



Academic Program Review

Program Name: Tribal Governance – Associate of Applied Science

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

At the start of this report it is important to note that Mid-term cycle review committee feedback was not provided to the Department prior to Program Review.

Mid-cycle SLOA feedback was that the SLOA Plan required major revision. We have made proposed major revisions to the SLOA's, following the specific feedback of the review committee.

Student success feedback revolved around working with PAIR to provide accurate data, which was done and the data is accurate.

High-Impact Practice feedback was to make more clear what percentage of students participated in HIP's which is included in this report.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

Major revisions were made to the SLOA, as recommended by the review committee to eliminate an existing SLOA and add 2 additional SLOA's based on direct assessment. Formatting to include instrument, rubric, minimum standard and specific implementation plan. The revisions were made utilizing a global perspective of our Department's degrees consulting the Bloom's Taxonomy on Learning to ensure our SLOAs represented a clear trajectory of learning objectives. The newly proposed SLOA is attached. Under the previous SLOA plan, during this reporting period, 100% (20 out of 20) of supervising employers in TG 299 observed competency with development of skills and knowledge as a result of Tribal Governance course of study.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

No curricular changes made based on SLOA. Major revision to SLOA plan made.

As of 2017, all Baccalaureate programs are required to embed communication outcomes within their SLOA Plans. This is optional for non-Baccalaureate programs.

Communication outcomes in the SLOA plan are: **Not Embedded**

Check the checkbox to certify completion of the following tasks:

- ☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.
- ☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? [Yes](#)

If so, please summarize what changes were made.

Response:

As recommended, we eliminated an existing SLOA and added 2 additional SLOA's based on direct assessment. Formatting to include instrument, rubric, minimum standard and specific implementation plan. The revisions were made utilizing a global perspective of our Department's degrees consulting the Bloom's Taxonomy on Learning to ensure our SLOAs represented a clear trajectory of learning objectives

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|--|--|
| ☐ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☒ Collaborative Assignments & Projects | ☐ Writing-Intensive Courses |
| ☒ Diversity/Global Learning | ☐ Publications |
| ☐ ePortfolios | ☐ Communications |
| ☐ First-Year Seminars and Experiences | ☐ Scholarly Activities |
| ☐ Internships | ☐ Studios |
| ☒ Service or Community-Based Learning | ☒ Practicum |
| ☐ Undergraduate Research | ☐ Other |
| ☐ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

Collaborative Assignment and projects: 100% of student have to complete a collaborative project/assignment in TG 205

Diversity/Global Learning: 100% of TG courses fall within the category of Diversity/Global learning.

Service or Community Based Learning: 100% of student are required to complete a service/community-based project in TG 299.

Practicum: 100% of students are required to complete TG 299, Tribal Management Practicum II course

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: **Increase**

Pass Rates: **No Change**

Student Credit Hours: **No Change**

Majors: **Decrease**

Degrees Awarded: **No Change**

Other Trends (if applicable):

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

We have had a slight decrease in Majors which we attribute to the loss of a long time Tribal Governance Coordinator/Advisor who had been working with our students for a decade. The position was filled with a new employee but the position has now been eliminated due to reorganization within the College of Indigenous Studies. Advising is now being provided by CIS and we are expecting to see an increase in Majors. Additionally, many students taking TG courses are not degree seeking, rather taking courses for employment or personal reasons. These students tend not to declare a major but do significantly contribute to TG Student Head Count, which did not decrease during the period that Majors did.

