UNIVERSITY of ALASKA
Many Traditions One Alaska

Faculty Alliance
February 2015 Retreat Schedule

Dates: Friday, Saturday, Sunday February 20-22

Retreat Location: Anchorage, Alaska – UAA Administration Building, Room 204

Meals Catered:
Saturday, February 21: Breakfast, Lunch
Sunday, February 22: Breakfast

Day 1: Friday, February 20		***SAF****
6:00-6:30 pm	Retreat schedule overview, revision, adoption	
6:30-8:30 pm	Dinner with Regents Anderson, Davies, Heckman, Parker and Teuber at Namaste Shangri-La, 2446 East Tudor Rd.	
Day 2: Saturday, February 21		
8:00-8:30 am	Breakfast in Admin Bldg 204	
8:30-10:00 am	Toward a UA faculty vision for the UA system	1-5
	• Incorporating the McTaggart and Fisher reports • What UA Faculty need in next UA President	5
10:00-11:00 am	President Gamble remarks on budget, general education	1
11:00-noon	UA GERs: status and future, 120 credit-hour target, extending UA into Alaska's high schools	1, 2
noon-1:00 pm	Lunch in Admin Bldg 204 (with UAA interim Provost?)	
1:00-2:00 pm	Answering the Governor's call for partnership: how can UA faculty improve responsiveness and transparency between UA, communities, and agencies?	3
2:00-3:00 pm	Faculty Alliance and Governance involvement: how can we be more effective and efficient?	3
3:00-3:30 pm	Transferability transparency: WICHE Passport communication	1
3:30-4:00 pm	Common +/- grading system	1
4:00-4:30 pm	Common calendar report, issues	1
4:30-5:00 pm	Minimum Baccalaureate Admission Standard in University Regs	1
5:00-6:00 pm	Decompress, freshen up	
6:00-8:00 pm	Dinner at Diane's House, 4218 Chelsea Way (907) 360-9809	
Day 3: Sunday, February 22		
8:00-8:30 am	Breakfast in Admin 204	
8:30-9:30 am	College and Career Readiness: the UA Faculty View	2
9:30-10:00 am	Course Management System future, update	1
10am-noon	Business meeting—agenda TBA, likely including votes on	
	• Minimum Baccalaureate Admission Standard	1
	• Common +/- grading system	1
	• UA core values	5
	• Student code of conduct	1
	• College & Career Readiness definition	2

*Shaping Alaska's Future Theme

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Planning the Future:

Streamlining Statewide Services in the University of Alaska System

Prepared for the
Office of the President
University of Alaska

Dr. Terrence MacTaggart
Brian Rogers

February 1, 2008

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Executive Summary

Over the past decade, the University of Alaska System has developed into a remarkably high performing organization. Under the strong leadership of its president, the System has defined and implemented a vision that links the universities with the most important aspirations of the people of the state. This "public agenda" along with the president's communications skills and the commitment of faculty and staff at the universities have resulted in unprecedented levels of financial support from the legislature. Thanks to well-placed political representatives in Washington, D.C., the System has also garnered substantial federal investment. The additional resources from state and federal sources, plus tuition increases, have led to increases in programs and services at the system level that are unparalleled in the history of the state.

Recognizing that this rate of increasing government investment may drop off in the next few years, the System commissioned a review of Statewide offices and functions with an eye toward reducing their costs. There are several rationales for this study. Following a decade of unprecedented public investment in academic programs and services in support of the economic, social and cultural life of the state, many observers believe that there will be fewer state and federal dollars available in the near future. Thus it seemed prudent to engage outside experts with substantial experience in Alaska higher education to objectively review the System's Statewide services for, broadly speaking, efficiency and cost-effectiveness. In addition, some policy makers and others have questioned the costs of the central administration, irrespective of the available resources. Again, an external review of Statewide operations seemed a useful way to dispassionately respond to these expressions of concern. Finally, it is a widely recognized best practice to periodically review administrative operations with an eye toward making them less costly and more effective. After all, the business of higher education is education. The university exercises its responsibility for ensuring a prudent approach to administrative costs by commissioning this review.

During the course of October and November 2007, we interviewed administrative leaders at the System and campus levels, as well as current and former Regents. Along with an Advisory Committee we conducted open hearings during which the vice-presidents and directors of all the major Statewide units reported on their areas of responsibility and responded to questions from members of the Advisory Committee and the consulting team.

The gist of the recommendations is that the core virtues of the System would remain, but that operations could be conducted at lower cost and with greater collaboration with the campuses. A streamlined UA System would retain the critical strengths that have made it so successful over the past decade. Strong executive leadership, the clear public agenda so consistently articulated by that leadership, stringent fiscal management, and the readiness to engage in critical self-appraisal and create change based on those assessments would remain distinguishing features of the UA System.

But some things would change. There would be a clearer understanding among all parties of the division of authority and responsibility between Statewide and the campuses. The division we have suggested — governance, service and program functions—may be useful template in clarifying these distinctions. The central administration would be a more lean operation with fewer staff and lower overall costs. There would be more conversations among campus and System leaders earlier in the process of decision-making. This more integrated model of arriving at strategic and operational policy decisions does not diminish the executive authority of the president, but it does ensure more dialogue before policy and administrative choices are made. Our recommendations are intended to assist this high performing system to continue its exemplary service to the people of Alaska in a time when there may be fewer resources to carry out that noble purpose.

Introduction

In October 2007, the University of Alaska System contracted with two consultants, Dr. Terry MacTaggart and Mr. Brian Rogers, principal consultant at Information Insights (an Alaska-based consulting firm) to review the organizational structure of the System's Statewide offices and operations. The System asked MacTaggart, the former system head of the Minnesota State University System, the University of Maine System and the author of many publications dealing with system organization, to serve as lead consultant for the project. Rogers, former member and chair of the University of Alaska Board of Regents and former vice president for finance for the System, co-authored the report, and his company, Information Insights, Inc., provided logistical and informational support. Appendix A provides professional biographies of both consultants.

There are several rationales for this study. Following a decade of unprecedented public investment in academic programs and services in support of the economic, social and cultural life of the state, many observers believe that there will be fewer state and federal dollars available in the immediate future. Thus the president's office determined it prudent to engage outside experts with substantial experience in Alaska higher education to objectively review System services for, broadly speaking, efficiency and cost-effectiveness. In addition, some policy makers and others have questioned the costs of the central administration, irrespective of the available resources. Again, an external review of Statewide operations seemed a useful way to dispassionately respond to these expressions of concern. Finally, it is a widely recognized best practice to periodically review administrative operations with an eye toward making them less costly and more effective. After all, the business of higher education is education. The university exercised its responsibility for ensuring that administrative costs are kept to the minimum necessary by commissioning this review.

During the course of October and November 2007, we interviewed administrative leaders at the System and campus levels, as well as current and former Regents. Along with an Advisory Committee (whose membership is listed in Appendix B), they conducted open hearings during which the vice-presidents and directors of all the major Statewide units reported on their areas of responsibility and responded to questions from members of the Advisory Committee as well as the consulting team. Appendix C contains the schedule of interviews and hearings.

The consultants also discussed Statewide services with System officers as well as campus leaders in private settings and in confidence. We guaranteed that while some of the ideas presented in these private meetings would find their way into the report, we would not connect any specific comments with the name or office of the individual who voiced them.

The consultants and the Advisory Committee also reviewed dozens of reports, studies, commentaries, and university financial records. The input to this report, then, included substantial public testimony and discussion; private meetings to probe more deeply on

particular issues; volumes of other external reviews and internal reports; and our own sense of what makes for the most effective System leadership and management.

The Advisory Committee represented faculty and staff and commented on the draft report and recommendations.

The Questions We Asked

The consultants pursued the following questions during the open sessions as well as in the more private discussions with University officers:

- What are the major officers, functions and initiatives of the System currently? Of these, which are essential to fulfilling the Regents' legislative and constitutional responsibilities for fiduciary and academic oversight, and which are more discretionary? Among the essential functions, which, if any, can be conducted at lower cost or more effectively?

- Of the more or less discretionary functions, we found it important to distinguish those which serve an important educational support function from others that are less critical, or have outlived their usefulness or simply don't work. Relevant questions here include:

    1. Is this function, program or service so effective and important to the educational or research mission that it should be retained?
    2. Can it be conducted in a less costly, more effective way?
    3. What would be the consequences of locating the service at a campus rather than in a System office in Fairbanks or Anchorage?
    4. What are the pros and cons of outsourcing this function to a non-university provider?
    5. What would be the consequences of discontinuing this function, program or service?

The people we spoke with were not shy in expressing opinions beyond the scope of these questions. A clear majority of campus officials expressed concern, and often dismay, on what might be best summarized as the *working relationships and communications* between some System staff and the campuses. We did not seek out these views, but came to feel that perceptions of the quality of communications and relationships are so important to effective management of the System, that they deserved to be noted.

Characteristics of High Performing Systems

What separates high functioning systems of colleges and universities from those that are merely adequate? Our experience is that the best systems, regardless of their structures, feature seven important attributes. The following list of characteristics of high performing systems derives from the literature on successful organizations generally and the authors' own experience with what works best in system administration.

1. Strong Executive Leadership

The senior leader of the most effective systems—be the title president, chancellor, or commissioner—are politically adroit, credible, imaginative in linking public needs with academic capacity, and strong willed. The senior executive heads a team with a few, able, tough minded players. The essential roles are chief financial and operations officer, chief academic officer, and a person to provide leadership in student affairs. Other critical members of the leadership team include system legal counsel, the chief of human resources management and increasingly a chief information officer. In the most effective systems, trustees are deeply engaged in setting strategic policies, but leave the implementation and the politics up to their senior executive.

2. A Simple, Clear Public Agenda

Historically, systems were formed to plan, coordinate, respond to legislative inquiries and provide some equilibrium among competing regions of the state. For the past decade and a half, the best systems have asserted leadership in the most critical economic (and to a lesser degree social and cultural) issues facing their states. Many systems erect a "public agenda" for the system and the component institutions that focuses on economic development, workforce preparation, commercializing university-based research, sustaining communities, and providing a more seamless linkage with the schools. This agenda, often developed through a grassroots process of meetings with community leaders as well as ordinary citizens, underpins the funding request to the legislature, and indeed has become a fundamental goal of most systems.

3. Fiduciary Capacity

Effective systems harbor the administrative capacity to carry out the core fiduciary responsibilities entrusted by the state to the governing board. Usually, this means strengths in the areas of budgeting, finance, legal affairs, human resource management, academic affairs, information technology, and political and public advocacy. This resource management role includes not only the oversight and audit functions, but leading processes to ensure that resources are allocated fairly and consistently with public needs. The best systems effectively balance a purely rational approach to distributing resources with the practical wisdom that acknowledges the political clout of institutions and the regions they serve.

4. Clarity of Responsibilities and Authority

The most effective systems have achieved clarity of understanding of the roles, responsibilities and authority of the campus and the central administration. While "who does what" and "who decides" may be spelled out in administrative policies, these understandings are also widely understood and accepted, if sometimes grudgingly.

5. Models of Frugality

The best systems are highly disciplined in their use of resources, recognizing that their function is to support the colleges' and universities' educational efforts and that administration is not an end in itself. Effective systems resist the temptation to step into the education business by offering academic programs themselves, except to get a new effort involving several institutions off the ground and then only for a defined period of time.

6. Integral Decision-making

While the most adroit systems enjoy strong, decisive executives, the *process* leading up to making decisions is a highly collaborative one. Campus executives are systematically consulted. Periodic retreats to engage in strategic planning, to address major problems and evaluate current practices are the norm. Dissent from campus leaders and within the system during these discussions is accepted as a healthy component to arriving at good decisions and in securing buy-in. In the most effective systems, working relationship are described as cordial, friendly, and mutually respectful.

7. Critical Self-Appraisal and Change

The best managed systems periodically secure external evaluations of how they conduct their business and whether they are doing the right things. They seek unedited reviews of their core functions. They also stay alert to how changing political, economic and social realities demand changes in system behavior. Recent downsizing of the central administrations in Maine, Missouri and California in response to public criticism of system costs as well as reduced resources illustrate this kind of responsiveness.

Comparisons with Other Systems

Effective systems of higher education in the U.S. display nearly infinite variety in terms of the number of constituent institutions, enrollment, budget, locus of authority, relative reliance on rules and regulations versus less formal relationships, and costs. There is no one template that works in all states under all conditions. Having said that, comparing the UA System with others in the lower 48 helps to raise questions about the relationships between size (number of institutions, enrollment), organizational complexity, decision-making processes and relative system costs.

Size and Complexity

Systems designed to govern, coordinate and lead public colleges and universities in the United States come in all shapes and sizes. The State University of New York (SUNY) is the largest with some 64 institutions enrolling 400,000 students. At the other end of the spectrum, the Vermont system is comprised of 5 state colleges with a combined enrollment of less than 12,000 students.

Figure 1 on the next page compares operating budgets per student for the UA System and six of its peer institutions. The UA Office of Institutional Research identifies three peer systems with less than 30,000 FTE students – Maine, Montana and Southern Illinois – and seven peer systems with 30,000 to 60,000 FTE students, of which four – Massachusetts, Nebraska, Hawaii and Colorado – are shown in the figure.

Among the eight institutions shown, Alaska's $17,100 state appropriation per FTE student is highest, but only two percent above Colorado's $16,900. The total operating budget of $42,200 per student is also highest, but again only four percent higher than Massachusetts' $40,700 per student.

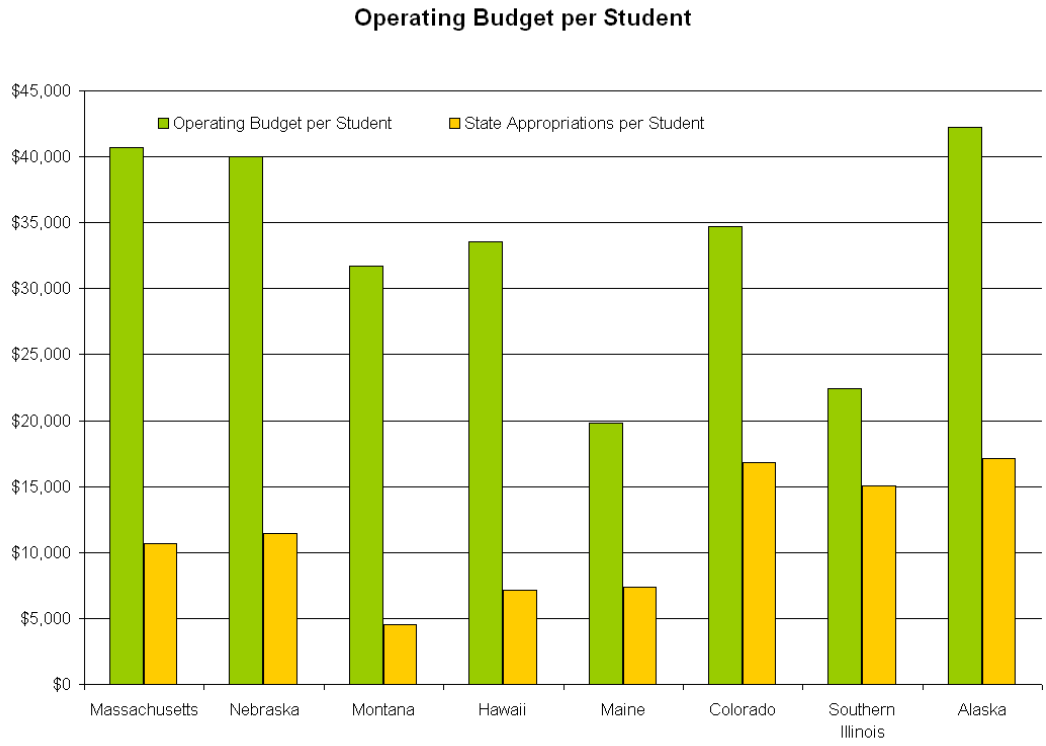


Figure 1 Operating Budget per Student

With three universities, the University of Alaska System would appear at first glance to be a relatively simple organization. However, because of the distinctive missions of each of the universities, the community college functions embedded in various ways in each, the shear geographic reach of their service areas, the extensive distance education network, the number of separate bargaining units within the System, the ethnic and cultural diversity of the state and the cost of doing business in a state this large with its climatic and geographic extremes, the University of Alaska is anything but organizationally simple.

Authority and Working Relationships

Systems also vary greatly in the degree of authority of the central administration, their relative reliance on rules and regulations to ensure compliance and the character of the working relationships among players within the organization. The SUNY System is notorious for its bureaucracy, multiple layers of authority, and Dickensian levels of obscurity when it comes to getting a decision made. Others Systems like those in Maine, the Southern Illinois University System and Vermont rely more on informal relationships and interactions to get their business done.

The University of Wisconsin System with 26 institutions ranging from the internationally recognized flagship in Madison to the generally superior regional universities to the network of two-year centers spread across the state concentrates authority in the system

office of the president. Yet the working relationships within the system are cordial, and mutually respectful. There is no question where the ultimate authority lies, but there is high level of campus participation upstream before policy decisions are presented to the Regents for action. Much the same can be said for the high functioning well regarded University of North Carolina System.

The locus of authority within the University of Alaska System, for reasons partially explained in the Points of Inflection section below, lies with the central administration in the Butrovich Building. Alaska shares the penchant for centralized leadership and control with systems in New York and Wisconsin, among others. We will comment later in the report on perceptions of decision-making processes and working relationships within the Alaska System.

Responses to Reduced Resources

Unfortunately, there are no reliable studies comparing system costs across the fifty states. Thus we cannot do a table of standard costs of systems in light of their number of component institutions, enrollment, or structure. This lack is explained by the immense variety of system structures, the fact that some systems present their total costs as a separate line item while others provide less clarity, and resistance on the part of some of these agencies to participate in comparative studies.

However, there are lessons to be learned from the experiences of systems in reducing their operational costs. The chief models for reducing administrative costs are summarized below.

The three main approaches to reducing overall system costs are consolidation, privatization, and reduction. Consolidation requires the merging of campuses as illustrated by the merger of several two-year campuses in Minnesota or the subordination of smaller campuses under larger ones, as occurred in Montana with the clustering of regional campuses under the two larger universities. During its most recent restructuring, Alaska pursued this model by locating the community colleges under the three regional universities. It is unlikely that further consolidation is either politically or managerially feasible in Alaska. Thus further campus consolidation is not an option.

A variant on the consolidation theme is to aggregate administrative functions, rather than campuses, either at a central location in the System office or at one of the institutions. The University of Maine System attempted this approach during a period of centralization from 2002 to 2005. South Dakota recently completed an initiative to capture scale economies by consolidating administrative functions. The South Dakota model involved at least temporarily reducing campus personnel in human relations, admissions processing and information technology in order to enhance the system capacity to offer these services centrally. Officials in South Dakota report that they believe this effort reduced costs. They also surmise that the campuses have in fact replaced some of the staff, resulting in some duplication of effort. Since the effort in Maine did not include a reduction in campus personnel, the System has not realized any

net savings, and likely increased total administrative costs. The last few years have witnessed substantial consolidation of services in the UA System's Fairbanks headquarters. The benefits have been greater consistency of service, but central administrative costs have risen as well.

Privatization in its purest form is turning to non-governmental organizations to provide functions historically conducted by governmental entities. In a more general sense, creating independent nonprofit enterprises to fulfill public functions represents another form of privatization. Oregon pursued the second option when it removed its health science center from the state's university system, granted it administrative independence from state control, and drastically reduced its funding. While the UA System has occasionally turned to outsourcing for specific administrative functions requiring specialized technical talent, it has not outsourced its core educational and research functions. What worked in Oregon with health sciences would likely not be successful in Alaska due to the relatively small market for higher education services and the lack of any independent institution with the capacity to replace Alaska's higher education institutions.

The third and more common option is to review administrative functions with an eye toward reducing or eliminating them, or transferring some of the functions to campuses with the capacity to manage the service. Following the effort to save through the consolidation mentioned above, the University of Maine System engaged in this process and reduced central costs by $2.6 million or about 11 percent. That System is about to engage in a second round of reductions aimed at reducing central costs by another five percent. In 2004, the Oregon University System undertook a dramatic downsizing of its central office, which led to the elimination of over 100 positions (from 187 to 82). This shift included the transfer of some 35 positions from the central office to Oregon State University for implementing the BANNER information system for all the universities and the central office.

This report follows the third model of seeking cost reductions following a review of administrative functions. As noted above, Alaska has consolidated its major campus units, and further aggregation of campuses holds little promise. Large-scale privatization of the sort accomplished in Oregon is unlikely to work in Alaska's competitive landscape. The only practical alternative at this point is to patiently review, analyze and prune or transfer central functions and costs.

Budget Growth and Constraints

The University's Budget

The University of Alaska has seen three periods of significant budget growth in the post-statehood era.

The discovery of oil at Prudhoe Bay in 1969 brought new wealth into a small state government, which responded with significant increases in budgets for education, at both the K12 and post-secondary level. At the time, the University of Alaska was its Fairbanks campus, with community colleges in Anchorage, Juneau and Ketchikan, some university courses in Anchorage and some extension programs. The state budget expansion of the early 1970s brought new campus buildings, new community colleges, and establishment of the University of Alaska at Anchorage.

While state money was flowing to the university, its fiscal control systems weren't keeping up with the more complex institution. Following the failure of a university bond issue in 1976, the university found itself with significant cash flow problems, poor accounts receivable management, and an inability to fully account for its financial performance. The state administration and legislature responded by clamping down on the university, requiring new financial controls and segregation of funds between campuses and among functions within campuses. One result of the 1977 troubles was the establishment of firm financial controls for the whole university in the System office. In many ways significant aspects of the System office of today reflect the control tone set by the problems of 30 years ago.

In 1979 oil prices skyrocketed. Over the following two years, the university budget blossomed again, rising as much as 40 percent in a single fiscal year, and new buildings were added throughout the System. Unfortunately, what goes up usually comes down, and in 1986 oil prices crashed, resulting in a $25 million reduction in the FY87 UA state appropriation, a whopping 15 percent reduction in a single year. The Regents cancelled capital projects to generate enough cash to avoid financial exigency, and directed the administration to retrench, ultimately restructuring the System to its current configuration of three multi-campus, multi-mission institutions and a Statewide administration.

In the ten years following System restructuring in 1988, state appropriations were essentially flat, allowing growth in only those areas that could find other sources of funding, including growing tuition income.

On his arrival as president in 1998, Mark Hamilton characterized the years following restructuring as the UA System's "decade in the desert," and proceeded to lead the System out of the desert. In the following ten fiscal years, the UA state appropriation increased each year, up to 14 percent in a single year. Non-state funds increased by as much as 21 percent in a single year. From FY99 through FY07, actual spending of state appropriated funds grew by 73 percent, and of non-state funds by 89 percent. Without a

doubt, this is the best consistent positive budget growth for the UA System since statehood, and is one of the longest runs of consistent budget growth in American public higher education.

Future Constraints

The outlook for the future is less rosy; and the university may need to prepare for tighter times. A variety of factors are coming together that increase the probability of flat funding, or perhaps even budget declines.

At the state level, declining state oil production will over time reduce the ability of the state to meet increasing budget needs. While the production decline is ameliorated in the short term by record high oil prices and the significant recent tax increase, the state administration is talking of budget problems within five years. And lower oil production will, over time, reduce the donations by BP Exploration (Alaska) and Conoco-Phillips made under their 1998 Compact commitment.

At the same time, the federal picture isn't looking good. Federal budget constraints caused by the demands of the Iraq war are likely to hit research spending; Congress is tightening the earmarking process; and Alaska's delegation has warned of diminishing ability to direct funding for Alaska priorities. Tighter budgets are also affecting the indirect cost picture, as the federal climate is to cap or reduce indirect rates.

The university has few opportunities to make up for flat or falling state and federal funds with other fund sources. Tuition rates have increased in the past decade at rates exceeding inflation, leaving little headroom for significant growth beyond inflationary increases in the future. As interest rates fall, university interest income also falls. On a very positive note, charitable gifts and donations to the university are increasing significantly, but these funds are unlikely to become a major source of operating revenue in the near term.

The combined effect of these potential budget constraints is an increased likelihood that the UA System will need to be increasingly frugal, with increased need to reallocate funds from low priority programs to meet its priorities for growth. The System office that has guided the remarkable growth of the university's programs and services in the last decade will need to be retooled to guide the System in a time of scarcity. This examination of the System office provides an opportunity to begin that process of examination, reallocating System office funds and functions to the highest System priorities.

System Office Roles

Our examination of the System office found three very different roles in the university's Statewide Major Administrative Unit (MAU):

- System governance – the portions of Statewide that have fiduciary responsibility for UA as a corporate entity, maintaining the constitutional, statutory and regulatory responsibilities for the System set by the state and federal governments, and the policy requirements set by the Board of Regents;
- Statewide services – the portions of Statewide that are established to provide central administrative services for the entire System for reasons of economy of scale, efficiency or effectiveness;
- Statewide programs – the portions of Statewide that deliver academic, research or public service programs on a statewide basis.

We find that virtually everyone involved understands the requirement of the fiduciary governance role of the System office, and we have few recommendations to make for change to the functions therein.

In the Statewide services arena, there is room for honest disagreement about centralized versus decentralized services, and whether each of the central services can be provided at lower cost, higher efficiency, or higher effectiveness. And there is room for disagreement as to when lower cost is more important than higher effectiveness. That said, there are several choices that can be made for any administrative service:

- Centralized Statewide – the service can be provided by the System office on behalf of all campuses
- Centralized Lead MAU – the service can be provided by one MAU on behalf of all the MAUs
- Centralized Consortium – the service can be provided by a consortium formed by the MAUs
- Decentralized MAU – the service can be provided at the MAU level by each of the MAUs, without coordination between MAUs
- Distributed – the service can be provided at the campus level within each MAU, without coordination between campuses or MAUs
- Outsourced – the service can be provided by the private sector
- Ignored – the System office can ignore whether the service is provided or not
- Discontinued – the service can end
- Hybrid – the service can be provided by a hybrid of one or more of the above choices

Our examination raised several questions that go beyond the basic tradeoffs among cost, efficiency and effectiveness. For example, which delivery mode is best suited to the nature of the service being delivered? Do Statewide services display a sufficient degree

of customer orientation when the campus is the customer? Have some Statewide functions that began as a service morphed into control functions?

The third Statewide role, responsibility for administration or delivery of academic and research programs, was the most problematic. We admit our bias going into this work, that the administration and delivery of academic, research and service programs belongs in the accredited academic institutions, the campuses. We see a clear planning role at the System office – of coordination, adjudication of competing claims for program resources, of academic planning and quality control.

Other key roles for the System office in academic programs include:

- As incubator, or initiator, of new Statewide academic programs, with a clear plan to transition the program to an MAU or campus
- As a receiver, when a campus program is failing and the campus is unable to perform its mission, with a plan to transition the program back to an MAU or campus
- As a transition, for programs that are within the UA System but are being readied for movement outside the System to a state agency or nonprofit, or for programs transferred from a state agency or nonprofit pending the decision on which campus or whether the campus should take on the function
- As a budget holder, to ensure a single MAU doesn't cut back on program delivery outside its core service area during a time of retrenchment without the concurrence of the other MAUs or president, but actual program delivery should be by an MAU or campus.

Reduction in the size and scope of the System office can come in three ways:

- Reducing the function at the System office
- Transferring the function from System office to MAU or campus
- Eliminating the function from the System office

Those recommendations we make that affect budgets generally fall into the first two categories.

System Office Budget Growth

An examination of the relative growth of units within the University System shows that the System office has grown at a more rapid rate than that for the UA System as a whole. As shown in Figure 2, in total funds, the Statewide budget grew from FY99 through FY07 by roughly 225 percent, compared to a growth of other units averaging 170 percent. Figure 3 shows a similar trend in state appropriations, as Statewide's general fund budget grew over the same period by about 210 percent compared to 170 percent in other units.

