



Academic Program Review

Program Name: Art - Bachelor of Art

Academic Year 2025/2026

Recent Recommendations

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

Response:

One of the major issues with our last program review was that the Student Learning Outcomes for all three of our programs were the same. We have updated our SLOs to reflect the unique qualities of each program. We have also further defined how we will assess each SLO.

Decline in majors - we are happy to say that this is no longer the case. Our number of majors has increased from 83 at the time of our last mid-cycle review to 104, making us the fourth largest department in CLA. This is higher than our pre-pandemic levels.

Low pass rates among [redacted] students - although the pass rate for [redacted] students is still our lowest demographic, it has increased significantly since our low of 69.3% in 2022 and now sits at 76.3%. This is well above the CLA rate of 69.9% for 2025 and near the UAF-wide rate of 76.4%. Note: the PAIR data available to us does not distinguish BA and BFA students in this data.

High Impact Practices - "A narrative was provided for each HIP, but it was not clear where these HIPs fit into the program or if all students are required to complete them to meet graduation requirements." - This is addressed in the section on high impact practices.

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:

The Department of Art assesses its student learning outcomes through the e-portfolio that is submitted as part of ART 489 Bachelor of Arts Capstone. As part of this e-portfolio students turn in an artist bio, artist statement, resume, and at least three high quality images of their work. After the conclusion of the Capstone course, each full-time faculty member assesses the e-portfolio with three criteria; communication (visual and written); skill and technique; and critical thinking. To improve student review scores, we are now opening up critique elements of the Capstone course to each full-time faculty member while the class is running so that students can receive more feedback prior to the final review of the e-portfolio. Of note, our results incorporate an earlier method of tracking faculty assessment that utilized qualitative terms rather than a number-based scale between one and five. Going forward, we plan to use the more precise number scale.

The average score for questions pertaining to the artist statement (which is tied to oral and written communication and critical thinking) is 3.83. The average score for questions pertaining to the artist bio (which is tied to oral and written communication) is 3.97. The average for the images (which are tied to visual communication and skill and technique) is 3.97. The resume is evaluated with a yes/no/unsure answer and its results showed that 48.9% of students complied with College Art Association resume guidelines (industry standard). When we revise our assessment questions, we will change this question so that it can be assessed numerically. The overall average score for students is 3.92.

The results show that our student's written communication skills have improved since midcycle review, which was an average score of 3.8 in 2023. Even though there was improvement, going forward, the results highlight a need to provide additional critique and proofreading sessions for students creating these documents. We have already incorporated changes in our curriculum to address this by inviting all full-time faculty to participate in Capstone materials review sessions during the semester. Additionally, many of our upper-division courses have begun incorporating similar written and/or oral communication-focused written lessons into their schedules, actively preparing students prior to the Capstone course.

The scores for the BA program are lower than that of the BFA program (where the overall average is 4.46). One reason for this discrepancy is that many of our best BA students are encouraged to apply for the BFA program so their data is not reflected in the BA results.

In putting together this report we have identified the need to completely revise our assessment questions so that they more clearly align with our SLOs. We aim to have this done and have new data in time for our mid-cycle review in two years.

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:

Yes. In 2023 we made ART 491 Fine Art Seminar a required class for all BA students. This is a 1-credit class that requires students to think critically about their own work and the work of their peers. BA students take this course alongside BFA and MFA students, giving them an opportunity to discuss their work in-depth with students in all degree programs and from all studio concentrations. The instructor of this course has begun to be rotated between all full-time faculty in order to expose students to a variety of perspectives and critique styles.

We also raised the number of upper-division elective credits from 3 to 9. This change was made because we have had numerous students finish all of the program requirements and end up short on upper-division credits. Because BA student advising has been moved out of the Art Department and into a centralized CLA advising center we have not tracked the outcome of this officially, but anecdotally students are encountering this program less.