While there has been “no change” in degrees awarded or student credit hours, we have had a significant decrease in Department FTE’s during this period (from 5.38 in FY23 to 3.72 in FY25). In addition, 2 key senior faculty (██████████ and ██████████) have had a reduced teaching workload in FY24-25 as they began working in development of a B.A. degree in Tribal Governance. Despite these decreases, SCH per Department FTE has increased, keeping our SCH and Degrees Awarded consistent.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

As discussed throughout our SLOs directly associate to the high impact practices (HIP) of 1. Collaborative Assignment and Projects, 2. Diversity/Global Learning, 3. Community Based Learning, and 4. Practicum. Historically our SLOA was built off student success in completing the Practicum course, which includes all four high impact practices above. Moving forward, our revised SLOA continues to include this metric but is further inclusive of the learning outcomes from our core required A.A.S. courses (201, 205, 299) and directly encompass all 4 high impact practices listed here:

- Completion of the TG 201 Final Exam incorporates Diversity/Global Learning.
- Completion of the TG 205 Final Project is centered on completing a collaborative project/assignment.
- Completion of the TG 299 is centered on completion of service/community-based project through experiential learning. Student must be willing and able to work independently outside the classroom and in the community. In our applied academic field, our SLO, HIP, and SSD are interwoven and interdependent, all contributing to student success.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

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

In what ways does your program advance UAF's mission?

Response:

This degree directly aligns with UA Roadmap to Empower Alaska Pillars and Goals:

- Financially Responsible and Future-Focused: TG is a low-cost degree born out of direct request from students and industry partners.
- State and Arctic Leadership: Leadership Development is a core focus of TG.
- Quality Education and Reputation: The Department of Tribal Governance has a proven reputation across the state for providing high-value, high-quality education and service.
- Deliver academic excellence and success at all levels: TG offers Occupational Endorsements, Certificate, and AAS degrees.
- Contribute to Alaska's skilled workforce and engaged citizenship: The Alaska Department of Labor identified Tribal Governance as a high-demand job area. January 2025 UA reporting identified over 94% of A.A.S. Graduates are employed in Alaska within a year with competitive salaries.
- Provide a welcoming, diverse, equitable, and inclusive university for all students, faculty, and staff: Over 90% of TG students are [REDACTED].

This degree directly aligns with UAF Mission Fulfillment Indicators:

- Skilled workforce: The Alaska Department of Labor identified Tribal Management/Governance as a high-demand job area. January 2025 UA reporting has identified over 94% of Associates Graduates are employed in Alaska within a year with competitive salaries.
- Community and Belonging: Over 90% of TG students are [REDACTED].

This degree directly aligns with UAF Strategic Plan 2027 Goals:

2. Strengthen our position as global leaders in Alaska Native and Indigenous programs
5. Embrace and grow a culture of belonging
6. Revitalize key academic programs

This degree directly aligns with the purpose and mission of the College of Indigenous Studies to:

- Offer academic programs that build strong individuals and sustainable communities, designed to serve Indigenous communities and build a new generation of leaders.
- Offer programs are grounded in Indigenous communities and the challenges they face, teaching and learning as a community. Programs and courses are developed with input from our students, and rooted in social and economic issues they face. We teach and learn where we are.

How is your program related to others in the UA system?

Response:

There are no directly related degrees within the UA system to the Department of Tribal Governance. We offer courses intentionally focused on issues important to tribal governments, offering Occupational Endorsements in Tribal Justice and Tribal Stewardship, a Tribal Governance Certificate, a Tribal Governance A.A.S. degree, with a B.A. in Tribal Governance proposal submitted fall 2025.

The degree includes multiple approved electives from other academic programs, including: Applied Arts, Applied Business, Alaska Native Studies, Rural Development, Alaska Native Languages, Environmental Studies, High Latitude Range Management, Human Services, and Rural Human Services. This increases enrollment for those units.

We partner with multiple UAF Departments to offer for credit-courses, offer guest lectures, and build UAF/Tribal partnerships, including: College of Fisheries and Ocean Sciences, Drumbeats Consortium, Alaska Climate Adaptation Center, Tamamta, International Arctic Research Center, and Community Partnerships for Self-Reliance.

Who are your key community or external partners?