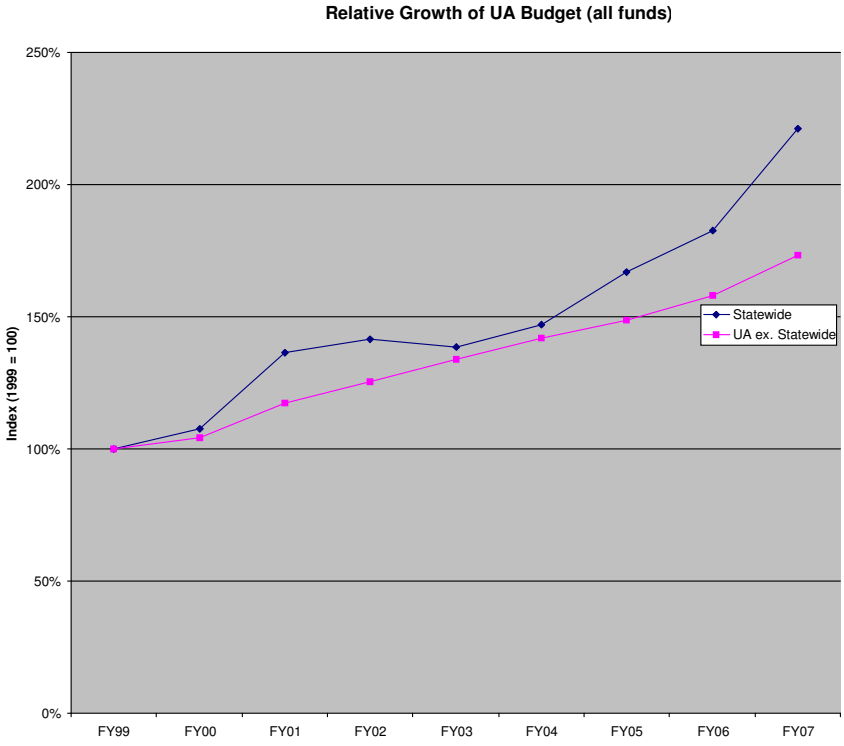


Figure 2 Relative Growth of UA Budget (all funds)

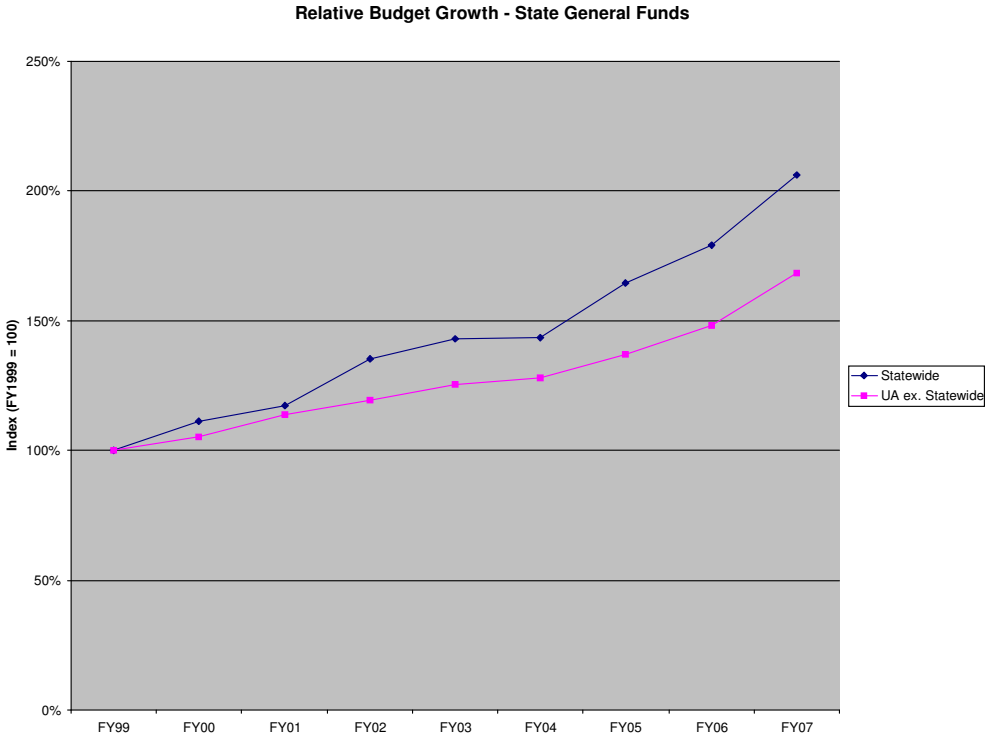


Figure 3 Relative Growth of UA Budget - General Fund

The result of this growth can be shown in the following Figure 4, showing the Statewide share of total funds and of general fund, growing from about 6.2 percent of the UA total budget (6.3 percent of general funds) to about 8 percent (7.7 percent of general funds).

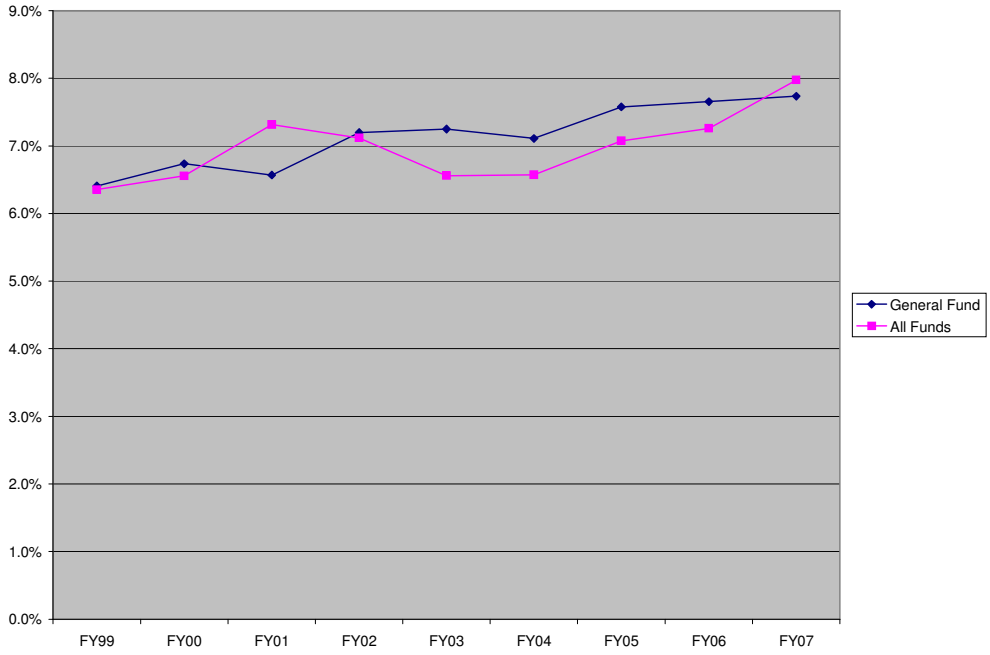


Figure 4 Statewide Share of UA Budget

The increase in the System office's percentage share of the UA budget represents about $15 million more in total FY07 spending ($5.2 million in general fund appropriations and $9.8 million in other funds) than would be the case if the Statewide MAU had the same percentage in FY07 as in FY99.

This look at the total System office budget masks the true growth, however. As mentioned earlier, we examined the System office in three different, but somewhat overlapping, categories:

- System governance – the portions of Statewide that are responsible for UA as a corporate entity, maintaining the constitutional, statutory and regulatory responsibilities for the System set by the state and federal governments, and the policy requirements set by the Board of Regents;
- Statewide services – the portions of Statewide that are established to provide central services for the entire System for reasons of efficiency or effectiveness [recognizing that some central services can be or are being provided by one institution for the other institutions, while others are provided by the System office];

- Statewide programs – the portions of Statewide that deliver academic, research or public service programs on a statewide basis.

When we analyze the Statewide budget among these three categories, it becomes clear that the majority of recent growth has been in the third category – the delivery of statewide programs, as shown in Figure 5 below.

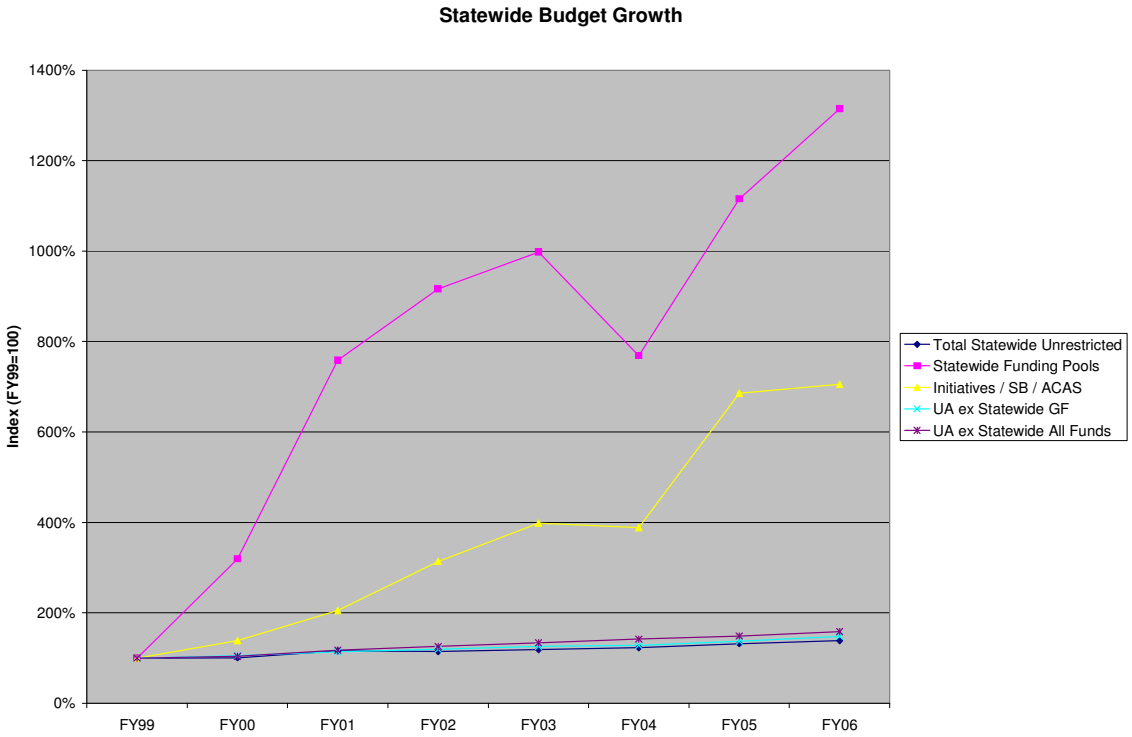


Figure 5 Unrestricted Statewide Budget Growth by category

This figure demonstrates that the largest percentage growth of the System office budget has been in the areas of Statewide Funding Pools, Initiatives, Staff Benefits, and the Accountability and Sustainability processes. Major portions of this funding are shared with campus programs, and do not represent growth of the System office governance or service functions.

The following figures show growth in System offices by functional area. Figure 6 shows growth on a percentage basis among the Statewide offices. The highest percentage growth areas have been Academic Affairs, Planning and Budget, and University Relations, each of which exceeded the average growth of the university as a whole. The smallest percentage increases were in the areas of President/Board of Regents/General Counsel, Information Technology, and Administration, each of which lagged behind the average growth of the university as a whole.

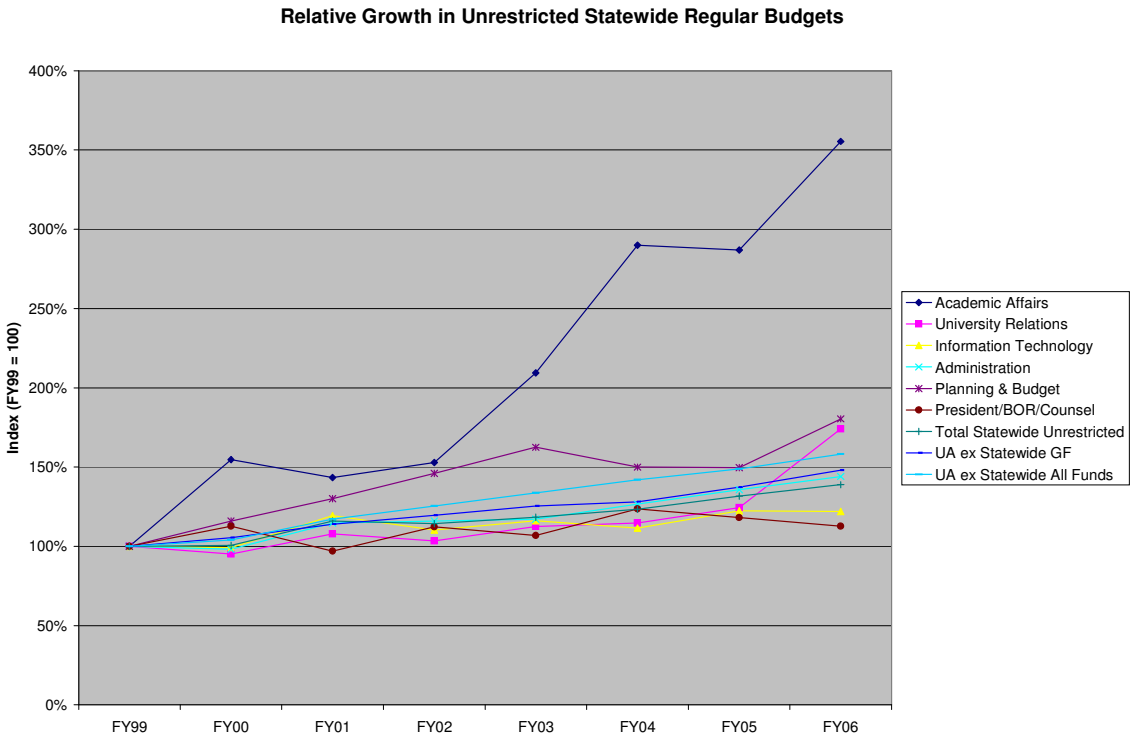


Figure 6 Unrestricted Statewide Budget Growth by function

Figure 7 shows budget trends in the largest Statewide functional areas – those with annual budgets exceeding $1 million.

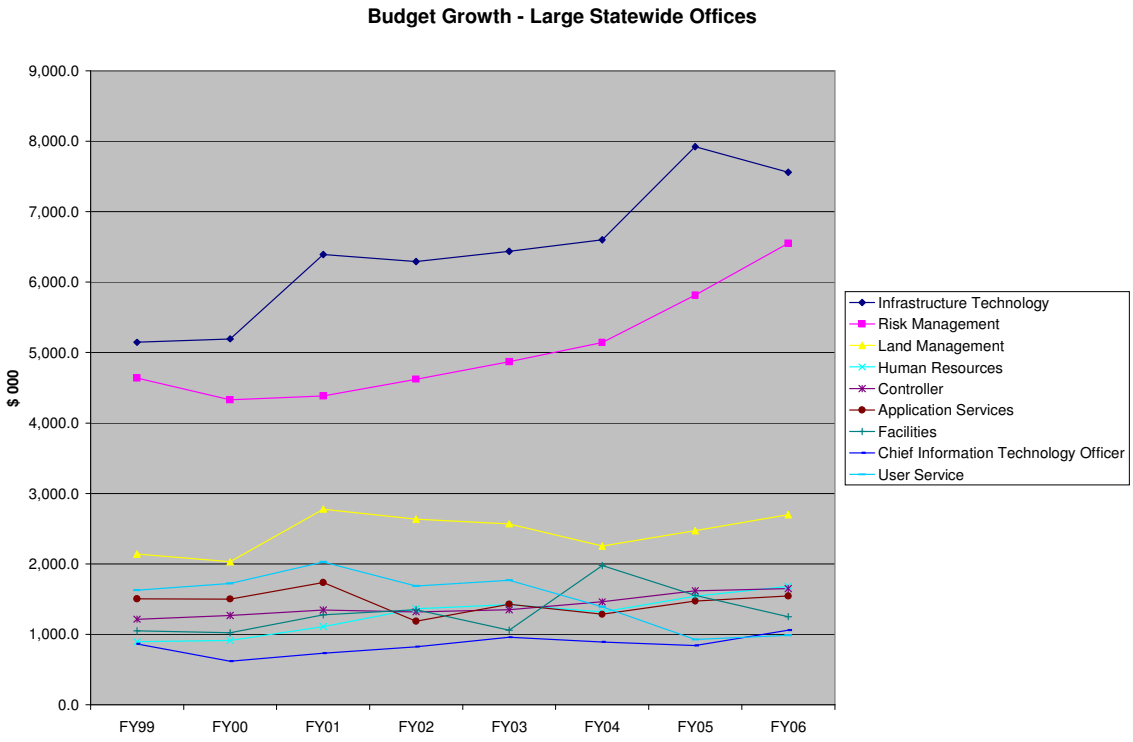


Figure 7 Budget trends in large Statewide offices

In unrestricted dollars, the largest growth has occurred in the following budget lines, each of which increased by more than $250,000 over the 7-year period:

System Budget Unit	FY99	FY06	Growth
IT – Infrastructure Technology	$ 5,145.7	$ 7,558.0	$ 2,412.3
Administration – Risk Management	4,636.6	6,550.8	1,914.2
Administration – Human Resources	893.2	1,683.8	790.6
Administration – Controller Initiatives/ACAS	0.0	606.8	606.8
University of Alaska Foundation	164.7	759.5	594.8
Administration – Land Management	2,139.6	2,669.5	559.5
Academic Affairs – Student Services	0.0	547.4	547.4
IT – Infrastructure Technology Initiatives/ACAS	149.0	666.6	517.6
Planning & Budget	622.5	1,123.0	500.5
Academic Affairs – Workforce Development	0.0	466.0	466.0
University Relations – Public Affairs	266.1	712.2	446.1
Administration – Controller	1,215.6	1,649.0	433.4
Academic Affairs – Research Funding Pool	0.0	400.3	400.3
Administration – Financial Systems	372.4	763.1	390.7
Academic Affairs	319.9	646.1	326.2
Administration – College Savings Program	161.6	435.4	273.8

Table 1 Statewide Budget Units with Largest Growth FY99-FY06

Conclusions

The conclusions regarding the relatively high costs in absolute terms and measured with respect to student enrollment, number of institutions and faculty derive from several realities:

- In recent years, the UA System has pursued a high service model in which the central office takes leadership for and funds educational and service programs that the campuses are unable or unwilling to support.
- In Alaska, the unavoidable fixed costs of System administration are spread over relatively few institutions, students and faculty. If the enrollment were to double in size, the per student costs of System administration would be cut nearly in half.
- Though small in population, Alaska is large in terms of the numbers of distinct groups needing educational services. To be responsive to the needs of these different groups means the System delivers directly and through its universities a host of important, but relatively high cost, low volume programs and services.
- While the Alaska System is organized under three MAUs, in fact there are multiple distinct campuses or learning centers spread across the largest state in the nation. In other states, the community college campuses might well be in a separate system altogether. Using the number of institutions in determining system costs per major unit dramatically exaggerates the result.
- As often stated, there are substantial additional costs to doing business in a state the size of Alaska with its extremes of geography and climate.

In sum, the UA System is a high cost system for a variety of legitimate reasons. There is no evidence that System administrators are wasteful or profligate. But with shrinking state and federal support highly likely, substantial recent tuition increases, and increasing demands for educational services, it is clear to us that the System would be well advised to streamline its operations and reduce its costs.

Working Relationships between Statewide and the Universities

What We Heard

One or Three?

It will surprise few in the UA System that there continues to be a question: Are we one university or are we three universities? This fundamental question, and the organizational principles that flow from its answer (or lack thereof) continue to create confusion at the campus and Statewide levels. For purposes of this study, we answer as follows:

> This is one university System comprised of three accredited universities, each of which is itself a mini-system.

What is Statewide's Role?

There is a lack of clarity in the role of the System office that flows in large part from the first question. The decision flow process is clear to few people, and the plethora of councils and task forces diffuses accountability and responsibility. Campuses see a mixing of headquarters functions with operational functions, with "situational floating spheres of influence" among the Statewide offices. Many campus leaders believe they spend too much time in meetings or preparing for System meetings (although they also call for more collaboration). Both System and campus interviews recognized that the System office possesses specialized expertise not found on the campuses. Our interviews of current and former regents indicated that Statewide offers a more consistent and responsive attitude toward external authorities and the regents.

Does Father Know Best?

Campus interviews repeatedly brought out resentment to an "autocratic attitude" among some Statewide staff, characterized by some as "father knows best." Campuses believe some Statewide offices are second guessing, interfering and attempting to micro manage operational decisions at the campus level, rather than adopting a team approach. They saw a lack of perspective of campus needs, the campus environment, and the campus calendar. This sense is particularly acute toward the finance and budget arenas, where control functions appear strongest. In our System office interviews, we saw concern in the other direction – if functions are devolved to the campuses, what fiduciary accountability is there to the corporate whole, and what should happen if campuses fail or outright refuse to meet statutory, regulatory or policy requirements?

Where is the Sauce for the Gander?

The System office has developed increasingly stringent metrics for campus performance in order to demonstrate accountability for public funds and to use a rational process for allocation of resources. There is some campus feeling that the metrics do not completely capture the broad missions of their multi-mission, multi-campus institutions. More troubling is a perceived lack of metrics for the System office – what are the standards of performance for Statewide, what are the peers, how can the performance of individual Statewide offices be evaluated.

System Office Functions

Academic Affairs:

Since 2002, the UA System has invested heavily in developing its academic affairs program. As Figure 5 presented earlier suggests, academic affairs stands out as the unit with the greatest budget increases. This rate of growth is explained by the fact that prior to 2002, the System lacked a chief academic officer and many of the programs associated with a centralized academic affairs unit.

The efforts of the new vice president for academic affairs to reach out to the campuses, to meet personally with faculty and staff, and to jointly identify priority areas for this unit have received broad approval at the campuses.

Campuses cited the health programs initiatives regularly as a positive example of what the System office can do in a new initiative. There was a very high confidence in the open, collaborative process used to respond to the needs of the health industry. There was general agreement that the responsibility for health programs should be centered at UAA, with the understanding that delivery of nursing and allied health programs outside the UAA core service area is important and requires a shared campus and Statewide decision before any changes are made.

We heard support for an academic affairs agenda that included clarifying the missions of the universities, leading discussions on the location and levels of new graduate programs, supporting the community college function within the universities, and leading in the development of a multi-year strategic plan for academic affairs.

Administration:

Finance: There were concerns about the strong control culture that derived from the 1977 fiscal crash of the System, that some procedures, such as those involving campus spending of foundation receipts, require documentation equivalent to pre-audit of transactions. Internal audit was seen as a positive, service-oriented function that is responsive to campus needs. The legal and policy role of Statewide in purchasing was clearly recognized, as was the lead role being taken by campuses –

UAF in complex procurements, UAA in construction procurements. Risk management was seen as too controlling, even in those functions that are primarily services to campuses. The indirect cost process was a touchy issue, with several key campus officers not clear about the process for determining rates or allocating revenues.

Facilities was seen as "a mess," but campuses saw the need for a System office role in keeping a level playing field, reviewing campus work for consistency with the plan, helping campuses needed, and advising the president and the board on policies. The campuses generally agree that there needs to be Statewide oversight of capital planning and construction, but there is less agreement about oversight of maintenance and operations, with the general thought being that Statewide should set parameters and require a plan, but leave the rest up to campuses. Campus leaders think Statewide should be the voice of capital construction, understand master planning, and ensure that space utilization studies are completed as a part of campus planning. Campuses think they should take the lead on facilities planning, and should be responsible for facilities construction and maintenance.

Human Resources: All campuses recognize that UA is one employer, and that employees need to be treated similarly across campuses in issues such as job classification, pay and benefits, retention and dismissal. Several campus interviewees felt the System office—perhaps under direction of the Legal office— makes it too difficult to dismiss at-will employees; that there is too much fear of litigation so poor employees are kept on, or passed around. Some also said that campuses need to be more involved in contract negotiations. There is a feeling that Statewide doesn't recognize what campuses are doing well; UAA has a robust training program but the Statewide human resources department hired new resources rather than using UAA's program. The compensation project, originally set to be a three-year project, has stretched out to six years, costing more without fully addressing the needs it was designed to serve. The biggest campus concern is over the UAF-Statewide human resource merger, which creates a different relationship between Statewide and the other campuses than that between UAF and Statewide. Both UAA and UAS are concerned that either "they're next" or that UAF concerns will have priority in Statewide initiatives, while the Statewide perspective is that UAF was in serious need of help and the 'shared services model' is commonly employed at other universities across the country.

Land Management is seen, with some exceptions, as a real help to the campuses, not questioning why a campus wants to do something but rather providing help and understanding of the rules. People recognize the clear focus on making money; the one area of concern is when to override financial with educational issues, or when community or political concerns should delay or revise the process.

ACAS: The Ad-hoc Committee on Accountability and Sustainability process was seen as generating good ideas, and identifying significant savings potential in automation. It was criticized for lack of clear project management, recognizing that

the new Project Executive Group was created to address that concern. There is a desire for stronger efforts to prioritize the rollout of ACAS projects, and to utilize project management expertise at the campus level.

Legal:

The System legal office received generally high marks everywhere, with clear acknowledgement that it should be a core System governance and service function. Some expressed concern that the office is overly risk-averse, particularly on personnel matters, which results in a system-wide culture of offices passing their personnel problems on to others rather than addressing problems. UAA interviews indicated a desire for stationing one lawyer in Anchorage. Statewide staff pointed out that has been done in the past, and spoke of concerns about the connection to other Statewide functions.

Planning and Budget:

Budget Development: There are concerns about the relationship and timing issues; campuses do not see budget development as a collaborative process but rather as driven from the top-down, in direction and format, contrasting with a stronger campus role in the past. Campus leaders want earlier involvement in the process, so that their budget development can align with System priorities; they feel that university budget priorities are set in the budget office rather than by a collaborative process among university leaders. Some campus leaders see performance-based budgeting as a punitive process, not recognizing what they do well. All would like to see more upfront discussion of PBB and other budget processes.

Institutional Research has a larger staff than the campus institutional research staff, which campuses think should mean Statewide IR provides campuses with Banner reports rather than asking campuses to produce the reports. All recognize that Statewide and campuses need to agree on the process for generating numbers used in university reports; it does little good to argue over who is right. Campuses would like more communication on analyses of faculty workload.

Information Technology:

This area was one of the most challenging in our study; information technology underlies all of the university's administrative and academic processes; it is critical to the mission and people have passionate views about the issues.

The Statewide IT offices were seen as strongest in management of the network backbone, network planning, central data systems and quality assurance. The System office has a role in developing multi-institutional consortia, working with national and state organizations for research and educational networks, and on group purchasing efforts to hold down costs. It also has a role in mediating technology

disputes between the campuses, as with the current difference between UAA and UAF over deployment of DegreeWorks.

UAA is strongest in student services, enrollment management, and instructional technology. UAF has the strongest database and research network capabilities. UAS has the best user interface. Information Technology is one arena where the lead campus model is already in use – UAA operates E-live and hosts UAS and UAF, and provides telephone billing and licensing for OneCard for UAS. Statewide is seen as significantly better staffed than the campuses, and as not making a clear business case for all new major initiatives.

Network: Statewide provides the wide area network and commodity internet, and is the primary point of contact for the private data carriers in the state. Campuses would like to see an improved backbone, with particular attention paid to backup and restoration plans for outages. Creation of the capability to allow advanced users to provision their own circuits will be a positive development.

Banner Administrative Systems: Campuses perceive that the financial systems, human resources and student services staff are stretched too thin to fully address campus needs [note: Banner support functions are shared between IT and the Statewide system users in Finance, Human Resources, and Student Services.] Campuses see the Project Executive Group as providing needed project management, but would like to see an outsource contractor or contractors selected for special projects. Urgent needs of one campus are often not addressed in the decision-making process, which favors multi-campus needs, even if less urgent. Statewide often does not use the best of campus implementations, for example UAA's operational Banner dashboard should be considered for use elsewhere in the System.

MyUA: Campus interviewees used this system as an emblem of "what's wrong with Statewide." It was frequently cited as a Statewide mandate that did not take into account campus needs and priorities, or the changing nature of the students who are expected to use it. There is, however, also a perception—that few disputed—that campus participants actively undermined the implementation process. When originally proposed, it did not have clear buy-in from campuses; they had higher priorities for spending of the significant funding required. The campus customers use a variety of methods to access UA services today. The question now is to determine which portions of this system are likely to be used (absent a decision to make usage mandatory, which would be very controversial), and which deserve further investment. Campuses believe that Statewide is not recognizing what campuses are already doing for identity management, and how best to get directory services and identity management under control.