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: **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:

Yes. The Department of Art completely revised its SLOs this year while working on this report. Prior to this our SLOs were the same for the BA, BFA and MFA. We have refined the SLOs for the BA program so that they are distinct from the other degree programs. We also tied each SLO to specific assessment materials.

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:

Feedback from mid-cycle review: "A narrative was provided for each HIP, but it was not clear where these HIPs fit into the program or if all students are required to complete them to meet graduation requirements."

ePortfolios and Capstone Class: All BA students must take and successfully pass ART 489 Bachelor of Arts Capstone. As part of this zero-credit class, students submit an e-portfolio which includes an artist biography, artist statement, resume, and a selection of images of artwork from their area of concentration. All full-time faculty members review the e-portfolios as part of our assessment process. Additionally, all BA students must now take and pass ART 491 Fine Art Seminar. This is a group critique class that requires students to think critically about their own work and the work of their peers.

Studios: All students enrolled in hands-on, in-person studio classes have 24/7 access to those particular studios.

One high-impact practice not listed above is the opportunity for all students to exhibit their artwork each semester to refine their exhibition skills. The Annual Art Student Invitational Exhibition is held at the end of each Fall semester. Students registered for an art class during the Fall semester are invited to exhibit up to three pieces that were recently completed and not otherwise exhibited at UAF. The Annual UAF Juried Student Art Exhibition is held at the end of each Spring semester. This show is open to all disciplines and to all registered art students during that academic year. Each year the Art Department faculty select a guest juror from outside the department for the exhibition, providing students with an opportunity to have their work evaluated by a professional artist. In the past three years we have begun to rigidly define presentation expectations for the Student Invitational and Juried exhibitions, preparing students for real-world exhibition standards. Students who are registered in ART 489 Bachelor of Arts Capstone must enter work into the exhibition held that semester. Through this process students learn the expectations of artwork presentation within their medium. The experiences gained in their upper level studio courses also prepare them to present their work for submission to the gallery exhibition.

Another HIP that is not explicitly assessed through our SLOA plan are opportunities to conduct undergraduate research. For example, in the summer of 2025 two art students received a fellowship through a College of Engineering and Mines grant to research ceramic materials as part of an ongoing collaborative project.

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: Increase

Student Credit Hours: Increase

Majors: Increase

Degrees Awarded: Increase

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:

The data shows that we are graduating fewer [REDACTED] students, but the [REDACTED]' pass rate is very high so that might account for some of the decrease in [REDACTED] students. Additionally, although our graduation rate has gone up, we are only graduating around 11.5% of our students each year. Some of our best BA students apply for and enter the BFA degree program so that accounts for some of this low number. Advising for BA students has been relocated to a central CLA advising center, however these graduation rates highlight a need to work more closely with the advising center in ways that could improve these numbers. The Department of Art is in conversations about how to better track these students. The inclusion of the Capstone and Fine Art Seminar course within the last few semesters of a BA student's program highlight other ways that we are connecting with these students and encouraging degree completion.

Closing the Loop

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

Response:

We assess our BA students via the materials collected in the ePortfolio that students submit as part of their ART 489 Bachelor of Arts Capstone. These materials consist of an artist statement, artist bio, resume and images of artwork.

Learning Outcome 1 - Visual Communication: graduates will be able to analyze, interpret, contextualize, evaluate, and create visual materials in both physical and digital formats with well-articulated formal and conceptual choices.

We assess visual communication by evaluating a student's images of their artwork.

HIPs - Fine Arts Seminar ART 491 allows students to become familiar with the tools of visual communication through discussion of their artwork and the work of their peers.

Students present their work in a group setting regularly when registered for studio courses. Through this practice of presenting and evaluating peers, students learn to analyze, interpret, contextualize, and evaluate effectiveness of visual communication.

Learning Outcome 2 - Oral and Written Communication: graduates will be able to express ideas in a coherent, logical, and compelling ways, both orally and in writing.