Response:

The Department consistently leverages external partnerships and funding, with support from the US Department of Agriculture and Tribal Organizations. Extensive community and tribal partnerships increase enrollment and provide student support in the form of tuition and travel:

- Alaskan Non-Profits: First Alaskans Institute, RuralCap, Alaska Native Justice Center, Alaska Conservation Foundation, Northwest Boreal Landscape Conservation Cooperative, Native Peoples Action, Alaska Native Women's Resource Center;
- Tribal Organizations: Council of Athabascan Tribal Governments, Tanana Chiefs Conference, Association of Village Council Presidents, Bristol Bay Native Association, Copper River Native Association, Kawerak, Chugach Regional Resources Commission, Central Council Tlingit Haida Indian Tribes of Alaska, Ahtna Inter-Tribal Resource Commission, Yukon River Inter- Tribal Fish Commission, Kuskokwim River Inter-Tribal Fish Commission, and numerous individual Tribal Governments.

What role do your services courses play, if any?

Response:

The required TG 299 Tribal Management Practicum II focuses on professional and personal development while working in a rural service organization. Emphasis is on developing the understanding and skills necessary for delivery of rural services. Student must be willing and able to work independently outside the classroom and in the community.

In addition to the required practicum course, TG faculty hold several service courses each academic year in conjunction with community and Tribal partners. These again are central to the program. Courses are held offering direct experiential learning in: participating in the public policy process (from the Board of Game to the North Pacific Fisheries Management Council), building and strengthening Tribal courts and Tribal Justice systems, and learning and teaching culture through local and regional Indigenous Knowledge and Science Camps.

Additionally, service courses are held by community-based partners and experts who serve as adjuncts, recognizing the benefit of offering local courses for college-credit. All courses held by community-based partners and experts are service courses offering specifically crafted hands-on, experiential learning opportunities.

The Service Course approach is embedding in our course delivery, founded on the Adult Experiential Learning, Learning in Action, and Culturally Relevant/ Appropriate Models of learning. Elders are incorporated into classrooms and course offering is scheduled in alignment with the seasons and Tribal schedules. Alaska Native students and Tribal Citizens bring tremendous wealth to the classroom, bringing years of experience, insight, Indigenous perspectives and knowledge, and a greater understanding of the context within which they live, work, and study. Instruction is practical with coursework providing learning in action where students apply academic coursework to their daily lives.

How do your graduates succeed after leaving the program?

Response:

. During this reporting period, according to data provided by University of Alaska Statewide--Administration and Finance Workforce Report, Tribal Governance students are incredibly successful after leaving the program.

In 2021, 92% of A.A.S. graduates were employed in Alaska within 1 year with a salary of ~\$42,000

In 2023, 92% of A.A.S. graduates were employed in Alaska within 1 year with a salary of ~\$49,500 and ~\$59,000 after 5 years

In 2025, 94% of A.A.S. graduates were employed in Alaska within 1 year with a salary of ~\$51,000 and ~\$63,500 after 5 years

TG students and graduates are leading Tribal Governments, Regional Non-profit Service Corporations, Regional Health Corporations, Village and Regional ANC's, Federal Advisory Boards, State and Federal legislative staff, Alaska-based non-profit as well as National and International Advocacy organizations, just to name a few.

Submitter and Collaborator Names:

Prof. Kevin Illingworth, Prof. Carrie Stevens

Submitter Email:

kkillingworth@alaska.edu

Committee Review

Program Name: Tribal Governance - Associate of Applied Science

Academic Year 2025/2026

Overall Recommendations

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with feedback tags to attach to this program review. Please select as many as applicable.