Statewide-UAF IT: There was general agreement that combining IT functions by location makes sense, but as with human resources real concern at UAA and UAS that the combination will mean UAF issues get first priority at Statewide. A more favored model would be to combine functions at the local level under campus control

– UAF for Fairbanks IT support, UAA for Anchorage IT support. UAF needs stronger IT leadership and support in order to resume management of Fairbanks IT, and will need to determine how to centralize at the campus level identity management, server support and some storage issues.

University Relations:

Foundation and Development: The development staff were seen as working well together, but there is some concern about the differentiation in roles between Statewide and campus leadership. Campuses see their leadership role in the development of local and alumni donors, and the Statewide role in reaching major donors outside Alaska and the biggest companies that give to multiple campuses. Some campus leaders cite a problem when Statewide staff work directly with campus alumni donors, bypassing campus leadership. Campuses support the centralized back room functions providing service to them.

Legislative liaison: The advocacy and lobbying role is a generally recognized central role, and the federal initiatives process is seen as generally successful. UAA interviews indicated the need for a stronger connection to Anchorage, with a broader base of contacts and follow-through.

Public Affairs was cited by campus interviewees as a positive, can-do office, particularly in the media relations and publications portions of its work. Statewide is helping smaller campuses with branding, which continues to be an issue with some disagreement – is it better to brand as UA or, for example, UAS, when reaching different audiences for university services? Most see a beneficial effect for campus-level branding for student enrollment, recruitment and retention, and for employee and alumni giving, but it's not as clear for other processes.

Our Perspective on the Relationships

Relationships and attitudes between System administrations and the campuses are always complex amalgams of positives and negatives. Even the most harmonious systems harbor conflicting attitudes as resentment of authority mingles with respect for the talents of colleagues at both levels, frustration over "one more eleventh hour request for information" is balanced by appreciation for success in securing state resources. Understandably, the campus priority for serving their region often positions campus leaders at odds with a Statewide agenda. The question is not over whether there is conflict between the system and the campuses—conflict always exists. The critical question centers on whether or not the inevitable conflict is sufficiently managed to ensure successful joint efforts in delivering to Alaskans the education they need and deserve.

In most instances, the Statewide administration and the campuses have effective working relationships. However this is not universally the case. We found that mutual trust and respect seem to be missing in several Statewide-campus relationships. There is a sense at the campuses that Statewide too often bypasses campus leadership to achieve its objectives, and some campus deans and directors end run their campus leadership by going directly to Statewide. Campuses perceive that some Statewide staff don't understand campus culture or work schedule, and have little appreciation of what's on the campus plate. In campus terms, they view the essential Statewide service role as facilitating campus work, in a service mode responsive to the campus needs and recognizing that sometimes effectiveness at the local level is more important than efficiency or cost savings to the System. Statewide interviews yielded a concern that campuses are often institution-centric rather than student-centric, and can be blind to the needs of students who utilize the services of multiple campuses. At times, Statewide leaders argue that because "the campuses simply won't or can't" solve some problem, the System needs to take responsibility for an entire function rather than insisting that the campus address the problem.

We emphasize that in the midst of disagreement, frustration and conflict, we consistently heard campus leaders express great respect for the talent and intentions of their Statewide colleagues. This fundamental reservoir of respect will underpin whatever efforts the UA System makes to improve negative relations where they exist. Several of our recommendations, especially those calling for earlier and deeper engagement of campus leaders in decision-making, will help to strengthen the working culture in the System.

Recommendations for a High Performing UA System

In our view, under the leadership of President Mark Hamilton and his team, the UA System has developed over the past decade into a high performing system. The catalogue of achievements is familiar to most in the System and the state. Increased public awareness of the importance of higher education to economic and social opportunity in the state, greater public investment, the addition of important programs and services all speak to a System that has substantially increased its service to the people of the state. The task facing the president and his team of System and campus leaders is to sustain the achievements of the past decade while substantially reducing the cost of delivering many of them.

Merely reducing costs, regardless of the consequences for quality, accountability, and service, would be easy for these experienced administrators. The challenge instead is to exercise good judgment in order to reorganize System offices, programs and services so as to reduce net costs while maintaining high levels of performance.

A useful template in responding to this challenge is to organize recommendations for streamlining and other changes in terms of the characteristics of high performance in systems.

Strong Executive Leadership

- The University of Alaska enjoys exceptionally able executive leadership in its president. His team of senior System officers is recognized even by critics of the System as being bright, talented and committed to high standards of service. The current chancellors combine extensive experience in public affairs in Alaska and elsewhere with practical skill in getting things done. Few systems in the country can match this array of talent and experience.
- This group would be an even more effective team were the System to more deeply engage the chancellors in decision-making on the most important System problems, in setting strategic directions and addressing concerns over such perennially difficult topics as approving new doctoral programs, the budget request to the legislature, resource allocation among the campuses and the like. Monthly face to face meetings of the resident, the chancellors and the vice presidents (not the staff who report to them) is a commonly used venue for discussions at this level in many systems. In University systems, campus heads (whatever their titles) are far more than unit managers. As spokespersons for their institutions and powerful – and often very popular – symbols in their communities, these individuals in fact strengthen the public presence of the System as a whole.
- At the same time, collaboration would be improved if the chancellors routinely involved senior System executives in campus decisions that have implications for

the System office, or for the UA System as a whole, and particularly those decisions with visible impacts to significant external constituencies.

- Currently, there are too many System officers and functions reporting directly to the president. This flat reporting structure threatens to detract either from the time the chief executive can devote to his leadership and representational duties, or give short shrift to important administrative functions. We believe that aggregating planning and budget development, facilities management, and possibly information technology under the office of the vice president for administration would be a useful way of aligning responsibility, helping to ensure coordination in these interconnected administrative areas.

A Simple, Clear Public Agenda

- Everyone we spoke to credits the president with communicating a clear, strong message about the linkage between investing in the University and a brighter economic future for the people of the state. The president defines this vision, articulates it cogently to policy makers and opinion leaders, and uses it to garner more resources for higher education. The University is acknowledged as understanding the needs of the state and doing a great job in focusing on workforce development. There is still work to be accomplished in obtaining public buy-in for research, and the public service role is uneven in its application.
- Having defined the agenda and secured support and funding for it, the trick for System leaders is to create incentives for the campuses to actually implement it. As a general rule, Statewide should resist the temptation to directly manage educational programs themselves, but instead should provide resources and other incentives for the universities—individually or in cooperation with each other—to get the job done. The argument that "the campuses won't do it" represents a failure of management or leadership, and should not serve as an excuse for the System stepping in prematurely. Statewide initiatives need linkage to the university's strategic plan, with accountability for outcomes.

Fiduciary Capacity

- By all accounts, the System under President Hamilton's leadership has been highly effective at securing resources from the state legislature (and from the federal government as well). Judging from the opinions of the external auditors, there is also a high standard of accountability for funds as well. The accounting deficiencies of the 1970s have clearly been addressed.
- Planning and budget development appear to be well managed from a technical viewpoint. But we heard numerous tales from the campuses of problems with the *process* of assembling the budget. Campus officials complained of last minute demands for information and indifference to campus work schedules. Converting what is widely regarded as a highly directive process into a more collaborative one, with early campus engagement, would increase buy-in, and might improve the quality of the resulting product as well.

- The System has an effective, somewhat decentralized approach to facilities planning and management in which the bulk of the actual work is performed at the campuses, while a coordinator at the System level presents capital planning information to the Regents. A senior, experienced (preferably with an engineering background) facilities coordinator with good communications skills should be hired to replace the individual who recently resigned. This position should be located in Fairbanks to be close to other senior officers, and to the campus with the largest physical plant.
- Like every other statewide system, the UA System has become more sensitive to the importance of risk management. Currently, this is a highly centralized function. Other systems have found it more effective to divide responsibility for risk management such that the central office, with input from the campuses, defines the template for assessing risk, but the chancellors are charged with implementing risk assessment reviews and steps for remediation at their campuses. An annual report to the Regents on this process and its findings would help ensure that it remains a priority for campus leaders. The service function of insurance procurement, claims processing, and self-insured retention allocation should be clearly separated from risk management's governance and control functions to ensure a service philosophy pervades those functions. We recognize that the System office has in the past stepped in to fill risk management functions neglected at the campus level. Returning responsibility to the campus level will require a commitment of time and resources to risk management by campus leadership that exceeds past efforts.
- Information technology is mission critical to the UA System. The System office should maintain its primary responsibility for connecting the UA networks to the world, and providing sufficient bandwidth for internal traffic. It should develop a clear Enterprise Architecture model, communicating with the campuses to ensure MAUs align their strategic plans with Statewide's.
- OIT should develop a clear service catalog to identify all service lines and services, working with campus IT leadership to determine on a service-by-service basis which ones should remain in OIT and which should devolve to campuses. OIT should recognize itself as a service business, responding to the customer base and rolling out best practices of customer service.
- OIT, the IT Council, and the Project Executive Group should clearly articulate the requirements for future projects and the problems they are designed to serve: they should solicit ideas and practices from campuses before developing new solutions. The PEG should clearly communicate priorities and timelines for IT system improvements, and outsource when necessary to accomplish key automation improvements.
- The IT Council should focus on strategic information technology issues, leaving decisions on the business needs of the information systems to the Banner system owners (finance, human resources and student services). This could allow membership of the IT Council to be streamlined; its current over-inclusiveness comes at the cost of decision-making efficiency.

- The Banner support functions should include an outsource contractor for surge projects and to address, at campus cost, unique campus concerns. The Statewide office should focus on quality assurance and system security.
- OIT should begin a dialog with campus leaders on the future of MyUA, recognizing that past efforts are sunk costs, to determine where any future investment should be focused. An early decision needs to be made on the directory environment – whether monolithic or federated – to allow progress on directory services and identity management. Resolving identity management issues should be a high priority.
- Help desk and desktop support should be campus functions; Statewide staff needs in Anchorage and Fairbanks can be supported (through reimbursement contracts if necessary) by the campuses.

Clarity of Responsibility and Authority

- At the most senior level in the System, there is no doubt that President Hamilton is in charge and provides overall leadership for public higher education in the state.
- But the System as a whole would be more effectively led and managed if there were a more precise and agreed-upon understanding of the apportionment of responsibility, accountability and authority between the System and the campuses. In general, we recommend that the decision-making processes, and indeed the whole culture, of the System evolve from a highly centralized model to a more collaborative one. The first step to achieving this would be for the president, the chancellors, and senior vice presidents to meet in a retreat setting with a well-defined agenda to develop a written statement of their *modus operandi*.
- The president and chancellors should delineate the responsibilities and roles of the various System councils. They should adopt a charter, clear delineation of responsibility, and chart the decision process flow for those Systemwide councils deemed necessary. We understand the current councils to be the Business Council, Community Campus Council, Development Council, Distance Education Steering Board, Educational Technology Team, Facilities Council, Human Resources Council, Information Technology Council, Public Relations Council, Risk Management Council, Statewide Academic Council, and Student Services Council. As useful as the councils are, it should be remembered that an advisory council member drawn from a campus is not a substitute for consultation with the formal leaders at the campus, especially the chancellor.
- It is critical that the System office differentiate between governance, service and program functions, focusing on the core governance mission and those service functions that provide the clearest benefits to campuses and the System.
- The University campuses need to reassume responsibility and accountability for administration and delivery of academic and research programs. This would require transfer of current Statewide health programs, corporate programs, teacher mentoring, K-12 outreach, and the Alaska Teacher Placement Program to

appropriate university campuses. We recognize a crucial Statewide role in incubating new programs and from time to time acting as "receiver" for problematic academic and support functions, but believe System office placement of academic programs should be limited to two or three years. Any System office hiring for academic programs should be in term positions to emphasize the temporary nature of Statewide academic programs.

- In the same vein, we believe that "mergers" of functions between the System office and any single university campus create role confusion and stimulate negative perceptions by the other campuses. It is politically far safer for a campus to provide services for Statewide staff and functions that are located in the campus' community than for Statewide to assume responsibility for one campus.
- We thus recommend that the combined human resource functions – recruitment, hiring, payroll, retention and dismissal – for UAF and Statewide's Fairbanks staff be managed by UAF, with Statewide retaining the System human resource policy functions and those functions serving all campuses. These roles could be performed by UAA for Statewide functions and staff located in Anchorage. Alternatively, if the System and campus leadership determine that additional human resource functions should operate on a service center basis, the Statewide-UAF model should be implemented on a system-wide basis, including UAA and UAS, with shared decision-making on key issues.
- As with HR, we recommend that the combined information technology functions for UAF and Statewide be managed by UAF, with Statewide retaining those functions that it provides for all the universities.
- There should be a stronger System office presence in Anchorage. Statewide is seen in Anchorage as allied with Fairbanks, even if Fairbanks doesn't see it that way. There are important programmatic reasons for a change, too – the University of Alaska Foundation and development functions need a visible Anchorage presence to accomplish their mission; legal services would be easier for UAA leadership to access with an Anchorage office; information technology staff recruitment would be easier in the larger Anchorage labor market; the legislative center for the state is in Anchorage for most of the year. We believe the Anchorage-based System offices should be co-located to avoid the isolation experienced by earlier efforts to base System office staff there, and to provide opportunities for sharing of support staff, equipment, and specialized space. Statewide should negotiate with UAA for human resources and information technology support to the Anchorage System offices.

Models of Frugality

- Our perception is that System staff members are uncommonly talented and committed to their work. It is also our view that this may be too much of a good thing. In comparison with central offices elsewhere in the country, and indeed with the Alaska System itself a decade ago, the number of staff has increased significantly and the budget has grown by over 100 percent.

- We believe that total System expenditures can be reduced to the FY99 relative level in a combination of absolute reductions and the shifting of some programs and activities to the campuses, a total reduction of $15 million ($5 million in general funds and $10 million in other funds). The intention of this recommendation is not to create unfunded mandates that burden the universities, but to shift appropriate resources from the System to the campuses to cover the additional assignments.
- The System should make the process for calculating indirect cost recovery fully transparent to campus leaders, with annual review of the cost drivers and allocation based on those cost drivers. There should be an open periodic review of the allocation of indirect cost recovery revenues, and by reducing the current System office share of the indirect cost recovery rate below the current 12.8 percent. A decision to designate a portion of the reduction for support and incentives for research in areas critical to the economic future of the state would send a strong signal about System priorities. In short, greater transparency in both the cost recovery and revenue allocation process would benefit all parties.
- Greater transparency in the allocation of indirect cost recovery revenues, coupled with the current transparency on Statewide's allocation of other funds (such as UA Land Grant Trust Funds, and funds from BP Exploration (Alaska) and ConocoPhillips Alaska, for example), would for example make it readily apparent that the System office is now contributing significantly to UAF research efforts, to an extent greater than the System office has received in indirect cost recovery from UAF.

Integral Decision-Making

- The importance of more deeply engaging the chancellors in discussions and decisions regarding fundamental System issues has been emphasized elsewhere in this report. When it comes to advocacy for resources in particular, greater engagement of campus and student leaders, both urban and rural, in a coalition in support of shared priorities would help make the case for sustained public support.
- We also recommend an effort across the board to engage campus personnel far upstream in decisions that affect their functional areas. In particular, the campus perceptions of arrogance on the part of a few System staff and of indifference to peak work times at the universities when requesting information need to be addressed by changes in staff communication and attitude.
- We recommend the System and campus human resources offices work together to create employment incentives for Statewide staff to have campus experience. Establishing an exchange program for Statewide staff to campuses, and vice versa, would improve the understanding of both parties' roles. Statewide hiring decisions for most positions should include campus experience as a factor (as is the case for Statewide human resources positions), and development of specific career paths between campus and Statewide should be a priority.

- Prior to initiating new projects at the System office, Statewide staff should be soliciting campuses for their expertise and ideas, and should be willing to modify project goals based on campus experience.

Critical Self-Appraisal and Change

- The external reviews and reports commissioned by the System and focused on its own operations testify to a willingness to seek evaluations of processes and performance.
- By commissioning this study, and especially in naming an Advisory Committee of campus-based persons who were forthright in their criticism, System leaders provided further evidence of seeking constructive suggestions for improvement. Actually acting to implement some of the recommendations will further confirm the System's enthusiasm for reforming itself.
- The System office could show its commitment to continued self-appraisal by increasing budget transparency in the Statewide budget units. At a minimum, the budget should differentiate between governance, service and program functions, perhaps at the allocation level.
- The System office should begin development of a new UA strategic plan, since the current plan only extends through 2009. Under the leadership of the vice president for academic affairs, a new six-year planning process should build from the previous plan, incorporating the new campus and state environment and the campus planning efforts of the past several years. The plan should include a clear academic program review process in anticipation of the changing fiscal environment.
- We recommend that the System identify, in collaboration with campus colleagues, a set of metrics to evaluate System performance. Examples of measures might include System office cost per student, administrative cost per faculty member, changes in System office expenditures and staffing levels compared to expenditures and staffing changes at the MAUs, and total costs compared to peer systems (recognizing that the substantial differences in systems makes the 'peer' choice a challenging one).

These recommendations will take time to implement; they cannot be accomplished overnight. Many of the recommendations need further refinement that cannot be accomplished by outside consultants; they require the active participation and collaboration of System and campus officers. We believe the president, his key System office staff, and chancellors should develop a three-year plan to implement the recommendations.

What a Streamlined UA System Would Look Like

A streamlined UA System would retain the critical strengths that have made it so successful over the past decade. Strong executive leadership, the clear public agenda so consistently articulated by that leadership, stringent fiscal management, and the readiness to engage in critical self-appraisal and create change based on those assessments would remain distinguishing features of the UA System.

But some things would change.

There would be a clearer understanding among all parties of the division of authority and responsibility between Statewide and the campuses. The division we have suggested—governance, service and program functions—may be a useful template in clarifying these distinctions. The System administration would become a leaner operation with fewer staff and lower overall costs. There would be more conversations among campus and System leaders earlier in the process of decision-making.

This more integrated model of arriving at strategic and operational policy decisions does not diminish the executive authority of the president, but it does ensure more dialogue before policy and administrative choices are made. Our recommendations are intended to assist this high-performing system to continue its exemplary service to the people of Alaska in a time when there may be fewer resources to carry out that noble purpose.

Appendices

Appendix A – Authors' Backgrounds

Terry MacTaggart is an experienced leader and scholar in higher education. He recently completed a one-year assignment as the chancellor of the University of Maine System of seven universities, ten campuses, thirteen centers, a hundred learning sites and a distance education network. His consulting and research work focuses on higher education leadership and policy, strategic planning, turning around troubled institutions, trustee development and leadership evaluation. He has served as a faculty member and administrator at several public and independent colleges and universities where he has led or participated in substantial institutional turnarounds. He has held the chancellor's position at the Minnesota State University System and the University of Maine System, where he was asked to return for the 2006-2007 academic year.

He has served as a consultant and facilitator of board retreats for numerous colleges, universities and systems including the University of Connecticut, Rutgers, University of Nebraska System, the University System of Maryland, the University of North Carolina at Chapel Hill, East Carolina University, the Oregon University System, the University of Alaska System, the University of Northern British Columbia, the University of Victoria in British Columbia, the University of Houston System, Texas Southern University, the Texas Tech University System, the Massachusetts Maritime Academy, Johnson & Wales University, New England College, Endicott College, Fielding Graduate University and others.

He has served as Chair of the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). He has led multiple visiting teams for several regional accrediting associations. He has served as a Fulbright Scholar to Thailand and to Vietnam as an expert on accreditation and quality assurance.

His research and publications focus on governance, improving relations between institutions and the public, and restoring institutional vitality. His most recent book, published by ACE/Praeger in 2007, is titled *Academic Turnarounds: Restoring Growth and Vitality to Challenged American Colleges and Universities.* With James Mingle, he authored *Pursuing the Public's Agenda: Trustees in Partnership With State Leaders.* In 1996, he served as the editor and lead author of *Restructuring Public Higher Education—What Works and What Doesn't in Reorganizing Public Systems.* Two years later he produced *Seeking Excellence Through Independence*, which focuses on rebalancing campus autonomy and accountability in order to achieve better results. In 2000, he wrote, along with Robert Berdahl, a study of the partial privatization of public institutions entitled *Charter Colleges: Balancing Freedom and Accountability.*

His academic credentials include a doctorate and master's degree in English Literature from Saint Louis University, a Master of Business Administration degree from St. Cloud University, and an honorary doctor of law degree from the American College of Greece. He is a member of Phi Beta Kappa.

BRIAN ROGERS

Professional

Information Insights, Inc. Fairbanks, Alaska

Principal Consultant and Chief Financial Officer, 1996 to present.

Management, economics, and public policy consulting firm. Principal author of a variety of economic and public policy research projects for state and local governments, nonprofit organizations, tribes and the private sector. Facilitator and mediator for stakeholder and regulatory processes, strategic planning and policy summits for a variety of Alaska clients.

University of Alaska Statewide System, Fairbanks, Alaska

Vice President for Finance, 1988-95. Director of Budget Development, 1984-87.

Policy-level position with broad responsibilities to the president. Led system office staff in finance, accounting, budget, facilities, computing, telecommunications, risk management, investment land management, and financial systems development.

Superior Court, State of Alaska, Juneau, Alaska Special Master, 1992.

With two other special masters, in accordance with instructions from the Superior Court, developed and mapped proposed Interim Reapportionment Plan for Alaska's Legislative districts for the 1992 election.

Alaska State House of Representatives State Representative, Fairbanks, 1979 – 1982.

Chaired University Budget Subcommittee; co-chaired Workers' Compensation Study Commission, Constitutional Convention Committee, Power Alternatives Committee, GO Bond Conference Committees. Served on Finance, Labor and Commerce, Permanent Fund, Transportation, Oil and Gas Taxation and Leasing Policy Committees.

Education

Kennedy School of Government, Harvard University

Masters in Public Administration, 1984

Attended Trinity College, Brown University, University of Alaska.

Selected Civic and Professional

Director, Alaska Communications Systems (NASDAQ: ALSK), since 2001, serve on Audit Committee, Compensation and Personnel Committee; Director, Usibelli Coal Mine, since 2007; Member, University of Alaska Foundation Investment Committee, since 1995.

Formerly: Regent, University of Alaska, 1999-2007, chair from 2003-3005; Co-Chair, Creating Alaska Advisory Committee for 50th Anniversary of State Constitutional Convention, 2004 – 2006; Trustee, Northern International University (Magadan, Russian Far East), 1992-2005; Member, University of Alaska Foundation Board of Trustees, 2000 – 2002; Member, Governor's Task Force on Jobs and the Economy, 2001; Chair, State of Alaska Long-Range Financial Planning Commission 1995 – 1996; Member, Governor-elect's Fiscal Policy Transition Team 1995, vice chairman, 1986; Member, Alaska Statehood Commission, 1980 – 1983

Appendix B – Members of the Advisory Committee

Ro Bailey, Vice Chancellor of Administrative Services, University of Alaska Fairbanks

Megan Carlson, Chair, UA Staff Alliance; President, UAA Classified Employee Council; and Assistant to Associate Provost, University of Alaska Anchorage

Cathy Connor, President, UAS Faculty Senate and Associate Professor of Geology, University of Alaska Southeast

Jan Gehler, Dean, Community and Technical College, University of Alaska Anchorage

Jon Genetti, President, UAF Faculty Senate and Associate Professor of Computer Science, University of Alaska Fairbanks

Carol Griffin, Vice Chancellor for Administrative Services, University of Alaska Southeast

Lee Haugen, Director, University of Alaska Fairbanks, Northwest Campus

Bogdan Hoanca, Chair, Faculty Alliance; President, UAA Faculty Senate, and Associate Professor of Computer Information Systems, University of Alaska Anchorage

Linda Lazzell, Vice Chancellor for Student Affairs, University of Alaska Anchorage

Buck Sharpton, Vice Chancellor for Research, University of Alaska Fairbanks

Bill Spindle, Vice Chancellor for Administrative Services, University of Alaska Anchorage

Appendix C – Interview Schedule and Hearing Participants

Interview Schedule

October 1: Fairbanks
- President's Office
- Advisory Committee
- Hearing: Statewide – VP Administration departments

October 2: Juneau
- UAS Chancellor's executive team
- Hearing: Statewide – Information Technology departments

October 3: Anchorage
- UAS Chancellor's executive team
- Hearing: VP Academic Affairs departments
- Assoc. VP Budget and Planning
- Anchorage area regents and former regents

October 4: Fairbanks
- UAF Chancellor's executive team
- Hearing: Human Resources
- Fairbanks area regents and former regents

October 5: Fairbanks
- Advisory Committee

November 1: Juneau / Fairbanks
- UAS Chancellor
- VP Administration staff
- UAF Chancellor

November 2: Anchorage
- UAA Chancellor
- Statewide executives
- UAF Facilities
- UA Foundation
- UAA Director, Information Technology

November 5: Anchorage
- Chair, Board of Regents
- UAA faculty/staff open session
- UAA Director Business Services

Interviewees and Hearing Participants

Statewide

Mark R. Hamilton, President
Julie Baecker, Chief Risk Officer, Risk Management
Beth Behner, Associate Vice President Human Resources
Roger Brunner, General Counsel
Rebekah Cadigan, Risk Management
Myron Dosch, Controller
John Duhamel, Human Resources
Jim Durkee, Technology Oversight
Vickie Gilligan, Director HR Systems & Accounting
Mike Humphrey, Director Benefits
James Johnsen, Vice President, Administration
Dan Julius, Vice President Academic Affairs
Karl Kowalski, User Services
Julie Larweth, Business Office, Information Technology
Guy Lee, Information Technology
Linda Luper, Program Director, UA College Savings Plan
Jim Lynch, Chief Procurement Officer; Associate Vice President Finance, Procurement
Richard Machida, Senior Planning Engineer
Ramona McAfee, Director, Distance Education & Military Services
Mari Montgomery, Director, Land Management
Jim Mullen, Labor Relations Director
Saichi Oba, Assistant Vice President Student & Enrollment Management
Russell O'Hare, Chief Records Officer
Rory O'Neill, Applications Services
Karen Perdue, Associate Vice President Health Programs
Pat Pitney, Vice President Budget
Kris Racina, Director Labor Relations
Dave Read, Director, Internal Audit
Wendy Redman, Vice President University Relations
Kate Ripley, Director, Statewide Public Affairs
Michelle Rizk, Director, Budget
RayeAnn Robinson, Assistant Controller, Financial Systems
Anne Sakumoto, Director Training & Development
Richard Schointuch, Associate Vice President, Facilities
Jeanine Senechal, Director Classification, Comp & Recruitment
Steve Smith, Chief Information Technology Officer
Fred Smits, Infrastructure Technology Services
Joe Trubacz, Associate Vice President, Finance
Dave Veazey, Assistant Vice President Academic Affairs
Fred Villa, Associate Vice President Workforce Programs
Tammi Weaver, Chief Investment Officer, Cash Management & Investments
Gwen White, Director, Institutional Research

UA

Mary Hughes, Chair, Board of Regents
Tim Brady, regent
Fuller Cowell, regent
Erik Drygas, regent
Cynthia Henry, regent
Carl Marrs, regent
Jeff Cook, former regent
Sharon Gagnon, former regent
Joe Henri, former regent
Ann Parrish, UA Foundation Chair and former regent
Joe Thomas, Alaska State Senator and former regent
Jeannie Phillips, Board of Regents Officer

UA Anchorage

Fran Ulmer, Chancellor
Lauren Bruce, Center for Advancing Faculty Excellence
Denise Burger, Special Assistant to the Chancellor
Diane Byrne, IT Service Center Director
Megan Carlson, Chair, UA Staff Alliance; President, UAA Classified Employee Council; and Assistant to Associate Provost, University of Alaska Anchorage
Renee Carter Chapman, Vice Provost
Mike Driscoll, Provost
Larry Foster, Assistant Professor Mathematics
Jan Gehler, Dean, Community and Technical College
Bogdan Hoanca, Chair, Faculty Alliance, President, UAA Faculty Senate, and Associate Professor
Pam Jacobs, HRS Consultant
Linda Lazzell, Vice Chancellor Student Affairs
Tom Miller, Assistant Provost for Academic Affairs
Mia Oxley, Administration, School of Social Work
Stu Roberts, Associate Vice Chancellor Budget and Finance
Bill Spindle, Vice Chancellor Administrative Services
Rich Whitney, Chief Information Officer

UA Fairbanks

Steve Jones, Chancellor
Ro Bailey, Vice Chancellor for Administrative Services
Jon Genetti, President, UAF Faculty Senate and Associate Professor
Lee Haugen, Director, Northwest Campus
Kathleen Schedler, Associate Vice Chancellor Facilities and Safety
Buck Sharpton, Vice Chancellor Research
Dana Thomas, Assistant Provost for General Studies

UA Southeast

John Pugh, Chancellor
Mike Ciri, Director, Information Technology Services
Cathy Connor, President, UAS Faculty Senate and Associate Professor
Dick Dent, Vice Chancellor Student Services
Keith Gerken, Director, Facilities Services
Carol Griffin, Vice Chancellor Administrative Services
Kirk McCallister, Director Human Resources
Kevin Meyer, Director Public Affairs
Robbie Stell, Provost

We want to thank all of these individuals, and others whose names were inevitably missed in this listing, for the energy and enthusiasm they gave to this project.

