and procedures for the use, storage, and disposal of hazardous waste:**

[UAF Hazardous Material Management Policy](#)  
[UAF Chemical Hygiene Plan](#)

**Link to Clery Annual Security Report posted on the website:**

[2024 Annual Security and Fire Safety Report](#)

**Cybersecurity policies and procedures, including description of training:**

[UA System Office of Information Technology - IT Security Standards](#)  
[UAF Nanook Technology Services - IT Policies and Security Standards](#)  
[UA Acceptable Use of Online Resources](#)  
[UA Security Matters Program](#)  
[Security key/physical token issued by NTS](#)  
[Duo Multi-factor Authentication \(MFA\)](#)  
[UAF Data Security Training](#)

**Additional Evidence for Standard 2.I.1**

[UA BoR Policy Chapter 5.09 - Risk Services](#)  
[UA BoR Policy Chapter 05.12 Capital Planning and Facilities Management](#)  
[UAF Facilities Services - Website](#)  
[UAF Environmental Health, Safety, and Risk Management \(EHSRM\) - Website](#)  
[UA System Office of Information Technology - Website](#)  
[UAF Nanook Technology Services – Website](#)  
[UAF Technology Master Plan](#)

## Moving Forward

In preparing this Policies, Regulations, and Financial Review (PRFR) report, UAF has identified several strategic initiatives that will support the institution’s progress through the current accreditation cycle and into the future. These initiatives reflect areas that merit continued attention and renewed focus:

1. **Alignment of the UAF Campuses.** As UAF moves forward, it will further define and communicate how institutional structures, policies, and practices apply consistently across the Troth Yeddha’ campus, Community and Technical College (CTC), and the four rural campuses (Chukchi [Kotzebue], Northwest [Nome], Kuskokwim [Bethel], Bristol Bay [Dillingham]). This effort, which is to be completed by the end of the 2026 calendar year, aims to promote greater transparency and alignment, ensuring that all campuses operate with a shared understanding of roles, responsibilities, and strategic priorities. At the same time, UAF remains committed to honoring and celebrating the distinct identities, cultural heritage, and role as regional hubs for academic offerings that each campus brings to the UAF system. By streamlining administrative processes and fostering stronger intercampus coordination, UAF seeks to enhance operational efficiency, reduce duplication of effort, and create more opportunities for meaningful collaboration—ultimately strengthening the institution as a whole and better serving students, faculty, staff, and the Interior and Western communities of Alaska.
2. **Financial Stability.** UAF’s financial stability relies on a careful balance of diverse funding sources. While the State of Alaska has provided stable support, it is clear that the state cannot be

relied upon to cover shortfalls, underscoring the need for proactive fiscal management. The UA Foundation manages more than \$530 million in endowed funds that provide long-term support to the UA System, its campuses, and specific programs and projects. Of this total, approximately \$170 million in endowed funds are designated specifically for the benefit of UAF and its programs. This consolidated endowment fund, which includes UAF's donor-restricted endowments as well as the land-grant endowment, are invested and managed by the UA Foundation to ensure ongoing financial support for scholarships, faculty, research, and strategic initiatives aligned with the mission and priorities of UAF and the broader UA System. Because these endowed funds are not particularly large and are largely restricted in intent, the pursuit of increased philanthropic support is essential to long-term sustainability. Research funding has remained strong, but its future is uncertain given shifting state and federal priorities. Nonetheless, UAF is well positioned to adapt and pursue federal funding opportunities aligned with the current state and federal administration's strategic focus. Encouragingly, tuition revenues show promise due to positive enrollment trends, offering a key area of growth as UAF continues to strengthen and diversify its financial foundation.

- 3. On-campus Student Housing.** UAF currently houses only 16% of its student population on campus, well below the national average of 36% for four-year public universities. This shortage of student housing presents a significant barrier to attracting and retaining students. To address this, UAF is actively exploring partnerships, including with the Alaska Housing Finance Corporation, to help alleviate housing pressure in Fairbanks. The UA BoR recognizes and supports the critical need for new and modernized student housing. Expanding on-campus housing is essential not only for enhancing the student experience, but also for remaining competitive with peer institutions and enabling future enrollment growth.
- 4. The Dual Mission of UAF.** UAF, as a dual mission institution, strives to serve both community and baccalaureate-level students through integrated academic pathways and responsive student support. As part of a strategic realignment, the Bachelor's Intended (BI) option was phased out at the end of the 2025 calendar year. Students who would have previously been admitted under the BI option are now enrolled through UAF CTC as associate-degree students. This shift is supported by data showing that only 12% of BI students have graduated from UAF over the past decade, underscoring the need for a more effective approach. Comprehensive advising systems have been developed to support these students, with clearly defined and accessible transfer pathways from CTC to the Troth Yeddha' campus for those students who wish to pursue a four-year degree. Under the new model, students applying to UAF with aspirations of earning a bachelor's degree but holding a GPA below 2.5 are admitted through CTC. As part of this transition, UAF should actively assess whether the minimum GPA for direct bachelor's degree admission should be raised to 3.0, balancing access with student success outcomes. This evolution invites broader reflection on what it means to be a dual mission university and whether UAF should more explicitly define and elevate its goals and expectations within that framework.

We are looking forward to a year of reflection and strategic engagement as we prepare for our Year-Seven Evaluation of Institutional Effectiveness (EIE) Self-Evaluation Report and the accompanying site visit scheduled for Fall 2027. This process offers an important opportunity to assess our progress, reaffirm our mission, and identify areas for continuous improvement across all levels of the institution. Through thoughtful collaboration and evidence-based self-assessment, we aim to demonstrate UAF's ongoing commitment to student success, academic excellence, and institutional integrity to NWCCU.