We assess written communication by evaluating a student's artist bio and artist statement.

Assessment of oral communication: BA students demonstrate their ability for oral and written communication by passing ART 491 Fine Art Seminar. However, oral communication skills are not assessed by the full faculty. We are developing a mechanism to assess this in the future by incorporating a presentation into the BA Capstone class.

HIPs - Fine Arts Seminar ART 491 allows students to engage in discussion about their work and the work of their peers.

Students also prepare an artist statement as part of this class that is reviewed by peers and full-time faculty.

Students take art history courses as part of their degree program. In these courses students research a topic within the scope of the course and are guided through the refinement of their ideas as they write and present on art historical topics.

Learning Outcome 3 - Skill and Technique: graduates will be able to produce works of art or design that demonstrate comprehensive knowledge of their particular area of study and indicate their capacity to succeed as creative professionals. Students will have a basic understanding of design.

We assess skill and technique by evaluating a student's images of their artwork.

HIPs - Within studio courses, visual demonstrations followed by hands-on application under observation allows students to learn the skills, techniques, and expectations within their medium. In these demonstrations they also learn about individual style through design, craftsmanship, and examples of creative expression from the professors' demonstrations and incorporation of their art practice.

The department provides workshops for students outside of class time that allows students to further their knowledge about professional presentation practices. Attendance at these workshops is not mandatory but it is encouraged.

Students are required to submit their work to be included in a student exhibition held in the Department of Art Gallery.

In preparation to include their work in this exhibition students learn the skills and techniques of artwork presentation.

The experiences gained in their upper level studio courses also helps prepare them to present their work for submission to the gallery exhibition.

Learning Outcome 4 - Critical Thinking: demonstrate critical thinking skills including the ability to distinguish between and use rational, intuitive, and critical thinking processes and to construct meaning using visual information. Students will be able to place their work in a historical and global context.

We assess critical thinking by evaluating a student's artist statement.

HIPs - Students take art history courses as part of their degree program. In these courses students learn about historical and global art movements and write papers that allow students to develop an understanding of their work within a global context. Through these courses students also learn to articulate how meaning is constructed with visual information.

Within individual studio courses, students present their work in a group setting regularly throughout each course.

Through this practice of presenting and evaluating peers under the supervision of the instructor, students learn critical thinking skills and provide space for them to exercise the use of rational, intuitive, and critical thinking processes as they learn to construct meaning in the communication of their work.

Fine Arts Seminar ART 491 allows students to develop critical thinking skills through the practice of group critique.

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:

As the premier Art program in the UA system, the UAF Department of Art is focused on place-based experiential learning. As the most northern Art program in the nation, there is a particular emphasis on the north and its diverse peoples. The department also includes the Native Art Center and is one of the only undergraduate programs to focus on indigenous art forms in the nation. The Native Art Center has been in existence for over 60 years offering art studio courses, workshops with Native Artists and elders, and artists-in-residence programs including outstanding Yupik, Inupiaq, Athabascan, Tlingit, Haida, Tsimshian, Alutiiq and Aleut artists from throughout Alaska.

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

Response:

UAA has an art program but UAF offers studio concentrations that UAA does not, including photography, metalsmithing, computer arts and printmaking. UAF's Department of Art also has several more tenured faculty members and full-time faculty than UAA. The UAF Department of Art also houses the Native Art Center. Although UAS offers some art courses, it does not have an art department or a degree in Art.

Who are your key community or external partners?

Response:

The Department of Art partners with many community non-profits and Arts organizations including the Fairbanks Arts Association, the Fairbanks Folk School, the Alaska Photographic Center, Festival of Native Arts, the Fairbanks Potter's Guild, and the Fairbanks Food Bank.

Many of the Department of Art Faculty are asked to jury local and statewide exhibitions, review local, state and national applications for fellowships and residencies, lending their expertise to both the local and national creative ecosystem.