UNIVERSITY OF ALASKA

REVIEW

JANUARY 2011

James L. Fisher, Ltd

Gordon K. Davies, former Director, State Council of Higher Education for Virginia and
Former President, Kentucky Council on Postsecondary Education
James V. Koch, Board of Visitors Professor of Economics and
President Emeritus, Old Dominion University
Scott D. Miller, President, Bethany College
James T. Rogers, former Executive Director, Commission on Colleges of the Southern
Association of Colleges and Schools (SACS) and former President, Brenau University
James L. Fisher, Chair, Review Team
James L. Fisher, Ltd

Table of Contents

Recommendations are numbered and in bold print throughout the text….

I. INTRODUCTION

On September 6 – 10, 2010, a team of five higher education professionals reviewed the general condition of the University of Alaska (UA) (Appendix A). The Review included assessing materials and conducting interviews from August 5 through November 30, 2010.

The purpose of the Review was: 1) To assist the Board of Regents in assessing the condition of the University System; 2) To advise on the attitudes of University and System constituencies; 3) To candidly identify and address issues and opportunities affecting the University System; 4) To recommend a tentative agenda for the future which could be used in strategic planning; and 5) To recommend more efficient and effective governance premises.

The Review considered the following in terms of strengths, limitations, and/or aspirations:

- General
- Academic programs
- Faculty
- Students
- Intercollegiate athletics
- Administration
- Technology
- Budget and finance
- Fund-raising
- Public relations
- Senior Officers
- Governance
- Other issues and conditions presented during the course of this Review.

Before beginning interviews, team members read and evaluated materials assembled by UA staff and position papers prepared by officers of the University. Individual and group interviews included approximately 250 persons including faculty, students, staff, alumni, elected/appointed officials, area residents, local business persons, members of the Board of Regents, potential benefactors, persons selected because of special knowledge and randomly selected persons (Appendix B). Interviewees were selected based on position, stratified random

sample, and random sample. All interviews followed a general format that included 19 separate areas (Appendix C).

Interviewers were to ask about, but not press, each of the areas and all interviewed were advised that their opinions might be used in the final report but *without* attribution.

Readers should bear in mind that although much of the Review can be documented, much of it is based on the opinions of those persons interviewed. Wherever the opinions of the Review team are expressed, it shall be obvious.

This Review is the exclusive work of James L. Fisher, Ltd and should not be attributed to individual members of the Review team.

II. OVERVIEW

Delivering higher education in Alaska is a daunting challenge, given the small population to be served and the vast size of the state. Small colleges that are responsible for serving resident populations of 8,000 or so who live in regions the size of Ohio or Indiana, most of which are without roads, have a extraordinary responsibilities. Administering universities that are responsible for several of these small colleges is challenging as well.

"Planning the Future: Streamlining Statewide Services in the University of Alaska System" (February 2008), a report written by Terry MacTaggart and Brian Rogers, made a number of thoughtful recommendations about the UA System which should be considered. This report has become known as "the MacTaggart report," after its primary author.

The University of Alaska, formally established in 1935, has thrived despite an imposing host of financial, geographic and environmental challenges. The University's three major campuses in Fairbanks, Anchorage and Juneau now enroll approximately 33,000 headcount students and the institution can justifiably claim to serve the most remote areas of the vast State of Alaska.

The earliest vintages of the University of Alaska involved a federal agricultural experiment station in Fairbanks. In 1915, the U.S. Congress approved funds to establish an institution of higher education in the Territory of Alaska and transferred land from the agricultural station for the purpose. The new institution was established as the Alaska Agricultural College and School of Mines in 1922 and generated its first graduate in 1923.

In 1931, the federal agricultural station was transferred to the college and in 1935 the name was changed to the University of Alaska. Over time, many other campuses of the University have been opened. Today, there are three major senior campuses --- the University of Alaska Fairbanks (UAF), the University of Alaska Anchorage (UAA) and the University of Alaska Southeast (UAS) in Juneau that serve as higher education hubs. Thirteen other campuses exist that are parts of UAF, UAA and UAS.

The University of Alaska has grown in nearly every respect over the past several decades. Whether the metric is the number of students served, the number of campuses and sites, the

number of academic programs offered, the volume of funded research activity, the institutions' trajectory nearly always has been uniformly upward. *"The University's progress has been nothing short of amazing,"* averred an elected official who spoke for many Alaskans. This view was supported by a national higher education official: *"This is a university that has exceeded most people's expectations in recent years and has done so even when economic conditions have been bad."*

The social and economic impact of the University of Alaska upon its state is immense. Students and citizens alike use phrases such as *"life-changing experience," "beacon of hope," "cultural asset," "the only library within one hundred miles," "a real unifying influence in our town,"* and *"economic engine"* to describe the influence of the University on their communities.

The University is engaged in a myriad of different service programs throughout the state that impact Alaskans in their home communities. The innovative UA Teacher Education Mentor Project provides a superb illustration. Alaska long has been challenged to retain teachers in its K-12 schools; in the past, many new teachers have departed for "the lower 48" states, or left the profession. The Mentor Program pairs new teachers with experienced mentor teachers and has improved retention in both rural and urban locales. It is not surprising, therefore, that one official told us that the University of Alaska was *the* most important institution in the state, bar none. This is high praise, but consistent with the February 2008 judgment of consultants Terence MacTaggart and Brian Rogers that *"the University of Alaska System has developed into a remarkably high performing organization."*

The State of Alaska is the least densely populated state in the United States and the University of Alaska has made heroic efforts to serve the state's far-flung 700,000 residents. In addition to its three major senior campuses, the University supports twelve diverse community units situated in both rural and urban locations. Some of these branch enterprises enroll more than 3,000 students, while others are quite small (Kuskokwim enrolled only 335 students in Fall 2009). One of the more differentiated units is the UAF Center for Distance Education, a distance learning program that offers more than 100 courses per term through a variety of delivery methods.

Student enrollment at the various units of the University of Alaska has grown significantly in recent years and now approximates 33,000, not the least because the University has established campuses and centers across the state. Between Fall 2008 and Fall 2009, for example, credit hour generation in the UA System grew almost six percent.

The University's programs are on the whole well regarded within the state. *"Without UA, I'd be sitting at home trying to squeeze out an existence,"* commented a student from Alaska's interior who is well on her way to earning an engineering degree. The University's distance learning programs in particular have done much to overcome the geographic isolation experienced by some residents. An UAF administrator somewhat grandly opined, *"We provide opportunities and mobility to thousands of students who otherwise might never achieve their promise."* There is considerable truth in this vision; the University of Alaska provides what another student referred to as *"corridors of opportunity."*

One student appeared to speak for many when he stated, *"I love Alaska; I want to stay here and raise a family. But, I can't stay here if I can't get educated, develop my knowledge, and earn a good living."* This observation underpins an important challenge that UA has accepted---reducing the "brain drain" that sometimes has caused talented individuals to leave the state even though they would prefer to stay.

Love for Alaska generally is a positive and redounds to the benefit of the state and the University. However, as is often true in geographically isolated locales, it can lead to certain degree of parochialism. More than a few Alaskans suggest by words and actions that *"you have to be an Alaskan to understand."* Interestingly, we have worked in virtually every state in the Union and have invariably heard this opinion. To be sure, in many ways, Alaska is unique, but too much provincial thinking introduces resistance to new people, innovative ideas, and entrepreneurial thinking. It can lead to preferential hiring and to staffs composed largely of individuals who have never lived or worked anywhere else.

There is general agreement that the University has become a major engine for economic development in Alaska. By itself, it employs more than 7,000 people and has an annual economic impact exceeding $1.0 billion. *"The University graduates good people that I frequently hire,"* complimented an Anchorage business CEO. *"I only wish we could keep more UA grads here and convince more high schoolers to stay here for college,"* lamented another business leader. "*Yes, we are making progress, but I sent my kids to Washington*." *"Retaining smart people will become more and more essential as the oil industry gradually becomes less important,"* predicted an elected official. *"The University is our best bet to do so,"* he added.

The University of Alaska is a land grant institution that provides expertise in support of state initiatives in agriculture, natural resource extraction, and business and entrepreneurial ventures. *"They are rather good at incubating ideas and helping to start firms,"* praised an economic development official, *"but we need even more of that in the future."* Related to this, a state government official noted that more than 75 percent of Alaska's tax revenues come from petroleum-related ventures. *"We're not going to go out of the oil business soon, but we know this eventually is going to change,"* he predicted, "and *the University is admirably situated to help us cope with that situation when it occurs."*

Funded research generated by faculty members has been impressive but has not been matched by sources in private fund raising. The percentage of alumni who contribute is remarkably low. Clearly, this must change.

The University, particularly UAF, is beset by serious deferred maintenance problems that currently are estimated to be $800 million. These include an approximate $150-180 million challenge to refurbish and replace an electrical power plant and distribution system at UAF, where buildings average 35 years old. In any case, the plant does not produce sufficient electricity for the needs of the campus and it must purchase expensive electricity locally. While the Board of Regents requires each MAU (major administrative unit) to devote 1.5 percent of the value of its buildings to deferred maintenance types of expenditures, this is not nearly sufficient and needs to be addressed if the system is to fulfill its promise.

FIVE SIGNIFICANT FUTURE CHALLENGES AND QUESTIONS

While the University of Alaska faces numerous future challenges, five are particularly significant in terms of shaping the future University of Alaska.

- First, how much should the UAA campus be developed in size and programs and to what extent might (should) this occur at the expense of UAF?

- Second, how can the University of Alaska further improve its performance in critical areas such as student retention, student graduation, and externally recognized academic quality?

- Third, how can the University of Alaska prepare for a future that plausibly could involve diminished oil tax revenues, increased emphasis upon non-petroleum sources of economic activity, and gradually rising average annual temperatures?

- Fourth, how can the University of Alaska be organized in order to reduce its costs and increase its performance?

- Fifth, the new President, Patrick Gamble, is highly regarded in all quarters: a tested leader whose accomplishments have been extraordinary. President Gamble must develop and endorse a model which sharpens the mission(s), generates support, and reduces costs.

The UAF/UAA Question

The ten ton gorilla lounging in the corner of any room where the mission of the University of Alaska is discussed is the respective roles of the system's two largest senior campuses, UAF and UAA. One can attempt to ignore or even pacify the gorilla (which on occasion some University of Alaska central administrators do), but it isn't going to go away.

While UAF is the system flagship, it is UAA that enrolls the most students (20,368 in Fall 2009 as opposed to UAF's 10,446). These enrollments reflect the reality that the population of Anchorage metropolitan statistical area is about 375,000 (slightly more than one-half of the state's total population), while the population of Fairbanks metropolitan area approximates 100,000. Anchorage's significant growth in recent decades has resulted in the rapid expansion of UAA. Further, UAA is *"a dramatically better institution today than it was ten years ago,"* according to an external higher education authority.

Persons interviewed including faculty, staff, Regents, and others indicated that high levels of competition have developed between UAA and UAF. "Mission differentiation" has become an increasingly contentious issue. Predictably, this has produced a degree of tension between the UAF and UAA. UAF jealously guards its flagship status and the State of Alaska currently would be stretched financially to support two major doctoral research institutions of higher education. Further, most of the State's research infrastructure is located in Fairbanks and it would be quite expensive to replicate it elsewhere. Nevertheless, UAA and many Alaskans in the Anchorage region argue that University of Alaska programs ultimately must be located *"where the people are."* Hence, they assert that UAA's programs must be built up and supported generously. *"This is a painful, but inevitable process,"* commented a prominent Anchorage official, *"and future programs should be put here rather than there so that we don't make an historical circumstance worse. What made sense 100 years ago doesn't necessarily make sense now."*

The perception that the University's programs are poorly distributed geographically is accentuated (at least in the eyes of some) by the location of most of the University of Alaska System offices in Fairbanks rather than Anchorage, or elsewhere in the state. While systems personnel generally receive high grades for intelligence and effort, predictably they and the Board of Regents often receive some criticism for being *"out of touch"* (the observation of a significant number of campus administrators and faculty). The McDowell Group put it this way in 2009 after discussions with the University of Alaska Business Council (an informal organization of non-academic administrators in the UA System): *"The campuses and statewide*

offices of UA are, on occasion, in conflict, competitive, and may lack understanding of each other."

Even so, were the University of Alaska to decide to move significant resources and programs from Fairbanks to Anchorage, it would immediately elicit many of the same *"out of touch"* complaints from Alaskans who reside elsewhere in the state. In the eyes of some Alaskans, entirely too much time, attention and authority already is given to Anchorage *when "it is the rest of the state that represents the real Alaska."*

Thus it seems to have always been so in states where the flagship state university is not located in the state's dominant urban area. The Chicago metropolitan region contains about two-thirds of the population of the State of Illinois, but the flagship campus of the University of Illinois is located in Champaign-Urbana, some 120 miles south of Chicago. Both the University of Florida and Florida State University are far removed from that state's population centers. Analogous situations exist in Alabama, Georgia, Indiana, Michigan, Mississippi, Missouri, Oklahoma, and Oregon---to name a few. Hence, Alaska's situation is hardly unusual.

Typically, these states have resolved their situations by maintaining the research campus in its more rural location (often accompanied by big-time intercollegiate athletic teams), but simultaneously developing significant public university campuses in the dominant urban areas. Ultimately, some variant of this model may provide the path that Alaska walks as well.

However, there are three factors that could mitigate against this solution. First, arguably the state is not well enough heeled financially that it will be able to develop two doctoral research institutions of higher education. The State of Alaska would have to increase its support of higher education significantly if it were to seek to develop a second full-blown research university. **(1) UAA's current strategic plan, which needs refinement, indicates that the institution will *"reinforce and rapidly expand our research mission"* and that it will *"build selected research-centered graduate programs."* It is not clear precisely what these statements mean. They could mask wholesale changes, or instead reflect only marginal changes in the current situation. These goals need to be clarified. As a well-placed**

individual wryly commented, *"Sometimes institutions don't accurately interpret their missions."* In addition, the plan should become more pointed, i.e., timelines, costs, source of funds and accountable officers, et al.

Second, neither UAF nor UAA currently emerge as highly ranked academic institutions in national higher education surveys. While the shortcomings of institutional ratings systems (such as that published by *U.S. News and World Report)* are well known, the absence of UAF and UAA in the higher reaches of such rankings suggests that there is much work to be done. At the very least, the University needs to publicize its efforts and achievements more effectively. Pragmatically, it might not be wise to spread scarce doctoral research resources thinly across two campuses if the University wishes to enhance its reputation for quality. Further, UAF enrolled only 333 doctoral students in eighteen doctoral programs in Fall 2009. Many of its doctoral programs are quite small by national standards, especially if one compares them to highly regarded programs. The implication is that it would be unwise to develop competitive doctoral programs at the two institutions even if UAA continues to grow. Distinctive, one-campus only doctoral programs might be a different matter if resources are available.

Third, roughly comparable institutions of higher education that fare better than the University of Alaska in higher education rankings typically benefit from what sometimes is termed as a "halo effect." These institutions usually have made conscious decisions to develop and invest intensively in five to ten academic programs that have succeeded in attaining legitimate national disciplinary recognition and rankings. The favorable publicity attached to these programs has cast the proverbial halo over the entire institution---the end result being that the reputations of these institutions for general academic excellence have improved. At the end of the day, such an institutional strategy represents a straightforward application of the economic principle of specialization and has particular relevance for institutions hobbled by scarce resources.

While the University of Alaska may be pursuing a variant of the halo strategy with respect to arctic and climate studies at UAF, it does not appear to be doing so in cmost onventional arts and sciences academic disciplines and its professional schools. As a

consequence, the University is substantially an unknown quantity in many academic disciplines and professional schools.

We don't argue that national recognition always reflects actual programmatic quality. Nevertheless, the moral to the story is that the dissipation of resources and a failure to pursue targeted investments in specific disciplines on a single campus seldom are the recipe for recognition and reputational success. To be sure, after reflection, the University might choose to disregard these dynamics. Yet, if it does so, it should not complain when many of its academic programs (and its doctoral research campus) often are not accorded recognition and consequently receive low rankings in national surveys. Mediocrity likely will be the result.

It appears that the further programmatic development of UAA is inevitable and certainly in the long run this is a good thing for the state's largest metropolitan region. However, not all paths to additional programmatic development for UAA are equally sound from the standpoint of the State of Alaska**. (2) We recommend that the UA System: (A) respect the lessons of specialization in graduate work and research and identify a limited number of academic disciplines that will receive special resources and commitment, whether at UAF or UAA; (B) continue to focus UAF on its traditional strengths in the sciences and engineering; (C) focus advanced graduate work and research at UAA on the social and behavioral sciences and education and avoid replicating UAF's primary areas of expertise; (D) locate any future law school—the state does not have one currently---at UAA; and, (E) support and expand WWAMI –type programs** (**WWAMI is a collaborative medical school among universities in five northwestern states (<u>W</u>ashington, <u>W</u>yoming, <u>A</u>laska, <u>M</u>ontana, and <u>I</u>daho) and the University of Washington School of Medicine) in expensive disciplines and courses of study.**

<u>Improving Performance</u>

In a section below, we note in greater detail the less than satisfactory performance of the University of Alaska on several critical measures of performance and output, including the

University's freshmen retention rate and its six-year undergraduate graduation rate. The performances of UAF and UAS are below national standards on these metrics and hence beg for additional attention. UAA's graduation rate is disappointingly low. Interestingly, the University System's retention and graduation rates performances have improved over the past decade, yet generally still lag comparable institutions by surprisingly large amounts.

It isn't that UA isn't aware of the problem and it isn't that it hasn't made good faith attempts to address its shortcomings in a variety of ways. Rather, the difficulty is that it has not undertaken sufficient rigorous, statistically controlled analyses of the determinants of retention and graduation rates. Surveys of students provide useful background information, but they are not a substitute for rigorous analysis of actual data because what students say and how they actually behave often differs. We describe some of the parameters that might guide such an analysis the section below.

Currently, the University is more dependent upon subjective notions about retention and graduation rate determinants than it should be. One senior administrator opined, *"We haven't been shooting in the dark on retention. It might be more accurate to say that we have been shooting in twilight. We're not certain we're on the right track."* We agree. While all decisions of campuses should not be determined by data, it is better for decision makers to have reliable data generated by rigorous analysis than not to have such arrows in one's quiver.

(**3) Despite improvements, reality is that large numbers of students begin studies at the University, but then disappear. (We note here that the high school dropout rate is also unusually high.) There may be valid reasons why UA lags national standards; if not, then the numbers we observe reflect a waste both of human and financial resources. Whichever is the case, the University needs to determine why its performance lags national norms and then, as necessary, outline how it intends to improve the situation.**

The University generally has performed well in other areas, for example, in terms of generating additional graduates who will fill high demand jobs. It also has done a good job controlling its costs. Illustrations include its work to constrain energy expenditures, its decision

to eschew the usual employee cost differential that state employees based in Fairbanks ordinarily receive, and its decision to reimburse those of its employees who travel with a lower per diem than other state employees. Legislators should not ignore these efforts when they are making budgetary allocations.

On the other side of the ledger, UA has been less active in controlling often expensive programmatic expansion and somewhat reluctant to eliminate low enrollment academic programs. For example, in 2009, UAF granted only 37 doctoral degrees spread over 18 doctoral programs and, as already noted, total doctoral student enrollment in Fall 2009 was only 333. These data suggest that some of these doctoral programs enroll suboptimal numbers of students, one result being high costs (though such costs can be offset by external funding). **(4) Elsewhere in this report, we argue that the University of Alaska might be well advised to focus its scarce dollars on a smaller number of programs, especially at the graduate level, many of which can legitimately aspire to national rankings. It is not clear to us that some of the doctoral programs at UAF would survive if such criteria were applied. We recommend that the President and the Board take a long look at this situation and reexamine the viability of programs including enrollment, retention, research productivity and graduation.**

Despite these caveats, if we take a more global view of the University's situation, it is fair to say that its overall performance and efficiency have been remarkable. Over the past two decades, UA's state appropriation increases have fallen well below the increase in the national consumer price index (CPI) and even further behind the growth of the higher education price index (HEPI). Nevertheless, it has continued to perform well and to find ways to do more with less. Our observations and suggestions for changes and improvements should not obscure this conclusion.

The Tangle of Oil, Conservation and Budgetary Constraints

The 1968 discovery of oil at Prudhoe Bay and the 1977 completion of the Trans-Alaska Pipeline led to a well-known oil boom that produced jobs, excitement and many new residents in

Alaska. In fact, the population of the state has increased more than 130 percent since 1970 and about 11 percent in the past decade. These developments hold both academic and financial implications for the University. Population growth generated by the oil boom brought with it new opportunities for higher education in Alaska. Enrollment surged and UA budgets increased, though closer inspection reveals that University budgets waxed and waned with oil prices because more than 75 percent of state revenues are related to petroleum. Thus, it makes a big difference to Alaska and to UA if the international price of oil is $100 per barrel as opposed to $40 per barrel.

Hence, the University clearly has a financial interest in high oil production (though it is wise to note that oil production in Alaska peaked in 1988 and since has declined by about two-thirds). Even so, while high prices prime the University's budget, as an academic institution, it also is legitimately interested in researching the wise use of Alaska's resources and exploring how to preserve its pristine environment.

Almost needless to say, tradeoffs often arise between resource extraction and conservation. As a consequence, the University often finds itself in the middle of conflicts between those who wish to utilize and exploit the state's natural resources and those who wish to preserve and protect them. This is hardly an unusual circumstance in the Western United States, but these tensions can be especially bitter in Alaska and the state's battles on this turf frequently attract the attention and participation of outsiders. An example in point is the controversies that have surrounded the positions taken by a UAF professor concerning offshore oil development. University of Alaska officials must be adept to avoid political damage in such situations**.**

(5) This is a difficult and often treacherous milieu. Nevertheless, we recommend that the University as an institution seek to avoid adopting official policy stances in such controversies, but instead: (A) insist on scholarly integrity and do its very best to avoid shoddy scholarship that will draw legitimate criticism; (B) seek to apply the University's considerable expertise to the analysis of similar problems; (C) via its faculty, offer prospective solutions, but not endorse those solutions; and, (D) actively sponsor discussions of relevant issues and ensure that the University remains a free and open marketplace for

ideas. On occasion, it may be necessary to defend academic freedom and free inquiry when interested parties are not pleased with the results of University research, or with the expression of particular points of view. However, untrammeled scholarly inquiry and research are foundation stones of any respectable academic community and the University of Alaska should not equivocate in such situations.

Whatever the consequences that oil extraction and conservation activities might have for academic matters, the implications of declining oil extraction for the University's budget are profound. Declining oil production might well lead to reduced state financial support for the University. Yes, the State of Alaska's Permanent Fund (the equivalent of sovereign wealth fund) will buffer possible future declines in state tax revenues. Even so, more than three-quarters of state revenue is derived from oil-related activities**. (6) Therefore, it is prudent for the University of Alaska to plan for the possibility that: (A) its general fund support from the State of Alaska might not keep up with price inflation; and, (B) its share of the state's budget might decline. The University should explore what the University would be like if ten years from today, the "real" (after inflation) value of its state appropriation has not risen, or even declined. What activities must the University improve or discard to operate efficiently in such a world? What things must it begin to do if this will be the state of affairs in 2020? What would this imply for tuition and fees? The number of questions that must be answered is almost endless.**

System Organization

The manner in which a university is structured and organized seldom is the major influence on its performance. The quality of the institution's faculty, staff and students, and the quantity and quality of the resources they have available usually are much more important determinants of performance. Nevertheless, structural organization can make a difference, particularly if it has an impact on operating costs, how decisions are made, and how communication occurs.

(7) Hence, we must recognize that a reorganization of the University of Alaska is not a cure all for whatever ails it. Even so, it is apparent that some improvements can be made. These fall into two main categories. First, as it stands, the University of Alaska is overly centralized and devotes too many resources to a command and control regulator model that should instead place more emphasis upon incentives, distinctiveness and entrepreneurial activities. Increasingly, under the authority of the President, UA Systems administrators should act as staff to the Board and provide recommendations rather than wielding final administrative authority. Second, the University's attempt to seamlessly integrate all post-secondary education into the same administrative structure sounds better than it actually works. UA's vocational, technical and community college activities must be accorded greater prominence and not viewed as *"four-year lite"* (the observation of a sometimes frustrated individual associated with workforce development).

President Gamble and the Board of Regents need to find ways to deal with the two problems just identified. We believe that the University's claim on the state's financial resources will be stronger and general support for its activities if it addresses these two structural concerns candidly and directly. We discuss organization of the UA System in a following section.

III. ACADEMIC PROGRAMS

The University of Alaska System is highly differentiated and geographically distributed across thousands of miles. The University of Alaska Fairbanks (UAF), the flagship campus of UA, is a doctoral research institution and is a land-grant, sea-grant and space-grant institution. It is a high-performing enterprise from the standpoint of research; though it enrolls only about 5,500 students, UAF generates about $110 million of extramurally funded research each year and about $150 million of total outside funding activity overall. According to the *Chronicle of Higher Education*, in 2009, UAF ranked 99th nationally in terms of federally funded research and development expenditures (a different metric than research only).

UAF hosts several major research units: the Agricultural and Forestry Experiment Station; the Geophysical Institute, which operates the Poker Flat Research Range; the International Arctic Research Center; the Arctic Region Supercomputing Center; the Institute of Arctic Biology; the Institute of Marine Science; and, the Institute of Northern Engineering. UAF's location 200 miles south of the Arctic Circle provides it with a comparative advantage for Arctic and climate research. The consensus is that UAF's most prestigious academic programs are those in Arctic biology, cold climate engineering, geology and geophysics, Alaska Native languages and cultures, fisheries and marine science.

The UAF MAU enrolled 10,446 headcount students in Fall 2009, though 4,917 of these were on "community" campuses rather than the Fairbanks University campus. Community campuses within the UAF MAU are located in Nome, Kotzebue, Bethel, Dillingham, and a half-dozen smaller communities throughout Northern Alaska and the Aleutian Chain.

UAF only recently has begun to implement meaningful freshmen admission standards. Students either must present a 3.0 high school GPA, or as lows as a 2.5 high GPA, if they also have an ACT score of at least 18.

The University of Alaska Anchorage (UAA) offers twenty-six Master's degree programs along with a number of Graduate Certificate programs. UAA also offers

cooperative/collaborative doctoral programs with UAF in clinical/community psychology; medical education program with the University of Washington Medical School; and other collaborative master's programs with Creighton University and East Carolina University. It has provided leadership in Alaska for its nursing and health science programs, including the delivery of associate degree nursing programs, in collaboration with other UA campuses, to ten communities throughout Alaska.

UAA is not classified as a research institution by national bodies, though in 2009 it recorded approximately $10 million annually in external research funding. UAA's strategic plan identifies the expansion of research and graduate programs as major campus goals. UAA serves many mature students and many who commute; approximately 60 percent of its student body is part-time, though this appears to be falling. The UAA MAU enrolled 20,368 headcount students in Fall 2009, with 4,706 of these students enrolling at "community" campuses connected to UAA. UAA community campuses are located in Kenai, Kodiak, Palmer and Valdez. The University describes itself as an open access institution.

