



Academic Program Review

Program Name: Mathematics - Doctor of Philosophy

Academic Year 2025/2026

Recent Recommendations

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

Response:

The overall recommendation from both the last full and mid-cycle review were "Increase enrollment, Increase graduates. While they acknowledged the program would benefit from additional faculty and TA funding, no recommendations were given on how to achieve these.

In the current 4-year cycle we successfully graduated 4 students and none dropped out, so the only way to increase graduates further is to increase enrollments. We were visited by two admitted PhD students last year (which we funded through an UAF R1 funding opportunity), but both decided to attend other programs. We nonetheless admitted two new PhD students to the program, joining the one already enrolled who had advanced from the MS program. We applied for and obtained Troth Yedda Fellowships for the initial year of study for the new students.

Nonetheless, problems in expanding enrollment persist. First, PhD students in Math in the US are almost exclusively supported by TAships or university scholarships, with almost no outside grant support available for the first few years. The department has a limited number of TAships which are divided with two other graduate programs: MS in Math and MS in Statistics and Data Science. Those are both valuable programs to the state and we do not think it makes any sense to cripple them in favor of the PhD. Second, the national job market for Math PhDs is weakening, and potential students are aware of more financially rewarding opportunities. Third, US immigration policies, which have already affected MS enrollments, are expected to further reduce international PhD students from attending, or even applying. While we remain committed to the ideal of increasing enrollment, the only significant factor under UAF's control is additional TA support, and that has not been forthcoming.

Other feedback on our Student Learning Outcomes, suggest more "action" words and pointed out the phrasing of one was as a program outcome, and not a student learning outcome. We have modified these appropriately, though the substance of them remains the same.

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:

- 1) Master base knowledge to succeed as researchers and educators: This is assessed through completion of and performance in both required and elective coursework, as monitored by instructors and graduate committees, and performance in TA duties, as assessed by supervisors. (Note that a required teaching seminar is part of coursework, and advanced PhD students are often instructors of record for a course.) When needed, any of these may recommend remedial action, or termination from the program. However, in the time period of this report there were no substantial weaknesses reported.
- 2) Capability to conduct independent mathematical research: This is assessed by a hybrid written and oral qualifying exam focused on 3 topical areas, approved by the graduate committee and assessed by the examination committee. It is usually given at the start of the dissertation research. During the report period one student had a deficient performance, which was addressed by a repeat of part of the exam. A primary problem was the student's weakness in judging what material constituted a good response (key concepts rather than excessive technical details). While class work had given early indication of this problem, the student took an unusual break in their program, preventing adequate close advising and coaching in presenting subject matter. We will improve our communication to students on the nature and goals of the examination process, especially for students who have a pause their studies. Dissertation work for all graduates was judged as high quality, and all graduates had at least parts of the dissertation already accepted for publication by graduation.
- 3) Communication skills consistent with professional mathematical standard: This is assessed through two student talks to the department, one to present the dissertation focus early on, and one to present their main research conclusions at the end of the program, as well as the written dissertation and any pre-graduation publications. (Class presentations are viewed as training.) The graduate committee and department chair evaluate these, with feedback from other department members. While the student mentioned in (2) had some issues similar to those in their qualifying exam, they were less pronounced in their final talk. There were no other substantial weaknesses reported.

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 were made based on the SLOA. Although it would be desirable to have a 1-credit P/F course on professional communication, the department lacks sufficient staffing to run it. We hope that increased communication to students of our expectations, and improved mentoring by advisors, will sufficiently address the problems we saw in outcomes for a single student.

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:

We addressed the concerns expressed in the mid-cycle review by the CNSM review committee. This included reducing the outcomes to 3, focusing them more clearly on student impact, and explicitly incorporating some of the high-impact practices we already followed.

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:

As the PhD is a research-focused degree, our SLOA considers preparation for and training in research as Objectives 1 and 2.

While publications are not required pre-graduation, if they occur they are assessed in Objectives 2 and 3. Objective 3 focuses on communication in both oral and written form. All objectives encompass scholarly activities appropriate for a PhD.

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: No Change

Pass Rates: No Change

Student Credit Hours: No Change

Majors: No Change

Degrees Awarded: No Change

Other Trends (if applicable):

With a small number of students, we are unable to identify meaningful trends beyond the expected variation.