The Department of Art hosts community events including visiting artist talks, student and community exhibitions, student presentations, and workshops. Additionally, student clubs within the Department of Art, including the Student Ceramic Arts Guild; Student Learning Arts Guild; and Student Arts Alliance North, host events and activities that are open to all students at UAF and also to the greater Fairbanks community.

What role do your services courses play, if any?

Response:

The Department of Art enriches UAF and the broader community with its service credits. The department has twice as many service credits as internal credit hours. We also offer 12% of CLA's service credits. This illustrates the demand for courses in the creative field.

How do your graduates succeed after leaving the program?

Response:

We have BA students who apply their creative abilities in their careers, but we do not do any formal tracking of students leaving our program.

Submitter and Collaborator Names:

Zoe Marie Jones, Da-ka-xeen Mehner, Sasha Bitzer, Teresa Shannon, Jason Lazarus

Submitter Email:

zjones@alaska.edu

Committee Review

Program Name: Art - Bachelor of Art

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:

The reviewers finds that only small, non-critical revisions might be needed. Although the SLOA box is not checked, the most recent SLOA is included in the supporting documents. The documentation effectively illustrates how capstone criteria are evaluated. The rubric for Artwork 3—rating work from excellent to poor with specific descriptors—is strong, and creating similar rubrics for other assessments might improve consistency in evaluating student success. Some assessments, such as the artist's statement and the "high-quality photographs" requirement, might benefit from adding detailed rubrics outlining qualities and levels of achievement that can better demonstrate how learning outcomes are assessed.

In the High Impact Practices section, Diversity/Global Learning is not selected. Including Alaska Native arts would strengthen this area. Overall, HIPs are well described and aligned with SLOA, and faculty engagement in offering real-world evaluation opportunities is noteworthy. Undergraduate research is mentioned in the narrative but the corresponding checkbox is not selected.

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:

Only minor revisions are recommended. SLOA box is not checked, but most recent SLOA is uploaded to the supporting documents. Your supporting documentation provides a great visualization of how the criteria within the capstone are assessed. The Artwork 3 criteria in the "Assessment of BA in Art Capstone" that lists the range of assessment - from excellent to poor with the associated qualities of each designation - provides a solid foundation for a rubric for that assessment. Applying a similar designation for other assessments may help to create a consistent way to track the success of students across the board. The artist's statement rubric seems to provide yes/no feedback rather than assess the level of success each student achieved. The Student Learning Outcomes Assessment Plan identifies Assessment Criteria and Procedures. You might consider incorporating rubrics that identify qualities of the material and the level of success achieved in a rubric format to create consistent assessment.

Narrative:

Rubrics may be helpful to demonstrate how SLOs are being assessed; for example, three high quality photographs comprise the assessment criteria, but the assessment lacks a rubric that explains the evaluation process that qualifies the photos as high quality. Adding something along the lines of your capstone's image assessment (comprising visual communication, skill, and technique) might suffice. Similarly, the criteria of the artist statement seems vague without an associated artifact.

High Impact Practices Feedback

Narrative:

HIPs are clearly described and aligned with SLOs. The faculty involvement in providing students with the opportunity to be exposed to real-life evaluation of their art is commendable.

Undergraduate research is mentioned in the HIPs' narrative but the box is not ticked.

Profile Feedback

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

Reviewer Names:

Mary Ludwig, Bradley Moran, & Eduardo Wilner

Dean Review

Program Name: Art - Bachelor of Art

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

I agree with the committee's careful and thoughtful review of the Art BA program. The Department of Art has seen strong increases in BA major numbers (104 currently). The faculty should continue its successful recruitment efforts towards further growth of majors in the BA program. I recommend department faculty work closely with our PIO team to facilitate advertising and recruitment for the program, specific courses, and outreach activities. Given that the size of studio space limits the number of students in studio classes, Art faculty should consider raising caps on their non-studio course sizes to increase departmental enrollment where possible and where educational quality can be maintained. Recent updating to course fees to reflect the growing cost of materials, supplies, and studio upkeep and maintenance is important and needs continued vigilance. Overall, cost of Art Department programs is very high, so faculty should make efforts to reduce costs and increase departmental revenue through enrollment, tuition, fees, grants, and space rentals (if applicable).