The University of Alaska Southeast (UAS) is located in Juneau with campuses in Sitka and Ketchikan and serves the needs of Southeast Alaska, energizing the surrounding economic base (which has not prospered in recent years because of timber and logging contractions). UAS's coastal location, including proximity to the Tongass National Forest, provides rich opportunities for teaching and research in programs such as marine and environmental science, marine transportation and outdoor leadership. UAS offers a wide variety of associate and baccalaureate degree programs and about one dozen master's degree programs in education and public administration. UAS aspires to state leadership in the education of individuals in areas such as educational technology, early childhood education, elementary and secondary teaching, special education and educational administration. Currently, UAS produces approximately one-third of all new teachers in the state. The UAS MAU enrolled 3,834 headcount students in Fall 2009, of which 1,023 were at "community" campuses. UAS describes itself as an open enrollment institution.

One success story that needs to be noted is the improved performance of the University in the area of career, occupational and technical education. UA offers many certificate and associate degree programs that prepare students for work in a wide variety of fields including automotive electronics, logistics, pharmacy technology and paralegal studies at the certificate/endorsement level, and architectural and engineering technology, dental assisting, fire and emergency technology, nursing, and welding at the associate degree level. Over 4,600 UA students are enrolled in workforce-related programs. UA offers almost 90 certificate programs (one-year and two-year) and 75 associate degree programs that fall within this rubric. Graduates of these programs have been able to find jobs even in tougher economic times because employers view them as well trained and responsive to their needs. An admiring employer who hires UA graduates coming out of these programs remarked, *"This is where the rubber meets the road for me. The University is producing people who can work for me and begin to be productive immediately."*

Improved performance, however, is not the same as optimal performance. Workforce leaders within the state still see considerable room for improvement. They assert that except for the nursing and process technology programs, most other workforce-related programs are *"uncoordinated across the state and often inconsistent with each other."* They express surprise that one campus will not transfer in a course from another campus. *"They apply four-year thinking to two-year problems too often."* As a consequence, *"it is difficult to gain traction with UA on some of these things"* because this isn't their highest priority, or they don't understand. They also criticize UA for insisting on what they perceive to be excessively high overhead cost recovery rates that discourage joint projects. Many workforce-related professionals within the state would prefer that the University System separately identify and administer workforce-related programs and some prefer a return to the former system of community colleges.

Another programmatic task that must be addressed relates to the distribution of academic programs across the system. Though the philosophy of some members of the Board of Regents is to *"place programs on the campus where they fit the best,"* and the total breadth of academic programs in Alaska is not especially large in the context of other states, there nonetheless is some evidence that the system supports an excessive number of programs in its diverse locations.

Consider teacher education. UAS generates about one-half of the new K-12 teachers in the state and UAA contributes a significant number as well. UAF's teacher education program is the smallest of the three UA programs, though it enrolls 500 students including a significant number of Native Alaskan students, some of whom say they feel comfortable at UAF. Does UA really need to maintain three free-standing teacher education programs? Why should not UAS or UAA be responsible for any teacher education offerings at UAF and then supplement those offerings with NCATE-accredited distance learning courses coming from Western Governors University (WGU)?

(8) Our point is not to concentrate all program-reduction attention on teacher education; instead, why maintain three free-standing teacher education programs, three free-standing MBA degrees, three free-standing environmental studies programs, et al? UA often talks about being "one university," but shrinks from situations where one MAU will supply faculty and courses to another MAU, or one MAU will perform all of a certain type of administrative task for other MAUs. We believe it is time for the UA System to move off the mark on these issues and recommend that the President take steps to see that it occurs.

General/Liberal Education

The baccalaureate degree requirements for University of Alaska students include conventional course requirements in areas such communications, the humanities and social sciences, mathematics, and the natural sciences. These requirements total 38-39 semester hours UAF, but smaller numbers of hours at UAA and UAS. Curiously, the general/liberal education programs are not identical on each campus despite the oft-cited statement that UA is "one university."

UAF has a "core curriculum" of general education courses with some specifically required courses and several sets of courses from which students can make limited choices. General/liberal requirements at UA and UAS reflect a "cafeteria" approach that allows students to elect many different courses within categories**. (9) The problem with this approach is less**

the courses required and more the comparative absence of empirical evidence that the programs "work." Have students learned when they finish these programs and is there a measurable "value added?" Have their attitudes changed? Do they become more or less tolerant of the views of others? Are they better able to integrate and synthesize information? How do they compare to other students nationally? How do graduates from UAF, UAA and UAS compare, since they do not complete the same general/liberal education sequences? Does the "capstone" course at UAA designed to integrate knowledge make a perceptible difference? These are important questions and we strongly recommend that the University employ rigorous means to seek their answers.

The preceding recommendation (and analogous ones in this report that call for badly needed institutional research) reflect the fact that institutional research operations, both on campus and at the system level, have been oriented primarily toward information collection and distribution rather than hard analysis. As one institutional research professional put it, *"We've been data monkeys"* and only recently have become more analytical. Of course, substantially they have done the work they have been requested to do. The result, however, is a dearth of rigorous analytical evidence on many of the crucial questions in front of the MAUs and the UA System. **(10) We recommend that the President refashion the entire institutional research function with the UA System. If necessary, different individuals must be hired who are capable of performing sophisticated multivariate analyses and that have mastered applicable operations research techniques such as linear programming, queuing and simulations. Most of the heavy lifting in terms of institutional research should occur on the MAU campuses and experts on these campuses can be allocated specific tasks as well by the President. Relatively few central system personnel will be needed and these should focus on recording and classifying data and completing necessary reports.**

We have caveats with respect to the content of the UAF liberal education program that for the most part also apply to UAA and UAS:

(11) It appears possible for a UAA student to avoid taking a laboratory science. UAF requires two laboratory science courses of every baccalaureate student, and UAS

requires one course (although the UAS Catalog does not make this point clear for students). For several reasons, a laboratory science experience is an essential part of a respectable liberal undergraduate education. We recommend that UA require such on every campus.

(12) There is no writing competency exit examination. Given that high proportions of UA students transfer into the campuses where they seek to graduate, and many are mature and hence completed writing courses many years previous, it is important that they demonstrate their ability to write clearly and cogently. We recommend that UA take steps to implement such an examination. We can guarantee that citizens and employers will approve.

(13) We are uncertain what "academic" writing is (F211, F213). Such labels suggest these writing courses somehow are not aimed at preparing students for effective writing in other situations, e.g., in business, or everyday life. We recommend different titles.

(14) We recommend that UA institute a computer literacy requirement for all baccalaureate degree candidates. The vast majority of students will come to the University with computer and Internet skills, but will not necessarily be familiar with certain software programs and/or search techniques. Computer and Internet literacy has become a prerequisite for the exercise of intelligent and full citizenship and UA should ensure that its graduates have demonstrated such literacy. We note that computer/Internet literacy and library literacy are not identical.

(15) We recommend that every baccalaureate degree recipient be required to demonstrate competency in a non-English language or culture. UA students will graduate into a world that is increasingly international. The first language of more than one-quarter of all new elementary school students in California is Spanish. In Alaska, approximately fifteen percent of the population speaks a language other than English at the dinner table.

Further, language is the repository of a culture; it is essential that UA students come to grips with other cultures, preferably by means of their languages. Both the understanding of UA students and their employability will increase if they acquire facility with a non-English language at the second-year collegiate level. We recommend that UA introduce such a requirement.

(16) UAS's general/liberal education program appears to be substantially smaller in requirements than UAF. The differences between the three campuses are large enough that it is not clear that one could justifiably say the programs are interchangeable. This is odd given the "one university" slogan that UA frequently promotes. Since UA doesn't have rigorous empirical evidence available that speaks to what actually works and does not work in its general/liberal education programs, it is impossible to say whether these differences are helpful or harmful for students. We recommend that UA examine the differences in programs and rigorously determine if they do make a difference in the System's ultimate product, its graduates. To ignore the differences in the programs is to suggest that it really doesn't make any difference what courses students take. One university should have one set of general education requirements.

Research

Research expenditures at UAF have increased substantially, from $56.4 million in FY97 to $107 million in FY09. While commendable, the $107 million number does not place UAF in the Top 100 institutions nationally, according to the *Chronicle of Higher Education*. However, in 2009, the *Chronicle of Higher Education* did rank UAF 99th nationally in terms of research and development expenditures (a different metric).

The University of Alaska has skillfully leveraged its academic strengths and location to garner federal funds to support its work in Arctic and cold weather research, include Arctic biology. It also has forged ahead in a variety of other areas, including the biomedical sciences, where it has garnered more than $81 million in federal funding since 2000.

Over time, the University also has attracted significant earmarked federal appropriations to support its research work and academic programs. Whether or not one believes earmarked appropriations are good national social and economic policy, they undeniably exist and the University of Alaska typically has done well in the scrum for such funds. Good ideas, time, cultivation, effort and perseverance are essential if one is to succeed in this process. That said, the absence of Senator Ted Stevens and changes in congressional leadership likely will reduce opportunities for earmarks in general. The University has deliberately moved away from earmarks for their on-going programs over the past decade and relies almost exclusively on competitive federal research grants. The one significant exception to this is continued funding for aspects of the super computer program.

Some of the promising avenues for future research endeavors in the UA System include biomedical research, energy-related studies and climate change**. (17) We recommend that the State of Alaska make targeted investments in these areas, as they bode not only address the specific needs of Alaska, but also to attract considerable outside funding. It is plausible for the State to make such investments on an incremental, *"show us what you can do"* basis.**

(18) Incentives count where research is concerned and we recommend that the University reexamine how it utilizes and distributes the indirect cost overhead recovery funds that accompany many grants that it receives. We don't have a formula to offer that magically and optimally distributes these funds amongst researchers, departments, colleges and the University. Nevertheless, the comments of some faculty suggest that increasing the distribution of funds to the actual researchers who generated the funds might induce more grant activity over time. These funds also could be used to nudge institutions (e.g., UAA) in programmatic and research directions consistent with the UA System's overall strategic plan.

The WWAMI Model

As mentioned above, WWAMI is a collaborative medical school among universities in five northwestern states (Washington, Wyoming, Alaska, Montana, and Idaho) and the University of Washington School of Medicine.

The Alaska WWAMI Program began at UAF in 1971 and for Alaskans now is located at UAA. WWAMI admits 20 Alaskans annually and these students complete their first year of medical school at UAA. Students from all five WWAMI states attend second-year courses at the University of Washington School of Medicine in Seattle. The third and fourth years of the medical school curriculum are comprised of "clerkships"---rotations in the various medical specialty areas that may be taken in any of the five WWAMI states. Students who choose the "Alaska Track" potentially can complete most of these clerkships in Alaska.

The WWAMI approach to producing physicians for the State of Alaska is dramatically less expensive than would be the development of a medical school within the state. A WWAMI-like program also exists to generate physicians' assistants. **(19) We recommend that the Board of Regents study extending the WWAMI model to other academic areas, especially high cost, low enrollment programs within particular academic specialties or professional schools. "Buying" spots in reputable graduate programs in others state might save Alaska the expense of operating and equipping small, high-cost graduate training. Veterinary medicine, dentistry, architecture and law could be candidates for WWAMI-like programs, but only if documentable shortages exist that have inflated wage rates**. **It would make little sense to initiate a WWAMI-like program if Alaska already is able to obtain the individuals it reasonably needs in a particular occupation or specialty.** Reality is that the University cannot be all things to all people and must make choices. If it can find ways to cooperate with other similarly situated Western states, save money and serve the citizens of Alaska, then it should do so.

IV. TECHNOLOGY

The University of Alaska System spends a great deal of money on technology and technology-related items. In FY 2009, the System spent $78.4 million on items labeled as technology; this was eleven percent of the System's total expenditures and represented a 93 percent increase since FY 1999. Technology expenditures per student FTE were $4,453 in FY 2009; on a per FTE faculty member basis, these expenditures amounted to $13,946.

Technology is critical to the operation and efficient performance of the University of Alaska, both inside campuses and between and among the campuses. The huge distances between its campuses require the use of technology if higher education is to be delivered capably. For example, it is 825 miles from Juneau to Fairbanks, 1,100 miles from Juneau to Nome, 1,150 miles from Juneau to Kotzebue, 1,275 miles from Juneau to Unalaska, and 1,700 miles from Juneau to Adak in the Aleutian Islands. All these distances are "as the crow flies." Each pair would involve longer distances if it were possible to drive between them.

It is wise to place these distances in perspective. It is only 711 miles from New York City to Chicago. The University of Alaska deals on a daily basis with distances that easily exceed this. Therefore, the productive use of technology is absolutely essential if the University is going to succeed in delivering higher education across its vast state. UA's College of Rural and Community Development, based at UAF, is primarily responsible for distance learning for UAF. In Fall 2009, Rural College enrolled almost 2,600 students, including 121 at the graduate level. For the most part, these students are place bound, tend to be women (65 percent), and frequently are Native Americans (23 percent). For many of them, distance learning is the only way they can access higher education.

It is important that the System ensure there is no unnecessary duplication or confusion in distance learning. Faculty and students reported courses from separate campuses with the same titles and numbers are often different and transfers can be exceedingly complicated.

The UAF College of Rural & Community Development (CRCD) reports that it delivers distance education to 160 communities statewide by means of both synchronous and asynchronous delivery plus a variety of other modalities such as audio conferencing, CDs, DVDs and the like. CRCD relies heavily on software packages such as Blackboard and utilizes E-Live to supplement CDs. This can be expensive and clearly is subject to economies of scale. For that reason, **(20) we recommend that UA explore the possibility of sharing distance learning courses with institutions in other states and that it give additional consideration to how it might economize by sharing resources with the Western Governor's University (WGU). WGU offers NCATE-accredited teacher education programs, CCNE-accredited nursing programs through the master's degree, and a raft of business programs through the MBA, all via distance learning. The University of Alaska should not casually cast these programs or their courses aside.**

Both in distance learning and on-campus, the University faces predictable challenges relating to the quality of broadband connections to the Internet, high-speed computing and modeling capacity, switches, multi-media classrooms, the number of work stations, the availability of up-to-date software, the ability to service and repair equipment, and the ever present need to train faculty, students and staff in the most productive use of what is available. Nevertheless, distance learning students with the UA System in general have very good things to say about the quality and service they are receiving. They note that UA has become more proficient at distance learning in the past few years (presumably because of Title III funding, though that could disappear). *"They are real problem-solvers,"* commented one distance learning student who noted a half dozen instances in the last year where a UA staffer had *"found a way to get it done."*

Of course, many technology challenges have little to do with distance learning. For example, there are comparatively few "smart" classrooms on the UAF campus (at least compared to the UAA campus, where facilities generally are newer). **(21) Many UAF classrooms do not contain the basic smart classroom essentials---a PC, Internet access, a projector and a large screen. Smart boards are somewhat unusual. We believe that special assessments in the**

form of increasing the student per credit technology fee should be considered to begin to remedy this situation.

One aspect of statewide university technology that generates mixed reviews is the Banner student information and records system. The Banner system is touted as fusing administrative and academic functions that make it easy to manage data and give students, staff and faculty secure, 24x7, on-line access to the diverse information it collects and maintains. Many around the UA System do not believe Banner carries through on these promises (*"It has given us fits."*), though predictably misuse and a lack of training sometimes appear to be present**. (22) A system-wide harmonious student records system is an example of where a statewide approach makes sense. We recommend that the President examine why this particular version meets with so much criticism. Do any legitimate problems that exist reside in the software, how it is managed, how it is used, lack of training, or…?**

While we believe a variety of UA System activities usefully could be devolved to the MAUs, it is eminently sensible for the University to centralize and standardize many technology-related decisions and purchases. Distance learning, for example, would fail almost immediately if there were not standardization in equipment, software and protocols. Similarly, it would be entirely uneconomic for the University to duplicate certain items of hardware in multiple locations. On the other hand, tasks such as equipment repair and training often can only be carried out locally and a distributed or decentralized approach to such matters is required. We give high marks to the University for its understanding and implementation of these sometimes controversial issues.

The relevant question for the University is not whether it needs to utilize technology. It must do so. Nor is the salient question whether centralization in some technology areas and decentralization in other technology areas is required; it is. Rather, the most important questions at this point are these:

- Broadly speaking, does the University's use of technology work? Do students learn more or less when they do use technology? Do students who have a

a choice prefer to utilize technology? What measures of later student success (e.g., retention rates, graduation rates, pre-testing and post-testing results, GRE test scores, job placement, etc.) exist that provide evidence on these points?

- What rigorous evidence is there that the ways in which students use technology and how much they use technology make a difference in their performances? E.g., if students utilize a Blackboard chat room, do they score higher or lower on examinations, once one has controlled for relevant demographic variables?

- What evidence is there that faculty training results in additional use of technology in their teaching, increased student learning, etc.? One UA official estimated to us that while *"80 to 90 percent of faculty have been trained to use Blackboard, only 15 percent actually do."* Perhaps, but data supplied to us indicated that 41 percent of all sections taught at UAA involve Blackboard use. Do students learn more or less in such courses? Are they more or less satisfied and are they retained and graduated at higher rates?

- How does the University decide the amount of resources it devotes to various technology-related tasks? Is there empirical evidence to support the current distribution of expenditures among tasks such as Internet connectivity, work stations, faculty training, etc.? E.g., in FY10, the System will spend $7.48 million on non-personnel services in the area of "central technology." This is up from $5.78 million in FY 00. Is there a metric by which such allocations are decided, or instead is it a more subjective, seat of the pants variety of decision-making?

- The University's goal of eliminating much of its current paper flow and substituting on-line methods (electronic timesheets, purchases, applications, etc.) is admirable. Can it be demonstrated that such an evolution actually will save money after all overhead and maintenance costs are taken into account?

(23) It would take effort for one not to be impressed by the University of Alaska's massive use of technology. We recommend, however, that both the System and individual campuses spend more time evaluating what they are doing with that technology. Strong emphasis should be placed on generating rigorous empirical evidence concerning the University's use of technology and its effect upon learning and subsequent student outcomes such as retention, graduation, and job placement. The questions noted above might serve as a starting point. It is apparent that the University of Alaska already has done some of the analysis called for here; it simply hasn't done enough to justify what now is approaching a $100 million per year expenditure.

(24) Some of the funding for UA's technology efforts is supported by a $5.00 per credit hour student fee (maximum = $60 per semester). We believe there is a strong argument for increasing the size of this user fee, provided the proceeds are used directly to support and assist students. Additional "smart" classrooms (noted above) provide such an example, as would additional work stations. We also recommend, however, that UA administrators utilize student advisory committees to assist them in ascertaining how things are working and what things need to be done.

(25) Finally, while UA's technology intensive distance learning efforts are much appreciated by students, it is fair to note that some knowledgeable outsiders believe that UA is not at the forefront of distance education today. *"There are some outdated in their approaches and high cost in their operations,"* said one, who believes the President should bring in one or more acknowledged experts at institutions that either are on the cusp of new developments, or which currently operate highly successful, profitable programs. We concur.

V. FACULTY

The University of Alaska's 2,383 faculty (1,361 FTE) in general are well qualified and dedicated. Many are part of a self-selected group. Either they originally were Alaska residents, or they are individuals who have selected Alaska because of the attractiveness of its distinctive life style and environment to them. A representative UAA faculty member put it this way: *"I'm here because I want to be here. This is an astonishingly beautiful place to live and in my department , we are right on the cusp of new developments."*

Many UA students give high marks to their faculty for their teaching effectiveness and their willingness to spend extra time with them. *"My faculty and my advisor always make time for me and don't stop until they've taken care of my problems,"* remarked a senior engineering major. Students also are pleased that UA faculty often structure their courses to include practical out-of-class learning experiences and internships. *"I talk to students who attend other universities and here we have lots more opportunities to apply what we are seeing in classrooms than they do,"* commented a political science major.

There is great variation among UA faculty as individuals and across campuses in terms of their devotion to externally refereed scholarly productivity and performances. Not surprisingly, UAF faculty in the sciences and engineering lead the way in terms of their scholarship and grantsmanship, but more than a few faculty in other disciplines and on other campuses publish books with reputable presses, author articles in well-regarded journals, perform artistically, and compete successfully for extramural funding. Nevertheless, taken overall as a group across all sixteen sites, UA faculty are not exceptionally active as scholars. Substantial proportions of them regard high quality teaching as their primary responsibility.

It's fair to say that many faculty, though certainly not all, are reasonably well satisfied with their situation. *"Given the recession and everything else going on, we're not doing too badly,"* averred a faculty member. True, they harbor a variety of gripes and complaints about salaries, research support, teaching loads, office space, computer support, travel money, parking, etc. Further, faculty on some campuses believe they are *"being stifled"* by a variety of forces

located somewhere else, usually either in Fairbanks or Juneau. Still, most believe that *"we are doing something important here and making a real difference."* Most believe the University has been led very capably over the past decade by now departed President Mark Hamilton and are very pleased with the appointment of new President Patrick Gamble.

The notion that the University of Alaska favors UAF over other campuses does occupy the minds of some faculty and legislators. The *Anchorage Daily News* (30 January 2010) reported the perception of a legislator that the Board of Regents favors UAF over other campuses. It appears that more than a few faculty not located at UAF believe some variant of this and several noted to us that fewer than 6,000 students actually attend classes on the UAF campus proper. One noted that the student/faculty ratio is 12:1 at UAF, but 19:1 at UAA (numbers also reported in *U.S. News and World Report*). The Board of Regents responded by noting that UAA (in particular) has received the lion's share of new construction projects and that its budget has increased at a more rapid rate than that of UAF.

Whether or not the perception that UAF receives favored treatment holds any water depends upon each institution's mission and subsequent resource allocation. If UAF's mission differs from that of UAA and UAS, then its funding probably should differ as well. The relevant question, of course, is how much.

(26) In any case, a partial solution to the tension on this issue is to have the Board of Regents adopt refined, distinct institutional mission statements---a step we recommend. We note that as a doctoral, research institution, UAF must be accorded distinctive treatment, or it will fail. However, it is obvious that the majority of the state's population and resources are located in the Anchorage metropolitan area . Hence, the real questions are: (1) how many doctoral programs should be supported at UAF? and, (2) over time, should some free-standing, distinctive doctoral programs be developed at UAA along with a variety of other graduate and research offerings?

Not surprisingly, most UAA faculty favor doctoral status for their institution. *"We're bigger and better than UAF in many departments,"* asserted a UAA faculty member. The

implication is that the state's future allocations of resources and programmatic authority should reflect this.

Training and Supervision of Part-Time and Distant Faculty

Approximately 50 percent of UA faculty system-wide are part-time or adjunct and on some campuses, this percentage exceeds 60 percent. Hundreds of UA faculty teach in locations remote from UAF, UAA and UAS. *"The salient issue,"* observed an administrator, *"is how well supervised and trained these part-time remote faculty are."* The honest answer appears to be---it depends. Some academic departments, college and schools work hard to include part-time and adjunct faculty in their activities and provide them with training and support. Further, they monitor their teaching activities with periodic peer visitations. One academic unit has developed its own training module that covers essential orientation topics. In other situations, however, *"almost nothing at all is being done,"* according to a dean.

The University of Alaska provides heroic service to the state by means of its 16 campuses. **(27) Nevertheless, the extent to which training, course materials, supervision and evaluation are consistent across the campuses, and sometimes even inside campuses, is in doubt. This is an issue that UA must address, as it speaks to academic quality and maintenance of standards. It is possible that resolution of some of these matters might involve collective bargaining issues, but they do need to be addressed.**

Collective Bargaining

Some of the quirks of the faculty salary structure among the campuses may be a function of the three collective bargaining agreements the Board of Regents has negotiated with faculty unions---the UNAC (a joint AAUP/AFT operation), the UAFT and the UNAD (which represents adjunct faculty). The UNAC bargaining unit does not represent community college faculty, vocational-technical faculty, and faculty at rural community campuses, who are represented by the UAFT.

The UAFT bargaining unit is a somewhat unusual arrangement and apparently was designed "to take care of" community college and vocational-technical college faculty when those individuals were merged into the greater, more expansive University of Alaska. Bipartite faculty in the UAFT are those who pursue duties constituting four parts teaching and one part service, while tripartite faculty pursue duties involving four parts teaching and one part research. Much more unusual, however, is the notion of the "bipartite" and "tripartite" faculty members in the UNAC bargaining unit. The UNAC bipartite faculty may have duties composed of research and service, or of teaching and service in any proportion. Tripartite faculty in UNAC have workloads comprised of research, teaching and service with workloads ranging from 5 to 90 percent in any one category. The current collective bargaining agreement (CBA) for UNAC faculty expires on 31 December 2010, while the UAFT CBA expires on 30 June.

(28) The UAFT agreement recognizes that community college, community campus and vocational-technical college faculty are different individuals with different responsibilities. We agree and note that the differing missions and scope of these units is one of the reasons why it would be wise to differentiate further the four-year institutions (UAF, UAA and UAS) from the UAFT-oriented units, and administer them and record their results separately. Elsewhere, we report comments of work force development leaders that all things considered, they would prefer a different administrative arrangement that would better recognize the distinctive nature of the community college/work force mission. We believe their concerns are valid. **(29) Further, we cannot help but note that UAF, UAA and UAS would not be savaged so much in national rating systems if their retention and graduation numbers did not include students from the community campuses who have not already earned an associate degree. We regard this as a win-win proposition for all concerned and recommend that the President move in this direction.**

The CBAs cover the usual topics---faculty status and evaluation, reductions in force, disciplinary actions, workloads, compensation, etc. In the fashion of most other CBAs, the UNAC agreement constrains the ability of the Board, the President and the Chancellors to take certain actions and requires them to take other actions. For example, faculty are responsible for 30 "work load units" per academic year; these units are derived from faculty members' teaching,

research and service activities. Unusual for a CBA, however, is the fact that the precise number of work load units associated with instances of each of these activities is not specified.

Minimum faculty salaries by rank are specified in the UNAC CBA (for example, $55,000 annually for a full professor). The emphasis is upon *"across the board"* salary increments (3.4 percent in FY 10 and 3.5 percent in FY 11). Allowance is made for market salary adjustments, but the size of these is limited to 5.48 percent of the total base payroll of CBA unit members as of 15 November 2007. Market salary adjustments and initial salaries are supposed to pay heed to the 2008 Oklahoma State University (OSU) national faculty salary survey. This turns out to be highly beneficial to faculty at UAA and UAS because the OSU study numbers tend to pump salaries in those locations, but disadvantageous for UAF because the OSU study results in salary quotations for UAF faculty that often are below national averages for doctoral research institutions. Reliance upon the Oklahoma State study also has resulted in seemingly overly generous or even unmerited raises for some faculty whose less than scintillating performances are the reason their salaries fall below the Oklahoma State standards. The result is a distorted salary structure that is a merit-killer.

In any case, the most important salary decision ever made in the life of any University of Alaska faculty members usually is the determination of his/her initial salary. Virtually everything else is built on that initial contractual salary number. If you start behind, then you tend to stay behind. If you start ahead, then you tend to stay ahead. AAUP data reveal that UAF, UAA and UAS faculty tend to start their professorial lives with approximately the same salaries. This situation does not change as these faculty accumulate seniority and are promoted in rank. This is despite the fact that their duties often are very different and they are hired in different salary markets.

The problem, then, is that the UAF, UAA and UAS units are all being treated as if they are operating in the same salary markets and are hiring the same kinds of faculty. However, this is not so. **(30) We recommend that the President give very strong consideration to negotiating changes in the CBA that will provide more faculty salary flexibility among the**

institutions and that UAF be accorded a different set of peer institutions that more closely fits its doctoral research role.

Merit salary increases also are possible in the UNAC CBA, but may not exceed 1.0 percent of the faculty salary base on 1 July of each year, though another, smaller class of "limited" merit bonuses not to exceed $500 may be dispensed on a one-time only basis. Promotion in rank confers a 10.0 percent raise.

All faculty employed since 2006 have been enrolled in a defined contribution pension program in which faculty contribute 8.0 percent of their salaries (pre-tax) and the state contributes 5.0 percent. State contributions are totally vested for faculty members after five years of service. The defined contribution arrangement likely will prove to be beneficial both to faculty and the state in future years and we commend the University and UNAC for moving in this direction.