- | | |
|---|--|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☒ Increase Enrollment | ☒ Increase Graduates |
| ☐ Increase Retention/Persistence | ☒ Strengthen Advising Practices |
| ☒ May be asked to share Effective Practices | ☐ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

Major revisions were made to the SLOA, as recommended by the review committee. These revisions included formatting to include instrument, rubric, minimum standard and specific implementation plans. No curricular changes were made, however, the representation of the student learning outcomes have been better captured by the review process. Persistence has increased, and no changes have been seen in the pass rates, student credit hours, or degrees awarded. There has been a decrease in majors. Additionally, CIS restructuring and change-over in the student advising and support has been a note of concern which we've also identified as a need in this review period. Feedback from the mid-cycle review led to major revisions made to the SLOAs. The TGAAS new education SLOs were developed according to specific job-related requirements with the goal of increasing student employability. The level of knowledge learned would be assessed for each student during the student practicum by the supervisor and also an indirect student self-assessment. Persistence has increased. A restructuring in student support services occurred and is now the responsibility of the College of Indigenous Studies. This may help to increase the number of students declaring their major as a Tribal Governance student, instead of taking TG classes for general interest. Elders are invited into the classroom to share Indigenous knowledge which gives the TG program additional value and strength.

Student Learning Outcomes Feedback

- | | |
|--|--|
| ☒ Strong | ☐ Developing |
| ☐ Requires Minor Revision | ☐ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

- | | |
|---|--|
| ☒ Strong Alignment with SLOA Plan | ☐ Clear, Concise Presentation of Findings |
| ☐ Compelling Learning Story | ☐ Missing a Direct Measure |
| ☐ Missing Active Verbs | ☐ Missing Curricular Connection |
| ☐ Missing Collaboration within Department | |

SLOA Feedback Narrative:

The Student Learning Outcomes Assessment (SLOA) plan for Tribal Governance (TG) has clearly specified learning objectives/outcomes. These learning objectives/outcomes and assessment criteria and procedure for the learning objectives are well laid out. They clearly specify how each learning objective will be assessed, which rubrics used, and the minimum standard for achieving each learning objective. The assessments are aligned with learning outcomes. The implementation of the SLOA assessment is also clear. The Practicum work (TG299), Service & Community Based Learning (TG299), and Diversity/Global Learning (all courses), and Collaborative Assignments and Projects (TG205) all show how the HIPs in the program are reflected in the SLOA and staff are engaged in monitoring and reviewing student progress and success.

Student Success and Equity Feedback

Narrative:

The program examined the Student success Dashboard and identified data trends. It identified a decrease in majors, increase in persistence, and no change in pass rates, student credit hours, and degrees awarded.

The decrease in majors is addressed in this narrative. It is attributed to a lack of advising staff and the fact that many students who take TG courses do so for a job requirement, and therefore do not need to declare a major. Although the program identified no change in student credit hours or degrees awarded, the narrative does address the fact that in spite of the reduced faculty teaching workload, these trends did not change and presented it as a positive. The program identifies that the addition of a CIS advisor (after the elimination of the TG advising position) will increase the TG majors.

The narrative does not specifically address inclusive practices nor how it supports diverse student success.

High Impact Practices Feedback

Narrative:

The HIPs are reflected in the intended objectives/outcomes of the Student Learning Outcomes assessment. Students are engaged in meaningful experiences through working directly with tribal communities in their practica and community-based projects. The high impact practices are described, although not in detail. What are some examples of the collaborative projects students are assigned in TG 205? The practices are well integrated into program, but specific examples of the HIP would be helpful for review.

Profile Feedback

- | | |
|---|---|
| ☒ Mission-Centric to College and/or UAF | ☒ Unique within UA |
| ☒ Collaborative with other UA Programs | ☐ Provides Job Placement for Graduates |
| ☒ Strong Post-Grad Success for Students | ☐ Strong Service Teaching Component |
| ☒ Strong Ties to Community or Industry | |

Financial Feedback

- | | |
|--|---|
| ☐ High Tuition Revenues | ☒ High Grant Revenues |
| ☐ Operates at Low Cost | ☒ Productive Faculty |
| ☐ Opportunities to Increase Revenue | ☒ Low Enrollment |

While the majors and SCH have declined, this is addressed in the program narrative. With some restructuring in CIS, personnel changes and a temporary focus on development of a new BA degree, it's logical that SCH may drop slightly. Over the past 3 years this drop is approx. 30% for both SCH and Majors but it is expected to rebound. (Discrepancies between the data supplied and the program faculty narrative could be explained by PAIR's grouping of multiple programs in a department, but that is unclear here.)