Recommendation to University-Wide Committee

No

Program Name: Art - Bachelor of Art

Academic Year 2025/2026

Vice Provost Review

Vice Provost Feedback

Overall feedback narrative:

The program revised its SLOA following the 2023 mid-cycle review and produced a strong set of four SLOs that appropriately differentiate expectations across the BA, BFA, and MFA degrees. These revisions significantly strengthened the SLOA, and the faculty should be commended for the clarity and alignment now present. The assessment procedures and implementation plans are largely well developed, though future reviews would benefit from more detail on where assessment occurs in the curriculum and how each SLO is evaluated at the program level. The program provided a solid overview of SLO assessment using both narrative and supplementary documentation and clearly described recent curricular changes and their rationale. For the 2027 mid-cycle review, the program should include revised assessment tools, updated artifacts, and examples of how curricular changes have contributed to improvements in student learning and success within the revised SLOA.

Student success indicators show upward trends in persistence, pass rates, student credit hours, majors, and degrees awarded, and the program contextualizes these trends using PAIR dashboard data. The narrative highlights strong support structures—including faculty critiques, 24/7 studio access, exhibitions, and Indigenous-focused curriculum components—that provide varied pathways for student engagement and achievement. student pass rates have improved, and gender-based disparities are recognized, though the narrative does not fully connect these changes to specific interventions or analyses. Some challenges remain due to limitations in available dashboard disaggregations, particularly in distinguishing BA versus BFA outcomes. The program references informal advising conversations and curricular additions such as ART 491, expanded seminar instruction, and increased faculty involvement in capstone activities, but these would be strengthened by clearer links to measurable outcomes, early-alert strategies, or ongoing evaluation of student success data. Alumni outcomes, graduate study, and employment are not tracked and should be included in future reviews.

High-impact practices are clearly integrated throughout the program and strongly aligned with SLOs, and reviewers noted significant improvement in the robustness of the HIP narrative compared to previous cycles. No additional concerns were identified, though undergraduate research could be further detailed to strengthen the connection between HIPs and demonstrable student learning outcomes. Continuing to provide evidence that HIPs support the SLOs and contribute to closing-the-loop efforts will further enhance the program's documentation in the 2027 review cycle.



Department Profile and Financial Data

Department Name: **Art**

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:

We cross-list courses with other departments including ACNS, ANTH, ANS, JRN, and FLPA. The cost of some adjunct-taught classes are shared between these departments. The lab that the Computer Arts classes are taught in are shared with Film and Theater (FLPA). The College of Indigenous Studies uses the Native Art studio for a beading class. One faculty member is 50% Journalism, however this faculty member will be retiring at the end of this year.

Associated Programs

Program Name	Degree Type
Art	BFA
Art	MFA

Collaborator Name(s):

Collaborator Email(s):



Financial Data

Department Name: Art

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	3929	4258	4362	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	10.8	10.8875	10.95	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	363.80	391.09	398.36		
Service SCH per Department FTE	0.00	0.00	0.00		

Majors in Programs				Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	10.8	10.8875	10.95	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	0.00	0.00	0.00		

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	140	185	165.5	Department faculty's workload units assigned to teaching
Service Units	39.5	45	35.5	Department faculty's workload units assigned to service
Research Units	30.5	40	39	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	6	6.5	6.5	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	2.175	1.7625	1.825	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	0.75	0.75	0.75	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	1.875	1.875	1.875	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Department FTEs	10.8	10.8875	10.95	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: Cecelia Chamberlain

Date:

October 31, 2025