Allowance also is made in the UNAC CBA for "geographic" salary differentials. Thus, relative to Anchorage, the salary differential in Barrow/Kotzebue is 42 percent. Presumably this differential reflects a variety of factors including cost of living, weather, etc., though as we note below, some of these differentials do not appear to be supported by BLS data. In addition, the University contributes a minimum of 83 to 85 percent of the net cost of a health insurance plan. An attractive tuition waiver for faculty, spouses and dependent children also exists.

The University of Alaska UNAC CBA is unusual in that it is beneficial to faculty (most faculty nationally would endure great pain to receive similar salary increases and such broad tuition waivers) and to the Board of Regents and the general citizenry. This CBA is less prescriptive than many. This is desirable because very few institutions that have highly prescriptive CBAs are prestigious or highly ranked. Highly prescriptive, confining CBAs *"tend to make it very difficult for institutions to move up the ladder"* (the observation of a national higher education leader). The CBA also includes valuable provisions for market and merit pay increments, even if such dispensations are relatively small. Finally, from the standpoint of the

State of Alaska, the switch in 2006 from a defined benefit pension program to a defined contribution program likely will avert major financial problems for the state in the future.

(31) We have two recommendations with respect to the UNAC CBA. First, the President should work to increase the share of the total salary pie devoted to market and merit raises. If the State and the University truly believe in excellence, then they should reward it. It is inconsistent with a commitment to excellence and damaging to morale as well to assign the same raise to a faculty member who is a superb teacher and productive scholar and to one who is mediocre in both pursuits. Plainly speaking, the University of Alaska is unlikely to move up in national rankings, or achieve its potential, if assigns salary increases on an across the board basis. Such a practice is equivalent to assigning all students a C grade, regardless of performance.

(32) Second, the President should end the situation where one external salary survey (the Oklahoma State University study) applies equally to all three MAUs. As we detail below, this has worked distinctly to the disadvantage of UAF, which realistically has a very different set of peer institutions than UAA and UAS. Further, it also sometimes has resulted in a strange pattern of faculty raises that one administrator has labeled "anti-merit."

Faculty Salaries and the Cost of Living

Faculty salaries always are a sensitive topic on college campuses and the University of Alaska is no exception. The Collective Bargaining Agreement (CBA) with the There are at least four significant assertions made by various groups of UA faculty about the UA salary structure:

- UA faculty are not well paid by national standards.

- The cost of living is higher in Alaska and faculty salaries don't reflect this sufficiently.

- UA Fairbanks faculty are not well paid by national doctoral research university standards.

- The salary gap between UA Fairbanks and UA Anchorage faculty is larger than it should be.

Each of these assertions can be examined by means of American Association of University Professors (AAUP) salary data and Bureau of Labor Statistics (BLS) cost-of-living data.

Are UA faculty underpaid relative to national salary norms? The table below reports AAUP salary data for the 2009-2010 academic year.

AAUP FACULTY SALARY DATA, 2009-2010, BY RANK (000s)

	Professor	Associate Professor	Assistant Professor	Instructor
UA Fairbanks	$97.8	$72.7	$61.7	$48.2
Public Doctoral	$116.8	$80.5	$68.7	$45.8
U of Idaho	$90.5	$70.2	$58.7	$47.7
Montana State U	$82.9	$63.5	$58.3	$42.7
Washington State U	$101.5	$75.2	$68.3	$44.5
UA Anchorage	$93.7	$74.9	$62.4	$47.0
Public Master's	$89.6	$71.1	$60.0	$48.3
Western Washington U	$81.1	$65.6	$55.7	$49.4
Montana State Billings	$66.0	$58.3	$52.6	$35.4
UA Southeast	$95.4	$67.8	$58.5	-------
Public Master's	$89.6	$71.1	$60.0	$48.3
Western Washington U	$81.1	$65.6	$55.7	$49.4
Montana State Billings	$66.0	$58.3	$52.6	$35.4

Lewis & Clark C	$58.1	$48.3	$42.1	-------

The assertion that UA faculty in general are not well paid by national standards is only partially correct. It is true at UAF lags national averages for doctoral research institutions, which pay far higher salaries than does UAF. On the other hand, when UAA and UAS are compared to predominantly master's degree institutions nationally, faculty salaries on both campuses exceed national averages in most ranks.

Of course, whether an institution's compensation package ultimately is competitive, however, depends upon a host of factors, salary being only one. Cost of living, teaching loads, facilities, grant funding, location, etc., all make a difference. UA institutions are distinctive in many ways and therefore one must be careful in drawing conclusions about faculty salaries.

What difference does the cost of living make in these deliberations? Not as much as some believe. Consider the following Consumer Price Index (CPI) data for the first half of 2010, with the 1967 CPI = 100:

Anchorage	194.83
Honolulu	233.82
Portland-Salem	217.51
San Diego	244.24
U.S. City Average	218.01
West Region Average	221.33

Data for Fairbanks and Juneau were not supplied by BLS for the same time period, but other BLS data sources suggest that costs in Fairbanks are about the same as Anchorage, while Juneau is a bit more expensive than Anchorage.

All things considered, it is difficult to make the case that cost of living differentials require higher than national average salaries at the University of Alaska unless one is located in a rural situation. UAA faculty appear to be especially well compensated when cost of living differentials are taken into account. It also appears (from the comments of faculty and

administrators) that UAS ends up paying some faculty more than it would have to pay to attract them because of the CBA's reliance upon the Oklahoma State University salary study.

We recognize that the U.S. Government frequently grants special cost of living allowances to its employees in Alaska; however, it is not clear that this is merited in locations such as Fairbanks and Anchorage. And, if merited in Juneau, such adjustments would be no more than five percent.

Interestingly, several economists argue that the introduction of big-box stores in Anchorage, Fairbanks and Juneau appears to have made a perceptible difference in prices in these locations in recent years. They believe this is partially responsible for more moderate cost of living increases in Alaska in recent years.

(33) Regardless, we recommend that the President commission a new faculty salary study that compares UAF, UAA and UAS faculty salaries to those at carefully selected peer group institutions for each MAU. UAF, UAA and UAS each should have the opportunity to participate in a new and updated selection of peer group institutions, which should reflect comparable size, missions, programs, research output, etc. The goal should be to substitute MAU-specific peer groups for the Oklahoma State University salary study and to amend the CBA as necessary. Such a new analysis should take into account of cost of living differentials and attention also should be given to differing supply/demand conditions, academic discipline, level of programs, and external market factors. Coincidentally, such a study also will present an opportunity to examine if the University has any protected class salary problems relating to gender or ethnic origin. If, after adjusting for relevant other factors, such an analysis leads to the conclusion that salary adjustments need to be made for either individuals or groups, then the President should recommend a plan to the Regents to do so and make it a priority in collective bargaining.

VI. STUDENTS

The more than 33,000 University of Alaska students are diverse in a variety of ways. Approximately 60 percent are women and 15 percent are Alaska Natives/American Indians. Hispanics and Asians account for about eight percent of headcount enrollment and African-Americans about three percent. Some 52 percent are older than 25 and average student age is 30. Approximately ten percent of UA students come from outside Alaska. Eight percent are pursuing a graduate degree. Fully 30 percent are taking only one course per term and 45 percent are taking only two courses. Only about 35 percent of UA's 33,000+ students actually are full-time. At UAA, 80 percent hold a job and the median age is 25. Approximately 20 percent of UA credit hours are generated by students who intend to earn a certificate or associate degree. The typical UA undergraduate student is a first generation student and more than 49 percent of them receive need-based financial aid.

The typical UA undergraduate is pleased with the education he/she is receiving and grateful that the University introduces them *"to ideas and approaches that I had never thought about before"* (the comment of an undergraduate business student). Students perceive accurately that the University opens the doors of opportunity to tens of thousands of Alaskans

The typical UA student tends to view his/her education pragmatically. He/she wants to learn and to be stretched and challenged, but upon graduation clearly wants to be able to compete successfully for a good job related to what they have been studying. They see their University of Alaska education as mobility mechanism *"that will enable me not to have to struggle the way my parents did and to be able to choose where I want to live"* (this was the observation of a health sciences undergraduate). A healthy majority of UA students seek to remain in Alaska and between 80 and 90 percent usually do so immediately after they graduate.

One of former President Mark Hamilton's more popular and productive innovations was the UA Scholars Program, which continues to flourish. The UA Scholars Program provides a four-year scholarship providing partial payment of tuition and fees at any UA campus. There were 1,913 UA Scholars in the UA System in Fall 2009. It is credited with generating

significant increases in the proportion of highly talented Alaska high school graduates who chose to remain in the state for their higher education. In 1999, 33 percent of high school graduates eligible to become a UA Scholar enrolled at an institution in Alaska; by 2009, this had risen to 43 percent. More than 83 percent of UA Scholars are retained in Alaska between their freshmen and sophomore years; the UA System average is 76 percent for those students who are seeking baccalaureate degrees. While UAA enrolls the most UA Scholars, UAF enrolls the highest percentage of UA Scholars within its student body. More than 66 percent of UA Scholars are women.

Historically, Alaska has been challenged by "brain drain." Many of its young people, including some of its highest academic achievers, have departed the state after high school graduation and have not returned. The Alaska Scholars Program addresses this problem. **(34) We strongly commend the Alaska Scholars program, but nevertheless recommend that the President probe its effectiveness along with the University's other financial aid programs. To wit, precisely how successful are all of the University's scholarship programs in terms of retaining and graduating awardees and how many awardees subsequently remain in the state if they graduate? Are there notable difference between and among the academic disciplines in terms of Alaska Scholars attractiveness and success? Would it make more sense to offer more (fewer) scholarships with higher (lower) stipends? Should an attempt be made to endow the well-regarded UA Scholars Program?**

(35) We pose these questions in the context of what we believe should be a general examination of how the University utilizes its scarce scholarship funds. Ideally, the University will expend its limited scholarship funds strategically in order to attain specific goals. Software now exists that permits institutions to vary their scholarship and financial aid offers in order to reach certain goals, e.g., maximization of enrollment, or other magnitudes such as SAT scores, retention, graduation, etc. We recommend that UA explore such software. This would permit intelligent strategic decision-making with respect to enrollment.

University of Alaska students typically are pleased with the quality of the education they are receiving. *"I have lots of great professors,"* enthused one representative undergraduate business student, while a representative undergraduate social sciences major reported that she is *"positively thrilled at the opportunities I have had to do field research and apply what I have been learning."*

There is great appreciation among UA students for what one graduate student termed *"the distributed nature of the University."* By that he meant the many branches around the state that the University maintains and the availability of its distance learning operation.

There is less praise from students for the University's delivery of every day services such as food, parking and financial aid. **(36) *"Bureaucratic"* is an adjective often utilized by UA students to describe their interactions with the University. Many would like more variety and improved quality in the food selections they may choose from; more and less expensive parking; and, more responsive financial aid service from individuals *"who sometimes regard us as adversaries."* These are items that UA should work on, though in truth these complaints differ little in tenor and amount from those one hears on nearly any state university campus. If there is a difference here, it is that the University's retention and graduation rates are sufficiently low (see below) that the University really does need to determine why so many of its students drop out.** Perhaps the delivery of student services has something to do with this.

When queried about parking, urban campus students generally indicated that they would be willing to pay higher fees for parking if *"the money actually goes to parking that we can see."* More than a few students harbor the (false) opinion that parking dollars are being diverted to other uses**. (37) In general, students typically spoke in favor of strictly designated fees, whether for additional computer work stations, more Internet bandwidth, additional on-campus entertainment, or intercollegiate athletics. We recommend that the President explore such possibilities with student leaders and determine what, if any, designated fees students might favor in order to improve the quality of their lives at the University.**

Student Retention and Graduation Rates

According to the data the University of Alaska provided *U.S. News and World Report,* the freshmen retention rates and six-year after matriculation undergraduate graduation rates were as follows in 2008-2009:

	Freshmen Retention Rate	Six-Year Graduation Rate
UAF	**74.8%**	**33.0%**
UAA	**71.0%**	**24.5%**
UAS	**55.0%**	**14.3%**
UCLA	**97.0%**	**89.0%**
U Minnesota	**88.0%**	**68.0%**
Wash State U	**83.0%**	**69.0%**
Col State U	**82.2%**	**64.0%**
Oregon State U	**81.5%**	**60.0%**
U Wyoming	**73.5%**	**55.0%**
U Hawaii	**77.8%**	**48.0%**
Cal State U Chico	**80.8%**	**53.0%**
Cent Wash U	**77.2%**	**54.0%**
E Wash U	**73.8%**	**47.8%**
Weber State U	**71.2%**	**41.5%**
So Utah U	**63.5%**	**40.8%**
So Oregon U	**66.0%**	**36.3%**
Mont St U Billings	**59.5%**	**29.3%**

It will suffice to note that UAF's success rates, especially its graduation rate, are well below national averages for doctoral research institutions. To the extent that UAF wishes to be considered in the same breath as other public flagship state universities, these data do not support such claims. Indeed, *U.S. News* classifies 258 institutions of higher education as "national universities" and it ranks UAF 258 of 258 on that list. UAA and UAS fare somewhat more favorably in the rankings, but against a much less demanding peer group. *"There is no question but that we look bad on many of these measures,"* confessed a UA administrator.

(38) A host of factors can be deduced to account for the disappointing retention and graduation performance of University of Alaska students. The most important appears to be the fact that all three major MAU campuses also function as community colleges and technical institutes. As such, they enroll a wide variety of students who variously have no intent of obtaining a degree, or already know they will move, or are under prepared. Distinctive history and culture, financial pressures and the state's weather possibly all may play a role. It is clear that one reason some students depart from UA is the comparative absence of campus-based, need-based student financial aid.

(39) At the end of the day, it is apparent that UAF, UAA and UAS in many ways are not comparable to many of the state universities to which they are compared. Nevertheless, it is incumbent on the University to do more than it has to find out why the University falls short in this arena and take remedial steps.

Since UAA and UAS are classified by *U.S. News* as comprehensive, master's degree institutions, their retention rates are in the ballpark with respect to national averages. However, both have graduation rates are among the lowest in the nation, providing one eliminates historically black public institutions from the comparison.

If only 15.3 percent of UAS freshmen graduate after six years, then why is this so? Is it because these students are highly mobile and transfer elsewhere, or they did not intend to graduate in the first place, or they are receiving deficient instruction, services and financial aid, or...? How effective actually are the ubiquitous student support services, advising, tutoring, learning communities, Smart Start Program, etc., that focus on assisting students? **(40) We strongly recommend that the President of the University of Alaska make the improvement of student retention and graduation one of his very highest priorities in the next few years. The focus should be upon discerning facts, causes and remedies. To ignore this problem is to waste the resources both of students and the State of Alaska.**

VII. BUDGET, FINANCE AND AUXILIARY SERVICES

Comparatively speaking, the University of Alaska depends more upon state appropriations and less upon student tuition than many other public universities today. While the current level of state appropriations is adequate though not generous, the reliability of those state appropriations often times has been in question. Rising and falling oil prices have introduced *"feast and famine budgets,"* according to one administrator.

One of the most distinctive aspects of public finance in Alaska is the Alaska Permanent Fund, which is a legislatively controlled sovereign wealth fund established in 1976 to manage "surplus" state petroleum revenues. Income into the Permanent Fund comes from a portion of the oil and gas leases, bonuses and royalties as well as from all other non-renewable mineral development. The value of the fund grew as high as $40 billion in 2007. Its current market value is about $34 billion. The fund' invests in equities, bonds, commodities and real estate. Historically, the Fund has earned approximately ten percent annually on its investments and typically spends no more than five percent of its corpus.

Starting in 1982, dividends from the fund's annual growth have been paid out each year to eligible Alaskans, ranging from $331.29 in 1984 to $3,269 in 2008 (which included a one-time $1,200 "Resource Rebate"). The 2009 payment was $1,305 per person. To qualify for the Alaska State Permanent Fund one must have lived in the state for a minimum of 12 months, and maintain constant residency. Alaska's citizens have come to expect such payments, almost in the fashion of annual Christmas presents. Thus, Alaska has neither a state sales tax nor a state income tax.

Of what relevance is all of this to the University of Alaska? First, petroleum-related production peaked in 1988 and by 2010 had declined to only about one-third of their 1988 level. State revenues were protected as the price and new state taxes kept revenues high as production declined. But, as production continues to decline, even accounting for new fields coming on line and prices remaining relatively high, state budgets will tighten and the University of Alaska could be in for tough budgetary times, independent of the national recession.

Second, since oil prices are rather volatile, the University's potential state funding sources are similarly volatile. The University can, and has, ameliorated this problem by increasing its non-state support (for example, from tuition, auxiliary services, research grants, etc.). Plausibly, it will need to do this even more often in the future in order to counter the vicissitudes of state appropriations.

Third, when the day finally arrives when the State of Alaska must consider substituting other tax revenues sources (such as sales or income taxes) for oil revenues, *"There will be a huge, bloody political battle that will go on for decades,"* predicted an elected official**. (41) Alaskans now are among the most lightly taxed citizens in the country and changing this circumstance will neither occur quickly, nor without substantial political carnage. While such discussions occur, however, state financial support for the University of Alaska could dwindle. The University should anticipate such circumstances and begin to model less generous budgets. Unfortunately, we observe the strategic plans of UAF, UAA and UAS largely do not appear to reflect such possibilities and appear to assume, or at least hope for, worlds worthy of Dr. Pangloss.**

The $5.5 million "call back" and internal reallocation recently carried out by UAF provides at least a template for more realistic considerations. At some point in the future, however, **(42) repetitive financial cuts at the margin on all programs spread mediocrity. In the long-term, we believe it would be far better that the University completely eliminate whole programs and departments in order to sustain its support for its most vital and highest quality programs.**

Debt

Both the University of Alaska as a whole and its individual units have acted very conservatively in terms of assuming debt. In FY 10, total debt UA debt was $128 million and the accompanying annual debt service was $13.775 million---only 1.8 percent of UA's total operating revenues for FY 10. This places the UA system well below the 7.0 percent standard that many public institution boards apply to their units. It underlines that the UA System possesses a great capacity to assume additional debt. (**43) We point this out because UA is not**

without needs and might well find it attractive to float bonds for student housing or other revenue-generating activities in the future. Suffice it to say that the UA System has the ability to do so though this would require some reallocations.

Financial Carry Forward

One of the marks of a solid, well-run organization is its ability on a consistent basis to carry forward discretionary, unspent funds into its new fiscal year. These funds provide a cushion against unexpected adverse developments and also can be used to deal with attractive, new opportunities. In the case of UA, the oral tradition among some faculty and staff is that it carries forward huge amounts of funds---literally, that it owns an impressively large savings account that could be spent upon deserving departmental and office priorities.

Whatever may have been true in the past, this is not correct today. As the data below reveal, UA overall and each individual UA unit carried funds forward for FY 10, but not excessively large amounts. These levels of carry forward cash are both prudent and appropriate.

UA Overall	3.1% of operating revenues	$23.2 million
UFA	2.4% of operating revenues	$9.5 million
UAA	3.6% of operating revenues	$9.7 million
UAS	3.7% of operating revenues	$1.7 million
USW	4.6% of operating revenues	$2.2 million

Efficiency of Operation

In contrast to many other campuses in "the lower 48," UA campuses in general receive favorable marks for the efficiency of their physical and financial operations. *"There is pride of place here,"* remarked a dean who complimented UA campuses for maintaining attractive grounds, keeping buildings clean, and repairing minor items. Further, there is general agreement that UA campuses typically manage their money well. They consistently receive quite favorable audit reports and one faculty member quoted only a bit inaccurately the Chicago Bears' venerated George Halas, once accused by Mike Ditka of *"making nickels squeal,"* in pointing

out that UA financial leaders were able to stretch their budgetary funds and use them extremely well.

A variety of university offices, including information technology efforts on each campus, typically receive high marks for service and efficiency. *"They're quick to the mark most of the time,"* praised a faculty member, *"and they know what they are doing."* On the other hand, at this point in their evolution, both the University's fund-raising and alumni arms often are seen as inefficient, not able to generate needed data, and *"bumbling around too often."* The Banner records system also is viewed by many as in impediment rather than a help.

Nevertheless, the major place where the UA System encounters considerable static concerning its efficiency is with respect to perceived overlap in functions and authority between the individual UA campuses and the UA Central System. It would be fair to say that many faculty and administrators simply are unconvinced that additional system administration improves their circumstances. *"We could do many things more efficiently on campus,"* asserted an administrator, who spoke for many. They have in mind many IT and human relations functions, foundation activity, institutional research, academic evaluations, and even collective bargaining. **(44) President Gamble and the Regents should bear this in mind as they consider reorganization.** System administrators portray the classic *"We're from the government and we're here to help you,"* attitude, commented a sarcastic administrator. *"Sometimes they just come looking for work and problems,"* commented a faculty member.

We deal with recommended reorganizations of the UA System in another section**. It is sufficient here to note that the major place in the UA System where commentators see inefficiency is in the UA System Central Office.** Whether or not fair, this is a widely held view.

Public/Private Partnerships

Several campuses expressed to us their need for additional student housing, but simultaneously bemoaned their inability to afford such. UAA and UAF appear to have explored

the possibility of public/private partnerships whereby a private entrepreneur might provide the capital for and construct such housing, and then operate that housing. Those initial efforts were done some years ago and might provide different results if done today. After some period of time, perhaps 30 years, in a lease to own arrangement, UA would own the property.

In such circumstances, the rental charge students pay ordinarily is higher than normal, though the amenities in such residence halls usually are higher as well. Experience on other campuses is that a student clientele usually exists that is attracted such situations and will pay premium rents for somewhat upscale living quarters. To be sure, this model might not fit many Alaska campus situations, but it should not be rejected out of hand because experience in "the lower 48" indicates that it often is viable.

When asked why strategies such as these have not been pursued previously, most informed individuals cited *"a culture of risk aversion," "laws and regulations"* (though no one seemed to be able to say what they were), and an egalitarian *"That's not the Alaska way."* Other than laws and regulations, we do not believe these constitute valid reasons. (**45) We recommend that the President charge appropriate staff with the investigation of public/private partnership possibilities with respect to housing, but also with respect to a variety of other activities that might be carried out jointly (including partially privatized services, joint research and development projects, real estate developments, etc.). The President and the Board ultimately might opt not to do any of these things, but nevertheless should make themselves aware of the potential benefits and costs before it makes its choices.**

VIII. INTERCOLLEGIATE ATHLETICS

Most UAF and UAA intercollegiate athletic teams compete at the NCAA Division II level and those teams belong to the Great Northwest Athletic Conference. UAA's women's basketball team has reached the national Division II semi-finals several times and built several long home winning streaks. UAF teams have won nine national rifle championships. Both institutions' ice hockey teams (men) compete at the "big-time" level in ice hockey and televise many of their road contests. UAA attracts national attention each winter with its Great Alaska Shootout men's basketball tournament that historically has attracted many of the nation's most powerful teams.

UAF is a member of the Central College Hockey Association (CCHA), which includes institutions such as Michigan State, Ohio State and Notre Dame, while UAA competes in the Western Collegiate Hockey Association (WCHA), which includes institutions such as Denver, Minnesota, North Dakota and Wisconsin. It seems possible that some type of merger between the CCHA and WCHA might be in the offing because of financial stresses being experienced by some members.

(46) UAS does not compete in intercollegiate athletics, a circumstance we do not believe should change. While intercollegiate athletic teams might improve UAS's identity, community support and student recruitment, they usually bring with them a variety of problems and expenses. Their operating costs would be high and initiating teams would require major investments and general fund tax subsidies for facilities, staff and travel. This seems an ill-advised course to follow at this stage in UAS's development.

The major challenges confronting the existing UAF and UAA intercollegiate athletic programs are functions of distance and weather. UAF and UAA teams must travel long distances to compete against the other teams in their leagues and this is expensive. In addition, the weather introduces a degree of uncertainty to road trips that sometimes disrupts the best devised plans. Indeed, UAF and UAA teams spend 25 to 40 percent of their annual budgets on travel, whereas a typical team in "the lower 48" spends no more than 15 percent on travel. This

makes intercollegiate athletics at UAF and UAA distinctive and huge money losers on a cash basis. The UAF athletic program received a state general fund subsidy of about $3.2 million this year and UAA about $3.8 million. The opportunity cost (alternative use) for these funds is high. It should be noted, however, that both UAF and UAA cleverly utilize the Western University Exchange (WUE) program to reduce the cost of recruiting selected out-of-state athletes, who often constitute as much as two-thirds of a competitive squad.

One of the most interesting and pleasing aspects of UAF and UAA intercollegiate athletics is the fine academic performances of UAF and UAA athletes, who earn higher grades, drop out less often, and graduate more often than conventional students on each campus.

(47) At the end of the day, however, we recommend that the respective campus chancellors keep a close eye both on programmatic expenses in intercollegiate athletics and the amount of time student athletes are unable to attend scheduled classes because of their lengthy road trips. Intercollegiate athletics have gotten more presidents and chancellors into trouble than virtually anything other than presidential houses. Vigilance, good hiring and observable interest in each university's teams will go a long way toward avoiding scandals.

IX. ADMINISTRATION

There are two fundamental topics of interest here. First, what administrative activities should be centralized? Second, how should the Alaska higher education system be organized?

Centralization/Decentralization

One of several important governance questions that surround the University of Alaska is highly practical---what activities and decisions should be centralized and which of these should be decentralized and largely performed on local campuses? These considerations are complicated by the fact that the University of Alaska System in effect is a collection of three MAU sub-systems (UAF, UAA, UAS) that undertake a variety of activities for the institutions under their sway.

Certain activities clearly are system-wide in character and should be centralized. Determination of the missions of the individual campuses clearly falls within this category. The Board of Regents must not allow institutions to determine their own missions, whether formally or by default. We already have recommended that the missions of UAF, UAA and UAS be refined and that in particular address what will hold true in the future.

(48) While the recipe might differ in other states, there are sound reasons in the case of Alaska to centralize programmatic approvals, technology standards and related major technology resource decisions (such as the adoption of common student, employee and financial records systems), the allocation of capital and buildings, the assessment and formulation of budget requests, the overall allocation of maintenance reserve funds, negotiation of collective bargaining agreements (though we see no reason why each MAU might not have its own CBA and be heavily involved in that negotiation) and fringe benefit programs.

(**49) On the other hand, there is no persuasive reason why individual professorial and employee evaluations, nearly all hiring, college and departmental budgets, faculty promotion and tenure, disciplinary specific curricular decisions, the provision of student**

services, alumni activities, fund raising and most institutional research should be centralized. Individual campuses are much closer to the action.

(50) Note that much greater individual campus autonomy often is sensible in states that boast much larger financial and population bases and multiple large metropolitan areas. In such circumstances, competition among institutions and the development of distinctive, specialized campuses often is highly desirable. Plainly speaking, we do not believe the State of Alaska has sufficient population and resources to permit such unrestrained competition.

(51) The command and control regulatory model that the UA System has is perceived to have adopted over the past decade is in need of clarification and modification. *"The statewide people act like they're listening, but in reality they've already made up their minds and they're simply trying to look reasonable"* (the telling comment of an administrator whose sentiment was oft repeated). Rather than issue *obiter dicta* from Fairbanks, the UA System administration henceforth should emphasize well-designed incentives (often financial, though sometimes in the form of privileges relating to processes and local decision-making) to its institutions. The institutions will respond if the incentives are intelligently designed, clear and the process is not polluted. They need not be dragooned into certain behaviors. Indeed, they will increase their entrepreneurial behavior if incentives exist for them to do so. We note in passing that entrepreneurial behavior sometimes has been in short supply in the Alaska system of higher education. In any case, institutions predictably react negatively to, and even actively subvert, fiats that seem not to recognize their individual circumstances.

(52) Increasingly, UA Systems executive staff, under the authority of the President, should act as staff to the Board and provide them with analysis and recommendations rather than wielding final administrative authority. If all parties behave intelligently, mutual respect will follow. We note here that central board staff often have earned the respect in similar situations in other states.