Even with that 30% drop, state appropriation is supporting just ~44% of the program expenditures due to a diversified external funding plan from federal grants and tribal organizations.

Reviewer Names:

Dean Review

Program Name: Tribal Governance - Associate of Applied Science

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

Program faculty made major revisions to their student learning outcomes based on the feedback of the midcycle review. The new student learning outcomes identify the skills and knowledge students will gain through participation in TG AAS courses. Much of the rest of my overall assessment is similar to the TG certificate assessment given that this degree program serves the same student base with many of the certificates students moving into the AAS degree program. Four high-impact practices were identified and clearly outlined stating that 100% of TG certificate students are all required to complete them. The program experienced a decrease in majors, but their student credit hours increased and all other student success trends did not experience change. The program expects to see the number of majors increased again once the new college reorganization has a chance to get its grounding and take effect. The program has student learning outcomes, high-impact practices and students success data that are interdependent which contributes to the success of their students graduating and resulted in the increase in graduates the program experienced. I appreciate the thorough understanding of how the program advances UAF's missions in numerous ways including the mission Fulfillment Indicators, UA Roadmap to Empower Alaska Pillars and Goals, the University's 2027 Strategic Plan Goals, and the purpose and mission of the College of Indigenous Studies. The TG Certificate Program has a large number of internal and external partnerships. Overall, I am highly impressed with such an accomplished program review carried out with thorough and detailed information and improvements based upon the midcycle review that the faculty did not receive until right before this review process started. The TG certificate program serves as a strong component for workforce development and empowering Alaska native people and communities throughout Alaska.

Recommendation to University-Wide Committee

No

Vice Provost Review

Program Name: Tribal Governance - Associate of Applied Science

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The assessment for the Certificate and AAS in Tribal Governance is nearly identical given the related nature of the two programs, and the feedback is the same. The program followed the guidance from the 2023 mid-cycle review and revised the SLOA and SLOs, which represent a significant improvement—faculty should be commended for this effort and for differentiating the SLOs between the Certificate and AAS in a scaffolded manner. Three SLOs were provided, each with clear assessment procedures and implementation plans, including where in the curriculum assessments occur. Assessment criteria and procedures are well documented, and one artifact was included. For the 2027 mid-cycle review, include all artifacts, rubrics, and direct evidence in the supplementary folder to show how assessment data is collected and used to evaluate SLOs. The program should also detail curricular changes made, their impact, and consider whether additional changes are needed based on assessment results. Closing the loop on assessment is essential for NWCCU expectations and should include evidence for each SLO to demonstrate meaningful, evidence-based improvements that enhance program quality and student learning.

The program documents an increase in persistence despite challenges such as advisor turnover, faculty workload reductions, and declining FTE. Pass rates, SCH, and degrees awarded remain stable, and the decline in majors is attributed to classification issues rather than student disengagement. Many students are workforce-driven, non-degree-seeking, or taking courses for professional development. Graduates who complete the program are highly successful, with 92–94% employed within one year, often in leadership roles. However, advising is identified as a concern, and the narrative assumes CIS advising will improve outcomes without presenting early indicators of success or risk. Achievement disparities are discussed structurally but not analytically, and disaggregated outcomes are missing. Inclusive practices are evident but not explicitly named, despite over 90% of students being [REDACTED]. Future reviews should include metrics such as first-term completion, success in gateway courses (T [REDACTED]), and systematic tracking of advising and retention strategies.

The HIPs are reflected in the SLOA and integrated throughout the program through practica and community-based projects. While high-impact practices are described, more detail would strengthen the report. Reviewers specifically requested examples of collaborative projects in TG 205 to better understand how these HIPs are implemented and assessed.