Achievement Disparities

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

Response:

With a small number of students, we were unable to identify any achievement disparities beyond the expected variation. In particular 2 of the 4 graduates were [REDACTED] and 2 of the 4 were admitted as [REDACTED] students. Of the 3 newly admitted students, 2 are [REDACTED], and 2 are [REDACTED] students.

Closing the Loop

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

Response:

The relationship of our SLOs and the HIPs has been described above. Of the four graduates, one has been employed continuously in visiting positions at research universities in the US, one (with family restrictions locally) is working as a project engineer, and one (who graduated in Summer 2025) is seeking employment. The fourth is believed to be teaching at a college, but did not respond to an inquiry. On a longer time frame, previous PhD graduates have been largely successful in obtaining faculty positions and pursuing research if they so choose.

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:

Mathematics is an integral part of any credible modern research university, providing core support for research in science and engineering broadly, as well as advancing the discipline of mathematics. Some of our graduate curriculum provides training for graduate students in science and engineering, in addition to supporting our MS and PhD program. Our faculty, who were in part drawn to UAF by the its graduate training opportunities, interact with faculty in these fields, providing expertise to which they would otherwise not have access. While PhD graduates enter a national job market that encourages movement away from Alaska, their accomplishments provide visibility and enhance the research stature of UAF at large.

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

Response:

There are no other graduate programs in Mathematics in the UA system, or in the state. Our faculty interact with the math faculty at UAA and UAS on programmatic issues, have taught some of these faculty in our remote graduate courses, and provide a graduate-program perspective on undergraduate curriculum design when consulted.

Who are your key community or external partners?

Response:

With mathematical research being a national and international undertaking, rather than local, our partner is the US research community. For the department as a whole, our main partners are: — UAF Baccalaureate Requirements - DMS provides mathematical training for all baccalaureate students at UAF, through general education mathematics courses; it also provides robust mathematical coursework for STEM students — Quantitative fields at UAF: DMS supports a large number of majors and disciplines, which rely on the program to provide a solid mathematical background to students in quantitative fields —Partnerships with Alaska Department of Fish and Game and US Fish and Wildlife: graduates from this department work at both agencies and we have informal partnerships, including working on shared data — Research Experience for Undergraduates: undergraduate students, from UAF and Outside, participate in research in the summer through an NSF-funded program — Partnerships with Biology and Wildlife: shared coursework (through Phylogenetics); Wildlife students regularly take statistics courses (including a steady stream of PhD students electing graduate credentials in DMS); research collaborations —FNSBSD: DMS BS and MS graduates who work in the school district are some of the strongest math teachers in the district and we maintain informal lines of communication, as well as current teachers who are upskilling through our graduate programs

What role do your services courses play, if any?

Response:

While our PhD program has no 'service courses', we do make accessible certain courses to graduate students in other fields. For instance, Optimization and Numerical Linear Algebra courses routinely have a substantial enrollment from other disciplines, such as Earth Systems Science, Physics, and Engineering. Mathematical Modeling is often taught focusing on Phylogenetics, and draws graduate students from Biology, Fisheries, Computer Science and Statistics.

In addition, the department provides extensive mathematical and statistical training for students across the university, which suppresses the calculation of majors/FTE in the Financial Data. Note that from the data provided by PAIR, about 90% of the student credit hours generated by DMS are for students who are majors in programs outside the department; this includes graduate service teaching and service teaching at the upper-division. DMS provides general education coursework in mathematics for all baccalaureate students as well as for many students in the AA and AS community college degrees (as well as a few in AAS and CT2 degrees). It provides required mathematical training for engineers (Calculus 1, Calculus 2, Calculus 3, and Differential Equations) meeting CEM's specialized ABET accreditation, as well as required mathematical coursework for computer science (including Discrete Mathematics and STAT 300 Statistics) and most natural science majors (including STAT 200 Introductory Statistics and STAT 401 Regression and Analysis of Variance, as well as various calculus courses, including a purely service Calculus for Life Sciences course). At the graduate level it also provides mathematical and statistical service courses. (Unfortunately, the numbers provided by PAIR do not split out service teaching by course level.) The two graduate certificates use our MS graduate courses, but are designed primarily to enable PhD students in other disciplines (e.g., biology, fisheries, wildlife, engineering, physical sciences) to obtain meaningful credentials. Several courses commonly used in these certificates (graduate Optimization, Numerical Linear Algebra) were in part designed for this purpose, with students from other graduate programs often outnumbering our own.