(53) One of the more productive functions that the refashioned central staff might accomplish is to encourage the development of joint and cooperative academic programs within the system. The clinical/community psychology doctoral program provides a template for such programs. Courses, faculty and support are shared and students have the ability to benefit from a much larger portfolio of resources and specialties. With appropriate incentives, we are convinced that a variety of other programs could be mounted in the same fashion. We also note in passing that this constitutes a very nice way to provide UAA with additional advanced graduate responsibilities without granting it free-standing doctoral program authority and the concomitant additional costs that inevitably would accompany such a development.

(54) The model we have outlined here assumes that the size of the current UA central staff may be reduced, perhaps in the target range of 60 to 80 positions (down from an estimated 200 today). Note that Virginia, which has a highly regarded public system of higher education, maintains a State Commission for Higher Education with a staff approximating 40. The Virginia system, of course, is less bureaucratic and more entrepreneurially oriented than the UA System. We recommend that the Board allocate some of these savings to the MAUs, some to the support of community college/vocational/technical education, and that some be retained to help provide incentives to encourage desired future behavior.

A New Organization

The University's attempt over the past few decades to seamlessly integrate all post-secondary education into the same administrative structure always has sounded better than it actually has worked. **(55) Recognizing this, the major change we have to recommend is to accord UA's vocational, technical and community college activities much greater prominence and not viewed as *"four-year lite"* (the observation of a sometimes frustrated individual associated with workforce development).**

There are two major reasons to do so. One is that the community college/vocational/technical/work force needs of Alaska are not being served as well as they could be. The other is that inclusion of the performance measures of these units in national higher education statistics and ranking systems has seriously disadvantaged UA.

We do not propose to recreate the former community college system. Instead, we recommend that that each MAU separately address and administer the community colleges, community campuses, and vocational/technical units with individuals attuned to those tasks. For example, at each MAU, there might be a Vice Chancellor for Community Campuses (or however titled).

Each MAU should take pains to see that the same rules and criteria for performance success and failure should not always apply to these units in the same fashion as they apply to the senior colleges. For example**, (56) we do not believe tuition and fees at the community colleges/community campuses/vocational/technical units should be identical to that at the senior campuses. Indeed, they should be lower.**

Further, the statistical results associated with the community colleges/community campuses/vocational/technical units should be reported independently of the senior colleges. This will cure a variety of external visibility and ranking problems.

In addition, in the state's two largest metropolitan areas, formal, named community colleges should be created. In the case of Fairbanks, the Tanana Valley campus already serves some of these purposes. These campuses should permit UAF and UAA to begin slowly to increase their admissions standards and to focus student services. Note that the creation of these community college units definitely does not imply the construction of new campuses.

It is clear that many MAU resources and functions should continue to be provided and shared with these differentiated entities. The point is not to divorce the non-senior units from the senior units, but instead to give them additional attention. Work force leaders in the state will

approve and providing appropriate MAU support still is supplied on matters of concern such as technology, the community colleges/community campuses/vocational/technical units will as well. The State of Alaska should reference the State of Hawai'i in terms of how a community college can be incorporated and administered inside a state university system, sharing some resources, but focusing on different tasks.

X. INSTITUTIONAL ADVANCEMENT

Competition for public and private funds across all states has become intense during the past decade. State colleges and universities have increasingly recognized that the cost of education has made it impossible to compete, thrive, and maintain without a combination of ongoing private gift support and substantial endowment income.

Today, the University of Alaska System is adjusting to 50 years of roller-coaster funding with "boom years" filled with impressive funding for lavish buildings and large federal allocations and flat years in which some staffers state they grappled for office supplies. Administrators admit that the effects of the recession have been deferred in Alaska due to a large reserve fund. However, most observers agree that absent a spike in fuel prices, this fund could be depleted rapidly. State appropriations have been adequate; the reserve has enabled the University to adequately meet obligations. Supplemental sources of funding, long neglected, must be nourished to meet the long-term goals of the University.

Today's higher education environment requires significant participation by private funding sources. The University of Alaska will continually need to secure private dollars that state funds and tuition simply cannot provide.

The condition of institutional advancement—the management of private giving—at the University of Alaska is mediocre at best. Despite some large gifts (mostly of a corporate variety), UA does not have a history of a well-organized contemporary approach that is standard for a comparable system. While we found individuals in the advancement offices to be committed, the credentials and organization are limited. Throughout its history, a number of attempts have been made to organize the institutional advancement function. "*We do a lot of starting and stopping,*" stated a long- time staffer. As a result, the fundraising function has continued to exhibit inconsistent productivity.

On the plus-side, funded research is impressive, particularly at the System's flagship institution. UAF is responsible for the lion's share of the funded research, though UAA has begun to compete in this arena more successfully. UAF reports more than $110 million in externally funded research activity (quite impressive for an institution its size) and UAA about

$10 million. The State of Alaska is a splendid laboratory for a myriad of different types of environmental, resource extraction and conservation research and clearly is the nation's preferred location for cold weather science and studies. UAF, according to one knowledgeable observer, *"dominates the American Geophysical Union"* because of the quantity and quality of its geophysical research.

Obviously, the University's success in procuring external research funding has not been matched by success in private fund raising. While UA has received generous gifts from corporate donors, it has yet to convince most of its own alumni to contribute. The giving rates of alumni to UAF's, UAA's and UAS's annual funds ranges between one and six percent; embarrassingly low (more later). We spoke with alumni throughout the System, and virtually all were very proud of their institutions and their degrees. "*There simply is not a culture of private giving in Alaska*," commented one individual who spoke for many. This has been accentuated by underdeveloped fund raising organizations and the failure to make fund raising a priority. *"We've always depended upon Ted Stevens and the oil companies to take care of us,"* pithily observed an alumnus. Clearly, this must change.

(57) The lesson of "best practice advancement" across all institutional types is three-fold. Members of governing boards must assume responsibility for the advancement effort; it cannot be completely delegated to presidents, no matter how pivotal a role they must play. Second, the governing board, the president, and the professional(s) in charge of the basic functions of advancement—namely alumni relations, communications (incorporating university and government relations), and fund- raising—must work as an integrated team. Every function (alumni, public relations, et. al.) must be related in terms of attracting resources (dollars). Finally, the professionals in charge of these three principal advancement functions must be forward-thinking and broadly competent professionals who enjoy the respect of the academic community they exist to serve. The absence of any one of these characteristics will seriously weaken any institutional advancement program. The University of Alaska, unfortunately, is significantly deficient in most of these areas.

Although created in 1974, the Foundation has not developed a design for private support. The excellent address to the Regents by the current Foundation Board Chair (June 3-4, 2010) points out problems and a proposed solution. Curt Simic, of Indiana University, has been engaged as consultant; he is one of the most respected foundation administrators in the country.

The question from each of the Review team members is: Why did the Foundation wait so long? There is an impressive Foundation staff, and from 1974 to 2010 is a long time. Throughout this period the Council for Support and Advancement of Education (CASE) and others offered meetings, publications and consultancies on fund raising. We also note here that *CASE Currents* listed two conferences held (one in Anchorage and one in Fairbanks) in May 2010 on development for academic officers.

A reconstituted and energized Foundation Board of Directors thoroughly educated in its responsibilities, in agreement on the strategic direction for the institution, and committed to its president will ensure an advancement program that can tap its vast potential. **(58) New Foundation Board of Directors members should be recruited and trained to take responsibility for the fundraising performance of the University.** It is Board members who must open doors. Selection of these volunteer leaders must be done carefully and be well-thought out.

For the year ended June 30, 2010, total private contributions to the University of Alaska Foundation were $16,830,191. Of this total, $13,984,129 came from corporations. A miniscule $495,339 came from alumni with a high of $285,766 at UAF and a low of $5,935 at UAS. The team was unable to determine a "real" alumni participation rate because the calculation method differed among the three main campuses. The market value of the endowment was a respectable $216,424,300 at fiscal year end.

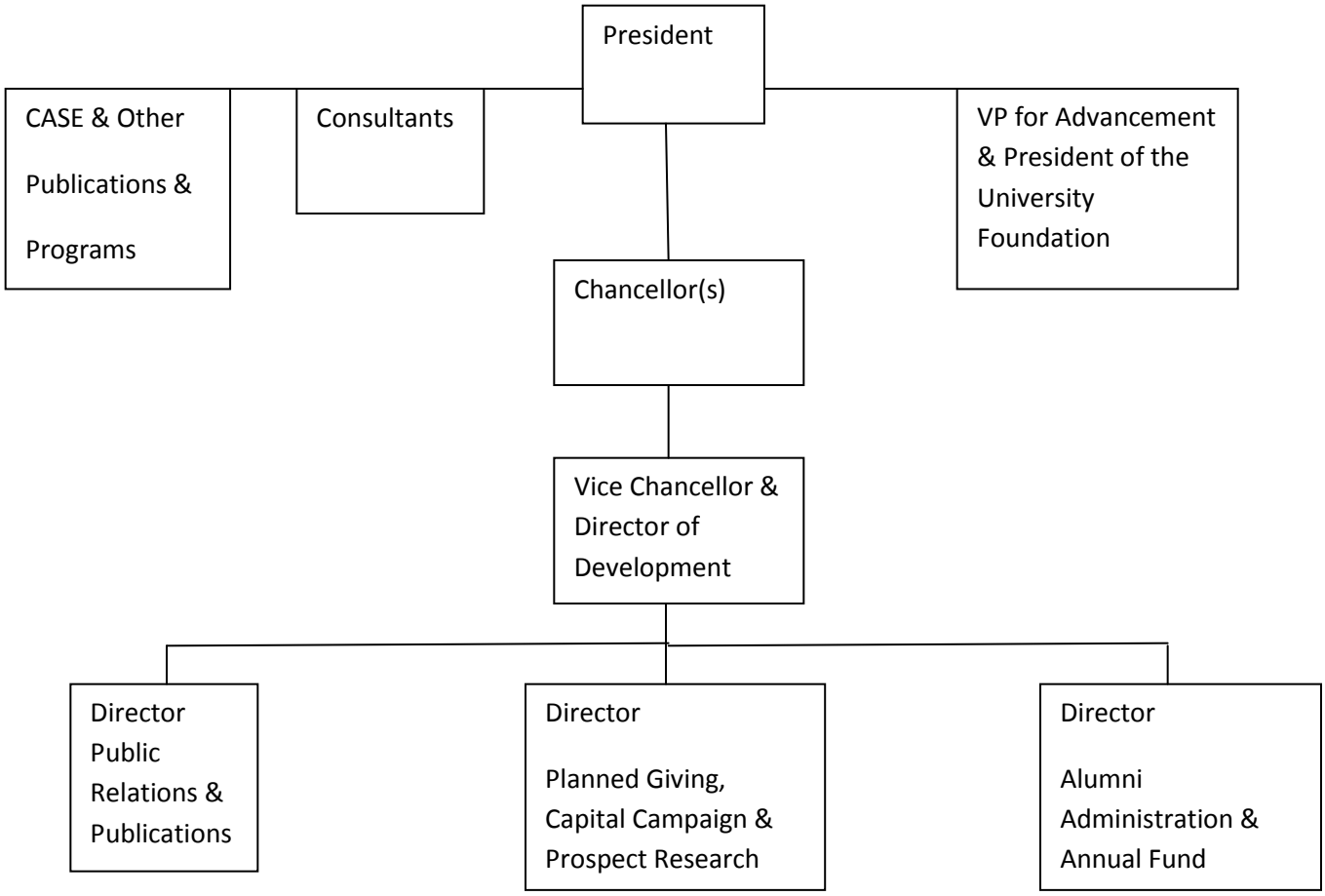
President Gamble has the discipline, energy, and charisma to inspire private support. "*Although he came from the business sector, his experiences with other institutions have provided a perspective that is just what the doctor ordered*," a staffer noted. It is imperative for the system to capitalize upon his fresh perspective and enthusiasm toward resource acquisition.

What is not yet in place, however, is either the organization that would lead to success, or a commitment by the University of Alaska Foundation Board of Directors to become actively involved in the fundraising process. It is an environment that lacks focus and emphasis. Bluntly put, as indicated in the remarks of the current Foundation Chair, they need to subscribe to the old axiom "give, get or get off."

In interviews with groups and individuals, we were repeatedly told that advancement has not been a high priority for the Board of Regents, Foundation Board, President, or campus Chancellors. "*Nobody questions that staff are well intentioned, very nice people*," one supporter said. "*They (the University) just lack the trained horses—from the top down—to run the race*."

(59) We suggest a reorganization along the following lines: the office of the President should be the prime agent for corporate research working in close conjunction with the several campuses but virtually all other fund raising activities should be housed in the separate campuses. Typically, alumni and others do not give to systems; indeed, the UA System office is not accredited. Their prime loyalty and sense of obligation is to their individual alma maters, but we note here that whatever, thoughtful consideration should be given to Curt Simic's recommendations.

The Most Efficient and Effective Design for a Fund-Raising Program:



CHARACTERISTICS OF OVERPRODUCTIVE FUND-RAISING PROGRAMS

1. Pay unusual attention to major gifts & planned giving
2. Separate corporate/foundation emphases
3. Telethons
4. Giving clubs & recognition programs
5. High number of names on mailing list
6. High number of solicitation calls
7. Use of technology

(60) The key to private support is relatively simple: do it "right" and support will be forthcoming, and it has not been done "right" in Alaska. The national average for alumni giving is over 17 percent, and some institutions go as high as 60 to 70 percent. The alumni giving percentage is the prime denominator for effective planned giving, capital campaigns and even corporate support. The President and the three Chancellors must each take thoughtful note of this. There are countless publications and conferences available, and Alaska, with its extraordinary academic culture, will be an ideal place to raise support for public higher education. There is only one private institution, Alaska Pacific, and it is relatively small but has a president who appears to appreciate the methodology of fund raising.

If properly administered and directed, fundraising costs should be below 20 percent, and over a five year period, should tend toward 15 percent or lower. It is indeed the case that, "It takes money to raise money." **(61) We recommend staffing the program as necessary and then carefully monitoring the costs. As a guideline, every new dollar spent should generate additional revenues of $6 to $8 over time.**

In light of past accomplishments, assets, and the alumni base, we believe a capital campaign should be considered. **(62) We recommend the employment of an appropriate firm to conduct a feasibility study for a capital campaign. Such a study, independently and anonymously conducted, will test the University's case for private support and help to determine the level of interest by current and prospective donors in providing funding through a comprehensive campaign.** A campaign will bring appropriate focus to the importance of fundraising, and we believe there are tremendous untapped resources. Over time, the impact will be dramatic. **(63) An immediate major gifts and planned giving effort, coupled with the implementation of new processes, should lead to a prompt and positive impact on the "bottom line," engaging alumni and friends in the future of the University while setting the stage for successive campaigns.**

The Chancellors, in coordination with staff or key volunteers, are crucial to soliciting these gifts and providing careful stewardship and attention to this group of donors. Planned gifts

provide examples for others to follow, and the Chancellors, with appropriate help from the President, must be in the forefront of this fund raising activity.

Obviously the significant involvement of major constituencies is crucial to the success of any institution's development program. Students, parents, faculty, alumni, business and government leaders - - all have important roles to play. Key among the leadership groups will be governing boards. For example, a feasibility study determines the direction and board members must be involved as well as other major supporters. Although not all board members are outstanding solicitors, most possess other assets in fulfilling their board responsibilities. In Alaska, Board members can introduce, host, open doors, and endorse the development activities, thus lending the Chancellors and the President critical support in solicitation strategy and implementation.

In this course, outside consulting is an imperative. Noted below are the names of several experienced fund raising consultant firms:

-The Sheridan Group (240-463-1708)

-Barnes & Roche, Inc. (610-527-3244)

-Gonser Gerber Tinker Stuhr (630-505-1433)

-Grenzebach Glier & Associates, Inc. (312-372-4040)

-Ketchum, Inc. (646-935-3900)

-Washburn & McGoldrick, Inc. (518-783-1949)

In a survey of former college presidents, invariably, they indicated that they wished they had more rigorously evaluated every advancement activity (alumni, public relations, publications, et. al.) using development (fund raising) as a model. They also indicated that they had, or wished they had, a development officer in charge of the entire advancement division. For obvious reasons, development officers are by nature inclined to accept performance indices relating to the amount of money raised.

Alumni

The University of Alaska has an estimated 62,000 living alumni. Approximately 80 percent reside in Alaska. Among the more distinguished alumni are:

- Tom Albanese, CEO, Rio Tinto
- Mark Myers, former Director of US Geological Survey
- Syun-Ichi Akasofu, geophysicist and founding director of the International Arctic Research Center
- T. Neil Davis, geophysicist and author
- Curtis Fraser, hockey player
- Otto W. Geist, explorer and naturalist
- Jay S. Hammond, former Governor of Alaska
- Jordan Hendry, hockey player
- Margaret Murie, naturalist and author

UAF, UAA and UAS each maintain their own alumni association; this is a good start. To their credit, the alumni organizations attached to each campus carry out a variety of typical alumni activities including sponsored events, mailings and Internet contacts. What seems to be lacking, however, is a well-defined sense of their mission and purpose---an understanding on their parts of why they are doing what they are doing. The blunt truth is that there is no reason for institutions to sponsor alumni organizations and activities unless those organizations and activities further the educational mission of those institutions. That is, unless there is a positive connection between alumni events and outcomes that an institution desires---notably, enhanced fund raising but also improved admissions, enhanced fund raising, better placement of students, increased political influence, etc.---there is no reason for colleges and universities to sponsor alumni activities. Universities are not social clubs.

As noted above, the annual fund is the cornerstone of successful fund raising programs but today planned giving is at the apex of the development process. Wills, trusts, and pooled income funds preserve institutional quality by establishing endowed scholarships, chairs and professorships.

What is missing at the University of Alaska is the realization that every alumni event and every alumni activity must be directed at improving the University position. It is not sufficient

for alumni associations to assert that alumni like the social events that they sponsor, or that these events keep alumni in touch with the University. What is required is for alumni organizations to plan and carry out events that demonstrably meet the goals of the university. Thus, the associations need to know precisely who attends their events and what, if anything, these people do for the University. Alumni organizations need to know who reads the materials they send, whether via mail or Internet. They need to know how their social networking sites translate to furthering the University's goals.

(64) What is required, then, is a much more analytical, even hard-hearted evaluation of alumni activities and personnel. The bottom line is that either the events and the personnel demonstrably improve the University of Alaska's position, or they should be modified or abandoned. We recommend that each campus analyze its alumni events and personnel to determine the extent to which there is evidence that they actually further UA objectives, particularly alumni and fund raising. As noted below, as is often the case in "the lower 48," we recommend that each of the campus alumni officers be primarily responsible for the annual fund. There is little question that alumni programs can be highly positive tools for institutions of higher education, but one should not automatically assume that this is true. There is often no bridge between friend raising and fund raising; putting the annual fund under an alumni director ensures a marriage between friend raising and fund raising. (The most recent issue of *CASE Currents* in October 2010 includes an article on the integration of alumni relations and development.)

As mentioned above, alumni generally voice strong support for the University of Alaska and indicate appreciation for the quality of the education that received there. However, typically this has not translated into financial support. Data supplied by the University reveal the following:

UAF	3.9% of alumni with addresses made a gift in FY 10
UAA	5.9% of alumni with addresses made a gift in FY 10
UAS	1.3% of alumni with addresses made a gift in FY 10

These figures clearly indicate that there has been no focus in alumni activities upon fund-raising.

Analysis of Web Content and Publications

In the past two years, news developments surrounding former Alaska Governor Sarah Palin and more recently, the Alaska Republican primary and a tragic private plane crash that took the life of Senator Ted Stevens have greatly expanded national and international exposure of the State of Alaska, making it much more visible to Americans in "the lower 48." Good or bad, this enhanced coverage spotlighting Alaska provides an unparalleled opportunity for the University of Alaska System and its member institutions to showcase their strengths to potential students, employers, donors, the national media and other constituencies.

Specifically, the System can use this enhanced, enlarged focus on the State to tell its story and to sell the unique combination of vast natural resources, abundant recreational opportunities, diversified economic strength and multicultural heritage to current and potential stakeholders.

A review of the website and publications indicates that the University of Alaska System both recognizes this opportunity and has already begun to embrace it in a thoughtful, focused and systematic way. In particular, the tagline "Many Traditions One Alaska" and contemporary logo are used consistently and effectively across multiple platforms. In addition, with respect to graphic identity, a "family look" is apparent in both the website and major current publications.

Clear, consistent and compelling messages embracing the above opportunities and also targeting taxpayers and state legislators are evident on both the website and in newer publications. The importance of distance learning and workforce development in a far-flung, rural environment is also addressed strategically.

(65) Additional opportunities remain in creating focus, use of graphics and photography and in targeting future students and families as well as in cross-marketing, using print publications to drive audiences to the excellent website, among others.

System Website

The geographical size of Alaska and remoteness of some constituents makes a clear and compelling website paramount. A review of the homepage as well as interior pages, links to campuses within the system and to key departments and services demonstrates that the System as well as component units have devoted considerable thought and resources to development of a website that is both graphically attractive and highly navigable. The site is clean, clear, student friendly, creative and "fun." The innovative use of contemporary graphics on the homepage is likely to attract potential students and others, while the use of scrolling current news headlines enhances the likelihood of return visits to the site.

While the homepage does contain a lot of information, it is extraordinarily well-organized and does not present a cluttered appearance. A browser can quickly and easily navigate to sites of interest, including links to distance learning, giving and others.

President Gamble's page, easily accessible from the homepage, is well-done, the thumb-nail photo is a good idea, and the site contains helpful cross-links to other sites.

Use of the UA system logo and tagline are consistently repeated and positioned throughout the site on all key pages, though we noted that it is not displayed on the homepages of the member institutions. A standardized, attractive template and palette of colors is apparent throughout the site, with quick links to individual campus sites. Homepages of the latter are also attractively and consistently designed, with good use of the respective institutional logos.

(**66) Opportunities to strengthen the System website include stronger use of photography for impact (a need in many publications, as well), a direct link to admissions information for prospective students and families (although it is likely that many would go first to the individual campus sites, which do provide such links) and more interactive features to encourage repeat visits. Many photos on the home page are run too small for maximum impact, and this is also true in many publications. Best practice is fewer photos run larger. Quality of some photos is also mediocre, with too many posed shots of people and not enough showing genuine interaction.**

Overall, though, the System and its constituent units can take pride in effective, navigable websites with very fast links.

Messaging

Communications targeting non-students or prospective students and families (these will be addressed later under "admissions publications") are effective in identifying and consistently reinforcing key messages and themes to major stakeholders. These include the following:

- The UA System is a good steward of resources and taxpayer dollars; (legislators, taxpayers, donors);
- The System and campuses deliver a high-quality product cost-effectively in a way (in-person, distance, throughout the state) that potential consumers and employers can utilize;
- The System and its campuses represent a collaborative partner with state employers, business and industry in workforce training and development and especially, in technical education delivered through community colleges;
- The System is progressive and forward-thinking;
- The System and its campuses represent a major resource for the state in health care delivery and other key areas;
- The System and its campuses are a major employer, with a significant economic impact upon the state and communities in which it is located;
- The System acknowledges the multicultural heritage and identity of Alaska and its people as well as the opportunities presented to it by its enormous natural resources and "green" possibilities

Graphic Identity and Use of Tagline in Branding

Use of the very good System tagline, "Many Traditions One Alaska" and attractive, contemporary logos are repeated consistently and effectively throughout the website and publications. Logos of individual campuses appear, appropriately, in subordinate positions as design elements. Newer pieces, "University of Alaska at a Glance,"

"Facts, not Fiction," "Training Tomorrow's Workforce Today" and the piece featuring regents' photos on the back reflect an emphasis on creating a "family look" in design and color

palette. Some older publications do not reflect such design elements, but it is likely that many of these will be phased out and replaced with additional web content.

(67) Publications appearing to target potential students and families feature a secondary tagline, "Learn, engage, change" (University of Alaska Southeast). This, plus a more consistent brand and family look, might be encouraged throughout publications of constituent campuses. For out of state students, who represent a strong source of higher tuition revenue, the advantages of studying in a diverse, outdoors-oriented Pacific Rim environment could appeal to students in many disciplines.

Major System Publications

(68) Photography is an area that needs to be addressed throughout. As noted, many photos are run too small for impact. Too many are obviously posed, showing either no or little interaction, with subjects staring directly into the camera. In others, such as the front page of the Winter 2009 System newsletter, shots of equipment appear with no people for context. Some photos could benefit from tighter cropping. An upgrade in this area would benefit the entire publications and web areas.

System Newsletter

(69) In addition to enhanced photography, as noted above, high-priority needs for this publication are reduced word counts to avoid a cluttered look and to enhance readability and a less static, more contemporary design.

(70) On the front page, for example, the "Inside This Issue" sidebar is much too copy-heavy, discouraging readers from venturing inside. Simple bullets without text would be more effective. Inside features such as "Partnering with business and industry" (pages 2-3, Winter 2009 edition) similarly contain too much "gray." Use of bolding, subheads and larger boxes/screens would make this spread more reader-friendly. Photos without people are uninviting and lack context, and cutlines are too small to read. Call-outs should be run larger with enhanced spacing and leading. Photos bled off the edges of the page would create a less "boxy" look while allowing for greater impact. The use of phone numbers,

websites and e-mail addresses to drive readers to the relevant site at the bottom of the page is effective, but could be run one or two points larger.

(71) Even given budgetary constraints requiring two-color, the second color could be used more effectively in boxes, graduated screens, sidebars and spot color. If budget permits one color signature inside, it would enhance the graphic appearance. More illustration and graphics, in addition to photos, would enhance readability and break up copy.

Content seems appropriate to key constituencies, including employers, legislators and community partners.

If and when this publication is delivered online, a recommendation to encourage readership would be to offer a few pieces in the e-version not available in the print publication, driving audiences to the website.

Other Publications

Generic 4-Panel Color Publication

Primary target audiences for this piece appear to be legislators, taxpayers, donors, employers and the business community and perhaps secondarily, families, students and referral sources.

The piece is attractive and well-designed. Content is appropriate for a generic audience, covering all the bases. The cover is clean and inviting. Use of screens and second color to break up copy is well-executed, although best practice in use of reverse lettering over the dark blue panels would be to run text larger, to screen down the color, or both, for enhanced readability. Heads and subheads are well-displayed. Care has been taken in selection and cropping of photos. The panel displaying the state map with location of campuses and brief blurbs about each campus are effective factoids for potential students. Use of individual campus logos—all very attractive graphically—is well-placed subordinate to the System logo on the front page.

(72) The entire piece, however, appears cluttered, with too much copy and some point sizes too small to read easily. Either a panel needs to be added, or copy needs to be cut in length.

Facts, Not Fiction

This piece is extraordinarily effective graphically, with an attractive color palette and excellent content. If it is not presented online, it should be, perhaps as rotating images on the front page.

(73) Other uses for the "Did You Knows?" could be explored—perhaps as tent cards at System-sponsored events, on the back of business cards, as sidebars in the newsletter, etc.

University of Alaska at a Glance

Evidently designed as a companion piece to "Facts, Not Fiction," the color palette and design of this piece are also attractive and readable. The audience for this publication is unclear. The front panel appears to be designed as a generic stand-alone piece, but the back panel seems to target legislators, donors and taxpayers. The two don't seem to go together. **(74) Again, some of this information – "successes in efficiency" could be presented on a rotating basis on the homepage. Copy on the back panel is crowded, and the graphic, "State Appropriation Comparison" run too small to be easily read.**

"Training Tomorrow's Workforce Today"

This piece, too, appears to be designed as a companion piece to "The University of Alaska at a Glance" and "Facts: Not Fiction," targeting employers, business, industry and educators while showcasing the vital role of community campuses around the state as workforce training centers. It is attractive graphically and contains a large volume of information well-organized and well-presented. The "Partnering for Success" spread could be reprinted as a separate pamphlet for distribution to appropriate audiences and also placed online.

(75) The same comments made above about point size of the font, reduced word counts and use of colored screens behind copy to break up "gray" apply to his publication.

Copy reversed over some sidebars with colored screens is difficult to read because of small type and lack of contrast. While the color palette and use of second, third and fourth colors are effectively graphically, design must always support content and messages.

(76) In addition, while some photos are excellent, well-composed and well-cropped, most are run too small to be effective. Use of bullets to summarize key messages is effective, particularly on the back cover, a space often wasted in publications.