Department Profile and Financial Data

Department Name: Tribal Governance

Last updated: 2025/2026

Department Profile and Financial Data

This section aligns with Board of Regents Policy 10.06 and supports systemwide consistency in academic program review. Responses are maintained across review cycles and may not need to be updated annually. Please review your previous answers and update only if necessary.

When answering the following questions, refer exclusively to the standardized Financial Data Template provided by UAF. Work with your data liaison to interpret the template accurately. Do not include any additional or alternative data — consistency across programs is essential. To maintain integrity and standardization across all of UAF it is very important that you do not provide any additional or alternative data from this template.

Confirmation of Review

Have you reviewed the information in this section and made any necessary updates? ☒ Yes

Financial Data Spreadsheet

☒ I have reviewed the Financial Template for updates and accuracy.

Cost Effectiveness

Please describe strategies such as instructional efficiency, shared resources, cross-listed courses, or other ways your department uses resources thoughtfully.

Response:

With currently only 3.72 FTE the Department of Tribal Governance is immensely cost-effective and impactful, providing an academic program statewide with enrollment from communities throughout the state and every region.

As illustrated throughout the program review TG utilizes multiple strategies to effectively and efficiently increase and expand course offerings and enrollment:

1. Inclusion of approved electives from other academic programs in our degree pathways (see relation to other UA programs);
2. Extensive use of community and tribal partnerships has been a cornerstone of the program to offer courses, provide adjunct faculty, recruit students, fund student travel and tuition (see key community or external partners); and
3. High School Dual Enrollment occurring within Mount Edgum, Hydaburg, Lower Kuskokwim School District, and Bering Straits School District. Statewide high school dual enrollment curriculum templates for core coursework are underway.
4. We have cross-listed courses with multiple departments, notably Rural Development, Alaska Native Studies, Justice, and Political Science.

Additionally, the program has consistently leveraged external funding from the US Department of Agriculture National Institute for Food and Agriculture for over a decade. This support funds faculty salaries, adjunct stipends, student travel, students supplies, student tuition, and elder honorarium.

We partner with multiple UAF Departments to offer for credit-courses, offer guest lectures, and build UAF/Tribal partnerships, including: College of Fisheries and Ocean Sciences, Drumbeats Consortium, Alaska Climate Adaptation Center, Tamamta, International Arctic Research Center, and Community Partnerships for Self-Reliance.

Associated Programs

Program Name	Degree Type
Tribal Governance	Certificate
Tribal Stewardship	O.E.C.
Tribal Justice	O.E.C.

Collaborator Name(s):

Prof. Kevin Illingworth, Prof. Carrie Stevens

Collaborator Email(s):

killingworth@alaska.edu, cmstevens@alaska.edu



Financial Data

Department Name: **Tribal Governance**

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	794	761	550	Provided in SCH tab in the student success data provided by PAIR.	
Service SCH				Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.	
Department FTEs	5.38	4.8	3.72	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	147.58	158.54	147.85		
Service SCH per Department FTE	0.00	0.00	0.00		

Majors in Programs	44	41	32	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	5.38	4.8	3.72	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	8.18	8.54	8.60		

Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable	
Total Expenditures					

Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH.	Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Fees				Course Fees (9159)	
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Total Revenue					

Workload Allocation	FY2023	FY2024	FY2025	
Teaching Units	65%	66%	62%	Department faculty's workload units assigned to teaching
Service Units	35%	24%	38%	Department faculty's workload units assigned to service
Research Units	0%	10%	0%	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	4.45	4.02	3.02	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	0.25	0	0	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.68	0.78	0.7	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	0	0	0	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Department FTEs	5.38	4.8	3.72	Sum of all employee FTEs

*Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

Information last updated by: Anne Record / Lisa Yancey / Scott Culbertson / Sheena Tanner

Date: 9/23/25