Finally, we offer a significant number of asynchronous online courses, to meet student needs for a variety of modalities, which increase overall enrollment, including students from around the country as well as ones in Alaska. While the majority are asynchronous 100- and 200-level courses, offered in part to support asynchronous degrees such as the BS in Biology and the BS in Fisheries, synchronous ones for more advanced topics are generally made available if there is demand, especially to graduate students outside of Fairbanks. In particular, we routinely offer our graduate statistics and mathematics courses synchronously by zoom to make sure that location-bound students across Alaska (and in the lower 48) can access graduate training in the mathematical sciences.

How do your graduates succeed after leaving the program?

Response:

To repeat the information given in "Closing the Loop" above, of the four graduates, one has been employed continuously in visiting positions at research universities in the US, one (with family restrictions locally) is working as a project engineer, and one (who graduated in Summer 2025) is seeking employment. The fourth is believed to be teaching at a college, but did not respond to an inquiry. On a longer time frame, previous PhD graduates have been largely successful in obtaining faculty positions and pursuing research if they so choose.

Submitter and Collaborator Names:

John Rhodes, Elizabeth Allman, Sergei Avdonin, Leah Berman, Alexei Rybkin, Gordon Williams

Submitter Email:

jarhodes2@alaska.edu

Committee Review

Program Name: Mathematics - Doctor of Philosophy

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 Consider |
| ☐ Address Achievement Gap Develop | ☐ Curricular Revisions Improve |
| ☐ Online Offerings/Options | ☐ 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 committee commends the program for its responsiveness to previous feedback and progress in refining SLOs and assessment approaches. The program demonstrates strong supervision and attention to student needs, with the narrative effectively documenting the success of recent graduates. The excellent interdisciplinary collaboration, particularly with Biology & Wildlife, further strengthens the research training environment.

The program updated the Student Learning Outcomes (SLOs) in response to recommendations received in the previous review cycle. The SLOs are well rounded and comprehensive, also including communication and presentation skills. They fit with the program's goals to educate the next group of researchers and educators that can effectively support research and engineering.

The committee recommends revising the PhD SLOs to clearly differentiate doctoral-level expectations from those of the MS program. Currently, all three SLOs are almost identical for the PhD and the MS program. For instance, while MS graduates are expected to attain "depth in selected topic areas", PhD graduates are expected to attain "significant depth in several topic areas". To clarify the distinction, the PhD SLOs should more explicitly articulate expectations for advanced depth of understanding, broader interdisciplinary knowledge, and demonstrated independence in research.

Moving forward, the committee encourages continued attention to increasing enrollment, a recommendation carrying over from the previous review. Given nationwide declines in mathematics PhD enrollment, the committee appreciates existing efforts to enhance retention and recruitment and recommends sustained, proactive strategies to address this ongoing challenge.

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 committee finds that the SLOs are assessed through appropriate and sufficiently diverse modalities, including committee oversight, departmental presentations and course-level examinations. The submission included a rubric for SLO #3, which contains suitable criteria for evaluating research communication.

However, the committee was unable to appraise its implementation or effectiveness, as the narrative did not specifically address it.

The committee had difficulty in distinguishing between the SLOA of the PhD and those of the MS program, as the wording is almost identical. In connection to the committee's recommendation of clarifying the distinction between the SLOs for the two programs, the committee suggests the program explain SLOA criteria and methods align with the PhD program's distinct expectations.

Student Success and Equity Feedback

Narrative:

Evaluation of student success and representation is challenged by the low enrollment numbers. Four students have graduated from the program since the last review cycle. [REDACTED] and [REDACTED] students are well represented, but the low numbers preclude a comprehensive assessment of trends or achievement gaps. Recent graduates have embarked in successful careers, with the vast majority in fields that directly relate to the MS degree program.

High Impact Practices Feedback

Narrative:

Four HIPs were identified in the submission, all of which align well with the SLOs. They are predominantly focused on research, as is appropriate for a PhD program. Only one HIP (publications) is addressed in the narrative, making it difficult for the committee to evaluate the scope, success, and integration of these practices. The committee recommends providing concrete criteria and specific evidence for all identified HIPs to support claims such as that the "objectives encompass scholarly activities appropriate for a PhD.

The program identifies a one-credit professional communication course as desirable, but staffing is currently insufficient for such a course to be offered. The committee recommends continued efforts to offer this course or related HIPs that support the student learning outcomes.

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 |

Reviewer Names:

Ellen Candler, Russ Hopcroft, Simon Zwieback (compiler)

Dean Review

Program Name: Mathematics – Doctor of Philosophy

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

The PhD in mathematics is unique to UAF in the UA system. Nevertheless, enrollment is still very low; few students graduate the program, and as pointed out by the department, employment opportunities in the US are limited and immigration rules from the federal government make recruitment difficult. Academically, this is a strong program that builds on the department's significant research strength, but it competes for resources (e.g., TA positions) with other graduate programs in the Department of Mathematics and Statistics. Only few faculty in the department actively mentor PhD students as major advisors. The fiscal sustainability of this academically strong program is a significant concern given low enrollment.

Recommendation to University-Wide Committee Yes

Vice Provost Review

Program Name: Mathematics – Doctor of Philosophy

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The assessment for the MS and PhD in Mathematics is nearly identical given the similarity of the programs. The program followed the guidance from the 2023 mid-cycle review and revised the SLOA and SLOs, which are very strong and appropriately assess graduate knowledge, skills, and abilities while allowing for differentiation between the MS and PhD (well done!). Three SLOs were provided, each with clear assessment procedures and implementation plans, including where in the curriculum assessments occur. Assessment criteria and procedures are documented, and the program included a presentation rubric. For future reviews, include all rubrics, artifacts, and data used to assess SLOs, and strengthen the narrative overview to clearly document outcomes for each SLO. The program noted no curricular changes and did not discuss curriculum strengths based on assessment findings, though it acknowledged the need for a professional communication course, which was not possible due to staffing limitations. Closing the loop on assessment is essential for NWCCU expectations and should include evidence for each SLO to demonstrate meaningful, evidence-based improvements.

The program reports successful graduation of four PhD students during the review period, with all dissertations judged to be high quality and at least partially published prior to graduation. Graduates secured positions aligned with doctoral training, including visiting research faculty roles, teaching positions, and STEM-related employment. [REDACTED] and [REDACTED] students constitute a substantial portion of recent graduates and new admits, but further discussion of [REDACTED] status, [REDACTED] students, and other underserved populations would be beneficial. Time-to-degree, qualifying exam timelines, and dissertation pacing are not addressed, though these are critical to doctoral success and funding equity. The program acknowledged the need for a professional communication course and should set tangible goals to implement this. Systematic tracking of alumni outcomes, career diversity, and long-term placement trends would strengthen future reviews.

The HIP section lacked sufficient evidence and detail to evaluate integration into the curriculum and alignment with the SLOA. It is recommended that the program revise this section to include more description and assessment points, and give greater attention to developing and documenting these practices.



Department Profile and Financial Data

Department Name: Mathematics and Statistics

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 have made a concerted effort to make our graduate courses on applied topics appropriate for graduate students in other departments (see "Service course" entry in program review document). One graduate course, on Mathematical Modeling, is often taught concurrently with an undergraduate version. There are no courses exclusively devoted to the PhD program, instead using courses designed for the MS program. Graduate advising of dissertations, theses, and projects does not count toward faculty workload in terms of reducing the amount of classroom teaching. The department supports 13 different academic programs (see below), but these extensively utilize shared courses. For example, the BA and BS in mathematics, as well as the three accelerated programs, use exactly the same collection of MATH and STAT undergraduate courses. The three undergraduate minor programs (Mathematics; Statistics; Applied Statistics) use a subset of the major courses. Students in the first few years of the Math PhD and students in the Math MS program also draw from the same courses. When possible (e.g., Mathematical Modeling when taught as Mathematical Phylogenetics) we offer concurrent undergraduate and graduate versions of the same course with one instructor receiving credit for teaching one course.

In addition, the department provides extensive mathematical training for students across the university, which suppresses the calculation of majors/FTE in the Financial Data. Note that from the data provided by PAIR, about 90% of the student credit hours generated by DMS are for students who are majors in programs outside the department; this includes graduate service teaching and service teaching at the upper-division. DMS provides general education coursework in mathematics for all baccalaureate students as well as for many students in the AA and AS community college degrees (as well as a few in AAS and CT2 degrees). It provides required mathematical training for engineers (Calculus 1, Calculus 2, Calculus 3, and Differential Equations) meeting CEM's specialized ABET accreditation, as well as required mathematical coursework for computer science (including Discrete Mathematics and STAT 300 Statistics) and most natural science majors (including STAT 200 Introductory Statistics and STAT 401 Regression and Analysis of Variance, as well as various calculus courses, including a purely service Calculus for Life Sciences course). At the graduate level it also provides mathematical and statistical service courses. (Unfortunately, the numbers provided by PAIR do not split out service teaching by course level.) The two graduate certificates use our MS graduate courses, but are designed primarily to enable PhD students in other disciplines (e.g., biology, fisheries, wildlife, engineering, physical sciences) to obtain meaningful credentials. Several courses commonly used in these certificates (graduate Optimization, Numerical Linear Algebra) were in part designed for this purpose, with students from other graduate programs often outnumbering our own.

Finally, we offer a significant number of asynchronous online courses, to meet student needs for a variety of modalities, which increase overall enrollment, including students from around the country as well as ones in Alaska. While the majority are asynchronous 100- and 200-level courses, offered in part to support asynchronous degrees such as the BS in Biology and the BS in Fisheries, synchronous ones for more advanced topics are generally made available if there is demand, especially to graduate students outside of Fairbanks. In particular, we routinely offer our graduate statistics and mathematics courses synchronously by zoom to make sure that location-bound students across Alaska (and in the lower 48) can access graduate training in the mathematical sciences.

Associated Programs

Program Name	Degree Type
Mathematics (Mathematics Concentration; Statistics Concentration)	BS
Mathematics (Mathematics Concentration; Statistics Concentration)	BA
Mathematics / Statistics and Data Science—Accelerated	BS/MS
Mathematics / Mathematics—Accelerated	BS/MS
Mathematics / Secondary Education	BS/MEd
Mathematics	MS
Statistics and Data Science	MS
Statistics	Graduate Certificate
Applied and Computational Mathematics	Graduate Certificate
Mathematics	Minor
Statistics	Minor
Applied Statistics	Minor

Collaborator Name(s):

Collaborator Email(s):

lwberman@alaska.edu



Financial Data

Department Name: **Mathematics and Statistics**

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	5943	6845	6954	Provided in SCH tab in the student success data provided by PAIR.	
Service SCH	5371	6319	6507	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	18.895	18.735	19.96	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	315.19	365.36	348.40		
Service SCH per Department FTE	284.86	337.28	326.00		

Majors in Programs	68	60	56	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	18.895	18.735	19.96	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	3.61	3.20	2.81		

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	322.5	258.5	244.5	Department faculty's workload units assigned to teaching
Service Units	64	56	69	Department faculty's workload units assigned to service
Research Units	154.5	183.5	106.5	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	13.47	13.34	13.81	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	1.175	1.275	1.4	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	0.92	0.92	0.92	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	3.29	3.2	3.83	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Department FTEs	18.895	18.735	19.96	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)

Additional Comments:

The department is unable to verify the accuracy of the financial data listed here, especially the restricted income categories; we are not sure why FY24 is showing a surplus or why the deficit for FY25 was so large. We are concerned with the meaningfulness of the computation "majors per department FTE" and "SCH per departmental FTE" since graduate students — the primary type of student being assessed in this full program review — are counted both in the numerator, as "majors" or "SCH producers" and also in the denominator, as "departmental FTE". We just don't understand what the point of this computation is. For determining adjuncts, we hire graduate students to teach courses over the summer, but I counted them as "adjuncts" for summer teaching. Continuing faculty who were teaching classes in the summer were not counted under "adjuncts" although these contracts were outside their standard workload. To compute Grad Student TA/RA FTEs, we summed the total number of hours worked by students in 'GN' status and divided the total by 52*40 = 2080.

Information last updated by: Laycie N. Schnekenburger, Leah Berman (10/19/25; updating FTE numbers)

Date: 9/26/2025