(77) In this and other publications, thought should be given to using them as vehicles to driving audiences to the excellent System website, permitting reduced word counts with additional information available online.

Alaska Career and Technical Education Plan

This report is presented attractively and concisely with consistent messaging; although it contains a great deal of information, use of white space, leading and subheads break up copy for greater readability. The high-quality, coated stock and use of 4-color convey a quality image. Content reinforces messages of quality, innovation, strategic planning and accountability found in other System publications for key constituencies. This is a serious, thoughtful, impressive piece.

Other publications (i.e., "Health Programs," "Finance & Performance Summary") appear to duplicate information found in other publications and might best be replaced with online content and/or integrated into other publications.

Individual Campus/Admissions Publications

It is critical to an effective branding campaign for the System as a whole that individual campus components, while differentiating their offerings and modes of delivery, display consistent messaging and graphics with publications/web content of the System as a whole. This is executed unevenly in regard to individual campus publications.

(78) Most publications reviewed are those of the University of Alaska Southeast. Key messages and graphic identity need to be better integrated with those of the System to

cross-market the brand. This appears to have been done effectively with campus and the System websites, but individual campus publications need to be taken to the next level.

(79) In regard to family look and graphic identity, the UA System logo should appear in a position subordinate to that of the individual campus identity; color palette and design template need to complement that of other campus and System publications.

(80) With regard to messaging and targeting of key audiences, the Alaska Southeast pieces are unfocused and do not seem to target out-of-state students who might enroll because of unparalleled opportunities to live and study in a vast wilderness area that offers opportunities for recreation and fitness not easily found in "the lower 48."

While it is unclear the extent to which the UA System seeks to attract out-of-state students who could generate additional revenue in the form of higher tuition, this audience—especially students in California and the Pacific Northwest—clearly presents a major opportunity for constituent campuses. (The other significant growth opportunity lies in the expansion of distance learning programs and technical/vocational training; existing publications and a dedicated web location seem to adequately address this need.)

With respect to recruiting, program niches capitalizing on Alaska's huge natural resources and environmental concerns could target students interested in "green" careers such as environmental science, sustainable engineering and architecture and others.

(81) Recruiting publications targeting potential students, families and referral sources need to showcase academic programs building on Alaska's unique strengths and capabilities, creating interest and excitement among out-of-state students. In addition, outcomes should be more strongly emphasized: what can a student gain from a UA education that he or she might not obtain from an out-of-state institution? System campuses might consider adding a dedicated "outcomes" page to their websites, with a link from the System site.

(82) Finally, the System might consider investing in a comprehensive publications audit (CASE and others will undertake these free of charge) and also reviewing CASE and other award winners in the "admissions" area to enhance its offerings.

Summary

The scenic beauty, abundant outdoor activities, fitness-oriented lifestyle offering synergy with "green" academic niches and careers and multicultural nature of Alaska, coupled with enhanced national exposure, offer the University of Alaska System a window of opportunity to upgrade and enhance its web presence and publications to fully capitalize on these strengths and developments.

While the existing website is strong and well-integrated with that of constituent campuses, more thought and focus need to be placed on the plethora of publications. Many could likely be eliminated and incorporated into existing web content. Others, especially in the recruiting area, need to be honed with a tighter, more compelling and focused message on the advantages of living and studying in Alaska. Integrated branding and messaging throughout the System and campus publications would strengthen an already strong external and internal communications program.

XI. PLANNING: STRATEGIC AND PHYSICAL

Strategic

The existing strategic plans of the UA System, UAF, UAA and UAS are notable for presenting lofty ambitions. The plans represent classic "wish" documents that for the most part portray what the System and campuses would like to do and become. As such, they often challenge reality. Further, the individual campus strategic plans sometimes stretch the missions of those institutions.

Strategic plans can and should depict aspirations, but the most useful strategic plans ultimately are realistic. They detail the costs of objectives, the sources of funds, who will be responsible for implementation, time lines for implementation, metrics for evaluation, who will evaluate, and when the evaluation will occur. The UA strategic plans often omit one or more of these of critical considerations. Consequently, they are valuable primarily in expressing the aspirations of the System and the campuses. **(83) We recommend that the System and the individual campuses generate new strategic plans that accurately reflect their respective missions, are realistic in terms of their financial implications, and clearly indicate funds sources, responsibility for implementation, and time lines for implementation and assessment.**

As these new strategic plans are generated, all should understand that most strategic plans are out of date the day they are approved because of the dynamic nature of the world in which higher education operates. Because this is so, strategic plans should not be regarded as straitjackets; even the best ones nearly always are in need of updating.

The most valuable outcome of strategic planning often is the analysis and conversations that emanate from them. Well orchestrated strategic planning processes bring together all critical campus constituencies. Both participants and observers gain improved understanding of their institutions' strengths and weaknesses as well as the critical variables in their environments. Good strategic plans result in broad participation, enhanced realism, and critical buy-in

concerning institutional futures. These are valuable results that are somewhat independent of the content of the plans.

(84) In our view, however, before additional strategic planning occurs, it is essential that action be taken to clarify the missions of the respective institutions and that it deal explicitly with the future roles of UAF and UAA. This may well be contentious, but is necessary if the UA System is to maximize its impact and serve the citizens of the State of Alaska in the best possible fashion. Anticipated future financial constraints serve to underline the importance of mission discussions.

Physical Planning

The Board and the UA System Office have done a commendable job in planning and implementing the physical expansion of the 16-campus system. Simultaneously, they have expanded the system into many remote areas of the state, fueled the growth of the UAA campus with a steady stream of new buildings, given reality to the UAS campus, and have provided support for critical research initiatives on the UAF campus.

Well done. However, while most of these needs will continue in the future, the financial capabilities of the system may require a different tenor of decisions. It seems likely that new building construction will decelerate; that distance learning will assume increased importance; and, that maintaining UA's current physical plant will become an even more pressing consideration.

With regard to deferred maintenance, UA reports that it now has $800 million in deferred maintenance projects. This translates to an imposing $43,000 per FTE student and $587,000 per FTE faculty member. It cannot be long before an increasing number of UA facilities are partially or totally unusable because of leaky roofs, inoperative HVAC systems, etc. **(85)** W**e recommend that the President and the Board of Regents meet with the Governor, legislative leaders and citizens throughout the state to outline the full implications of the deferred maintenance challenge and to propose solutions. It is the obligation of the state to**

maintain its physical assets; that is clear. However, the state's willingness to invest in that obligation might increase if the UA System were to propose some substitutions of refurbished, energy efficient buildings for new construction, greater use of technology and distance learning to serve additional students, and a significant reduction in the size of the UA System office. The possibility of earmarked student fees for maintenance of classroom buildings also should be explored, provided the state at least matches student contributions. Proposals of this ilk may antagonize some parties. Nevertheless, action is needed and both the size of the deferred maintenance problem and the likelihood that the state's financial position will deteriorate in the next few years require innovative solutions and compromise.

APPENDIX A

James L. Fisher

Review Team Chair

A registered psychologist with a Ph.D. from Northwestern University, James L. Fisher is President Emeritus of the Council for Advancement & Support of Education (CASE) and President Emeritus of Towson University. He has taught at Northwestern, Illinois State, Johns Hopkins, Harvard, and the University of Georgia. He coined the term institutional review and has conducted hundreds of institutional and governance reviews for public and private institutions and systems. He also conducts presidential searches, presidential evaluations and contracts and serves as counsel to presidents and boards.

He has written scores of professional articles and has also been published in such popular media as *The New York Times, The Washington Times, The Baltimore Sun, and the Palm Beach Post*. The author or editor of eleven books, his book, *The Board and the President*, "clearly established him as the nation's leading authority on the college presidency," wrote Michael Worth of George Washington University reviewing in *Currents*. His *The Power of the Presidency* was reviewed in *Change* magazine as "... the most important book ever written on the college presidency" and was nominated for the non-fiction Pulitzer Prize. His book, *Presidential Leadership: Making a Difference*, has been reviewed as "...a major, impressive, immensely instructive book, ...a virtual Dr. Spock for aspiring or new college presidents, and ...a must read for all trustees." *The Entrepreneurial College President* (2004) is "…a Bible for those who are presidents…" and "…those engaged in research…," *The Journal of Higher Education* and *Interactive Reviews*. His newest book on corporate CEOs, *Born, Not Made: The Entrepreneurial Personality*, was recently published.

Dr. Fisher has been a trustee at ten private colleges and universities and two preparatory schools. A former Marine, he presently serves as a board member of the Marine Corps University, Marine Military Academy, Millikin University, and Florida Institute of Technology. He has received awards for teaching, writing, citizenship and leadership and has been awarded twelve honorary degrees. At Illinois State, The Outstanding Thesis Award was named by the faculty, The James L. Fisher Thesis Award. The faculty at Towson University recommended that the new psychology building be named after him, and the CASE Distinguished Service to Education Award bears his name.

Gordon K. Davies

Biography

Gordon Davies served as the Director of the State Council of Higher Education for Virginia from 1977 until 1997, and as President of the Kentucky Council on Postsecondary Education from 1998 until 2002. He has taught at Yale University, Richard Stockton State College, the Teachers College of Columbia University, and Birzeit University in Palestine. He was a founding dean of Richard Stockton State College in New Jersey. Born in New York City, he is a Navy veteran and worked for several years in computer sales for the IBM Corporation. His earned degrees are from Yale University in English (BA) and the Philosophy of Religion (MA, PhD).

He currently serves as a senior adviser to a Lumina Foundation project, Making Opportunities Affordable, and to the Miller Center of Public Affairs at the University of Virginia. From 2002 through 2006, he directed a project to improve state higher education policy making. Funding for the project was provided by The Pew Charitable Trusts.

In 2007, he served on a panel appointed by Virginia Governor, Tim Kaine, to investigate shootings at Virginia Tech that left 33 people dead and 17 wounded on April 16, 2007.

During the academic year 2009-10 he taught at Birzeit University.

James V. Koch

Biography

James V. Koch is Board of Visitors Professor of Economics and President Emeritus at Old Dominion University, Norfolk, VA. Dr. Koch served as President of Old Dominion from 1990-2001. Prior to that, he was President of the University of Montana, 1986-1990. An Exxon Foundation study of American college presidents selected him as one of the 100 most effective college presidents in the United States. During his tenure at Old Dominion, the University recorded its first Rhodes Scholar, developed the largest televised, interactive distance learning system in the United States, and initiated more than $300 million in new construction.

Dr. Koch is an economist who has published nine books and 90 refereed journal articles in the field. His *Industrial Organization and Prices* was the leading text in this specialty for several years. The focus of his current research is the economics of e-commerce. He has taught at institutions ranging from Illinois State University to Brown University, the University of Hawaii, and the Royal Melbourne Institute of Technology. He has been individually or collectively involved in the assessment of more than 30 presidents and institutions of higher education.

Dr. Koch earned his Ph.D. degree in Economics from Northwestern University. He has received three honorary doctoral degrees from universities in Japan and Korea and has received a host of honors from organizations such as the Urban League, the National Association for the Advancement of Colored People, and several regional economic development agencies.

Scott D. Miller
Biography

Scott D. Miller is President of Bethany College in West Virginia and M.M. Cochran Professor of Leadership Studies. Respected as one of the most entrepreneurial higher education executives in America, Dr. Miller is in his twentieth year as a college president.

Dr. Miller came to Bethany with the same innovative spirit that enabled him to transform Wesley College in Delaware during his 10-and-a-half-year tenure as President of the College and Du Pont Professor of Leadership Studies. Dr. Miller launched a comprehensive 10-year master plan "Wesley College: From Here to 2010," resulting in the construction of $40 million worth of campus facilities including an Academic Village (student residences), an honors house, new athletic complex, tripling of enrollment, creation of a satellite campus in northern Delaware, acquisition of the historic Schwartz Center for the Performing Arts, and the addition of several new graduate, undergraduate, and non-traditional academic programs. The "Campaign for Wesley" raised more than $67 million. He was named President-emeritus in 2007, and the Wesley National Alumni Association initiated the Dr. Scott D. Miller Leadership Scholarships. The entire sports complex was named the Scott D. Miller Stadium.

Prior to Wesley, he served for seven years (1991-97) as president of Lincoln Memorial University in Tennessee, where he was executive vice president (1988-91) and vice president for development (1984-88). He also served as Director of College Relations and Alumni Affairs at Rio Grande College (now University) in Ohio. Known as an accomplished fundraiser, Dr. Miller has raised more than $140 million in his years as a college president.

During his career, he has earned a number of professional accolades including three Council for Advancement and Support of Education (CASE) "Circle of Excellence Awards." He was one of 17 presidents profiled in a Kauffman Foundation-funded book, "The Entrepreneurial College President." He was featured as one of six transformational case studies profiled in "Weathering Turbulent Times"; as one of four transformational case studies profiled in "The Small College Guide to Financial Health"; and was noted in "Born, Not Made: The Entrepreneurial Personality."

Dr. Miller is a regular columnist for "College Planning and Management" and "The State Journal." He is the author of a widely distributed e-newsletter, "The President's Letter," which is received by more than 12,000 subscribers. He is the co-executive editor of "Presidential Perspectives," an on-line presidential thought series that has resulted in four books, and he recently co-published a second volume of "President to President: Views on Technology in Higher Education."

He has written more than one hundred articles and written or edited eight books, most with his long-time co-author, Dr. Marylouise Fennell, a former college president and current senior counsel for the Washington, DC-based Council of Independent Colleges, of which Dr. Miller is a former board member and officer. He continues to chair the acclaimed CIC New Presidents Program.

Dr. Miller earned an M.A. from the University of Dayton, an Ed.S. from Vanderbilt University, and a Ph.D. in higher education administration from The Union Institute & University. His doctoral dissertation was a landmark study of resource development effectiveness at the 38 institutions with membership in the Appalachian College Association.

James T. Rogers

Biography

As chief executive officer of the Commission on Colleges of the Southern Association of Colleges and Schools, James Travis Rogers provided leadership toward improving the quality of education throughout the South. His work involved accreditation of degree-granting postsecondary institutions in an 11 - state region. A former Navy pilot and college president, he is also known for the leadership he has provided countless professional and civic organizations.

Dr. Rogers was named in 1985 to his position as Executive Director of the Commission on Colleges of the Southern Association of Colleges and Schools after a fifteen-year career as President of Brenau College (now called Brenau University in Gainesville, Georgia). Prior to becoming the President of Brenau, he held various teaching and administrative positions, including that of Director of Student Personnel at Pensacola Junior College and Dean of Student Affairs at Armstrong State College (now called Armstrong Atlantic State University) in Savannah.

A native of Cleveland, Mississippi, he graduated from high school and went on to Delta State University in his hometown to earn a B.S degree in biology. From 1956 to 1960, he served in the U.S. Navy as a pilot and flight instructor, attaining the rank of lieutenant commander. After his naval service, Rogers returned to graduate school at Florida State University where he received a doctorate in administration and higher education. At FSU he was elected into a number of honor societies including Phi Kappa Phi and Phi Delta Kappa, and held a Kellogg Graduate Fellowship.

Rogers has written for various publications and has spoken at college commencements, high school graduations, honors day convocations, and association functions. Topics have encompassed a broad range including management theory, leadership, academic issues, student activism, and institutional effectiveness.

APPENDIX B

Interviewees:
Don Bantz, APU President
Brian Barnes, Dir Institute Arctic Biology
Carla Beam, Benefactor
Joe Beedle, President, Northrim bank
Beth Behner, SW Chief Human Resource Officer
Todd Bergman, Alaska Process Industries Business/Ed Compact
John Blake, UAF AVC Research
Barbara Bolson, Dir Kodiak Campus
Rod Boyce, Managing Editor, *Fairbanks News Miner*
Bert Boyer, Dir CANHR
Tim Brady, UA Regent
Miles Brooks, UAA Student Body President
Roger Brunner, SW General Counsel
Abul Bult-Ito, UAF Professor
Keni Campbell, UAS Alum
Megan Carlson, Academic Project Specialist
Nicole Carvajal, UAF Student Body President
Rick Caulfield, UAS Provost
Tami Choquette, UA Foundation
Steve Cobb, UAA Athletics Dir
Talis Colberg, Dir MatSu Campus
Fuller Cowell, UA Regent
Lori Davey, UAA Alum
John Dede, UAA AsAVO Institutional Effectiveness
John Dehn, UAF Faculty Senate President
Doug Desorcie, President, PWSCC
Pat Dougherty, Managing Editor, *Anchorage Daily News*
Mike Driscoll, UAA Provost
Emily Drygas, UAF Dir Development
Erick Drygas, UA Regent
Larry Duffy, Int Dean, Graduate School
Josh Edge, Managing Editor, UAA *Northern Lights*
Senator Dennis Egan, Juneau
Mike Felix, President, UA Foundation
Ken Fisher, UA Regent
Larry Foster, UAA Professor
Shannon Foster, Registrar, PWSCC
Patrick Gamble, President
Keith Gerken, UAS, Dir Facilities Services

Wendy Gierard, UAS Dir, Ketchikan
Jamie Ginn, UAS Student Government
Carol Griffin, UAS Vice Chancellor Admin Services
Nancy Hall, Facility scheduling
Jan Harris, UAA/SW Health Planning
Pauline Harvey, Dir UAF Chukchi
Lee Haugen, Dir UAF NW
Joe Hayes, UAF Alum
Kim Heidemann, Mathematical Sciences
Susan Henrichs, UAF Provost
Cynthia Henry, Chair, UA Regents
Larry Hinzman, Dir IARC
Mary Hughes, UA Regent
Pat Jacobson, UA Regent
Carla Johnson, Dir UAF Int Aleut
Lynne Johnson, UAS Dir Development, Alum
Millie Johnson, Alaska Process Industries Business/Ed Compact
Jeff Johnston, UAS Dir, Sitka
Bernice Joseph, Vice Chancellor, Rural/Community & Native Educ
Dan Julius, UAA VP Academic Affairs
Diane Kaplan, Benefactor
Forrest Karr, UAF Athletics Dir
Pete Kelly, Former Dir, UA State Relations; Special Asst to Gov Parnell
Cari Ann Ketterling, Alaska Process Industries Business/Ed Compact
Janie Leask, President, First Alaskans Native Non-Profit
Christine Lidren, Governance office
Grace Lumba, UAS Student Government
Richard Mandsager, CEO, Providence Hospital
Carl Marrs, UA Regent
Bob Martin, UA Regent
Julia Martinez, UAA Alum
Steve McDonald, KTUU TV
Sean McGee, UAF Chief of Police
Deb McLean, Dir UAF BrisBay
Craig Mead, Registrar's office
Jo Michalski, Benefactor
Tom Miller, AVP Accred & UG Programs
Steve Murphy, President, ABR, Inc. Environ Research & Services
Joe Nelson, UAS Dean, Enrollment Mgmt
Bonnie Nygard, UAA AVP Workforce Dev
Saichi Oba, SW, Vice Chancellor Student Affairs
Megan Olson, UAA, Vice Chancellor, Advancement
Sarah Pace, Registrar's office
Ann Parrish, Benefactor
Mary Pete, Dir UAF Kusko
John Petraitis, UAA Faculty Senate President

Gail Phillips, UAF Alum
Jeannie Phillips, Exe Officer, UA Regents
Norm Phillips, CEO, DOYON Native Corp
Pete Pinney, Dir UAF TVC
Pat Pitney, UAF Vice Chancellor Admin Services
Jake Poole, UAF, Vice Chancellor, Advancement
John Pugh, UAS Chancellor
Ed Rasmuson, Rasmuson Foundation
Wendy Redman, EVP, UA System
Dave Rees, Alaska Process Industries Business/Ed Compact
Gary Rice, UAA AVP Institutional Research
Gwenna Richardson, UAS Staff Council
Kate Ripley, Dir Public Affairs
Michelle Rizk, SW AVP Budget
Brian Rogers, UAF Chancellor
Beth Rose, UAA AVC Development
Marie Russell, Chair, UAF Staff Council
Mary Rutherford, SW AVP Development
Helvi Sandvik, President, NANA Development Corp
Karen Schmitt, UAA Dean, CTC
Bruce Schultz, UAA Vice Chancellor Student Affairs
Andrew Sheeler, Editor, UAF *SunStar*
Steve Smith, SW CTO
Bill Spindle, UAA Vice Chancellor Admin Services
Lisa Sporleder, Chair, UA SW Staff Council
Senator Gary Stevens, Kodiak
Sherry Tamone, UAS Faculty Senate President
Dana Thomas, V Prov & Accreditation
Senator Joe Thomas, Fairbanks; former UA Regent
Joe Trubacz, SW VP Finance/CFO
Chris Turletes, UAA AVC Facilities
Gary Turner, Dir Kenai Campus
Fran Ulmer, UAA Chancellor
Kevin Vanderwall, UAA Student Body VP
Fred Villa, SW AVP Workforce
Bob White, UAA Assoc Vice Chancellor Research
Gwen White, SW AVP Institutional Research
Rich Whitney, UAA CIO
Kirk Wickersham, UA Regent
Linda Zanazzo, UAF, Dir Facilities Services

PLUS: Separate groups of UAF Graduate Faculty; UAF Faculty Senate; UAF Rural Students; UAA Faculty Senate; UAA Deans; UAA APT Advisory Council; SW Coalition of Students; SW Deans; SW Faculty Alliance; UAS Student Government; Community College Students; Community College Faculty; and Thirty Anonymous Students, Staff and Faculty

APPENDIX C

CONFIDENTIAL

UNIVERSITY OF ALASKA STATE-WIDE SYSTEM
REVIEW INTERVIEW FORM

_____ _____ _____
Name Title Date

We have been asked to review the condition of the University of Alaska System. Please respond in terms of your impression of the following. Your answers will be kept in **confidence**.

1. GENERAL CONDITION OF THE SYSTEM AND YOUR INSTITUTION (STRENGTHS, LIMITATIONS)

_____
_____
_____
_____
_____

2. ACADEMIC PROGRAMS (UNDERGRADUATE/GRADUATE)

_____
_____
_____
_____
_____

3. TECHNOLOGY

_____
_____
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_____
_____

4. FACULTY (QUALITY, MORALE, WORKLOAD, COMPENSATION, ET AL)

_____
_____
_____
_____
_____

5. STUDENTS (FACULTY ADVISING, STUDENT SERVICES, CREDENTIALS, MORALE, AWARENESS, RACIAL, ET AL)

_____
_____
_____
_____

6. ADMISSIONS, RETENTION, FINANCIAL AID, ET AL

7. INTERCOLLEGIATE ATHLETICS

8. ADMINISTRATION (SYSTEM AND CAMPUS)

9. SENIOR OFFICERS

10. BUDGET AND FINANCE (FACILITIES, ET AL)

11. FUND-RAISING AND DEVELOPMENT

12. PUBLIC RELATIONS

13. ALUMNI AFFAIRS

14. SYSTEM AND CAMPUS GOVERNANCE

15. BOARD OF REGENTS AND SYSTEM OFFICERS

16. LEADERSHIP

17. NEXT STEPS

18. COMPARATIVE CONDITION OF THE UNIVERSITIES AND COMMUNITY COLLEGE, DOCUMENTATION IF ANY

19. ADDITIONAL COMMENTS AND OBSERVATIONS

APPENDIX D

Materials Used in the Review:

"Fisher Template" for: Anchorage, Bristol Bay, Chukchi, Fairbanks, Interior-Aleutians, Juneau, Kenai, Ketchikan, Kodiak, Kuskokwim, Mat-Su, Northwest, PWSCC, Rural College, Sitka, SW, UAA, UAF, UAF CTC, UAS

Position papers prepared by officers of the University of Alaska

Website information: Faculty Alliance, Staff Alliance, System Governance Council, Statewide Administration Assembly

Organization Charts for the UA Foundation, UA System, and campuses

University of Alaska Anchorage: Campus Profile Kodiak, Anchorage, Kenai, Matsu, PWSCC; Chancellor's Report (May 2010); MAU Profile UAA; Mission Statement; Strategic Plan; PWSCC Accreditation Report (Aug 31, 2009, Oct 1-2, 2009)

University of Alaska Fairbanks: Brochures; News clippings; Campus Profile Bristol Bay, Chukchi, Fairbanks, Interior Aleutians, Kuskokwim, Northwest, Rural College, TVC; Chancellor's Report (June 2010); Directory; Frontiers, Research at America's Arctic University (Summer 2010); FY 11 Budget; MAU Profile UAF; Mission Statement; Strategic Plan

University of Alaska Southeast: Campus Profile Juneau, Ketchikan, Sitka; Chancellor's Report (Feb 2010); Directory; MAU Profile Juneau; Mission Statement; Strategic Plan

University of Alaska System: Academic Master Plan; Board of Regents' Recap (Feb – Jun 2010), biographies, Policy and Reg; Brochures; DE Audit Finding Response Report; DE Report – Div of Leg Audit; DE Report – President's response; Dexter Report – Statewide IT Automation Review; Directory; Financial Statements; Foundation Annual Report; Governor's

Performance Scholarship Overview & FAQs; IT Executive Council Report; IT Program Management Report; MacTaggart Report and follow-up; McDowell Report – The Economic Impact of UA (2007 update and Revised draft); McDowell Report – UA Community Campus Impact Study; McDowell Report – University of Alaska High School Graduate Survey (2006 and 2008 Final Report); McDowell Report – Record of Proceedings: Administrative Influence Workshop (SALT/BC); McDowell Report – Contributions of UAF Life Sciences Research to the State of Alaska; News clippings; President's Report; Redbook; SB221 Act Information; Transfer Credit at UA Report to Board of Regents; UA at Work; UA Comparison of OIT Expenditures; UA Research: An Economic Enterprise; UA Foundation monthly Development Flash Report (6/1-6/30/10)

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System Governance Office

Faculty Alliance

January 22, 2015

Ms. Jo Heckman, Chair
UA Board of Regents
University of Alaska
PO Box 755300
Fairbanks, AK 99775-5300

Dear Chair Heckman:

It appears that 2015 will be a year of tremendous transition and change for the University of Alaska. The decisions the Board of Regents will make over the next few months will have a profound effect on the UA system for many years to come. We on the Faculty Alliance support your efforts to make the best choices for the system, the three universities, our students and employees.

The announcement of President Gamble's imminent retirement came as a surprise to many. Finding someone to replace him will be difficult. His contributions have been significant and have had lasting impact across the system and Alaska. The Faculty Alliance is at the service of the BOR to provide any assistance possible during the search process, ranging from our knowledge and experience in higher education to appointments of faculty representatives to a search committee.

As you know, to be effective the President of the University must have the confidence of the faculty. As you consider your criteria for selecting a new president for the University of Alaska, we respectfully ask that you consider candidates who possess strong leadership credentials and the following characteristics.

1. Experience with higher education as evidenced by a terminal degree;
2. Experience working across major components of academe including teaching and research;
3. Familiarity with and support for strong faculty governance
4. Experience working with large and complex organizations in which decisions rely primarily on reaching consensus among stakeholders;

5. A history of success in leading institutions facing difficult fiscal constraints;
6. A commitment to work with and address Alaska's unique cultures, workforce demands, and educational challenges;
7. Experience working on national issues challenging the future of higher education institutions such as new U.S. Department of Education mandates; and finally,
8. The ability to grow the University of Alaska system's reach and reputation within a time of shrinking state resources.

Alaska's future depends on the success of its universities in providing skilled employees, talented leaders, and well-educated citizens. The UA system's future depends on a visionary and well-respected president.

The Faculty Alliance would welcome the opportunity to discuss these recommendations with the BOR.

Respectfully,

David Valentine, Chair
UA Faculty Alliance

Responding to the BOR: Aligning PRPE/DEVE & ENGL GERs Across MAUs
Progress Report / Kline / 15 February 2015

Progress on Proposal

1. **Prefixes - Proposal**: Give all ENGL & DEV/PRPE courses a new prefix, perhaps COMP (was this Cynthia's suggestion?)
   - ***Progress***:
     - General Consensus on new prefix – WRTG for composition courses in ENGL/PRPE-DEVE
   - ***For Next Meeting: Discussion / Concerns / Additional Work?***
     - Unsure as to how the administration of the MAUs (esp. UAA?) will regard adopting the same prefix across departments and colleges.

2. **Course Numbering - Proposal**: Keep the same numbers for 111, 211, 212, 213, and 214.
   - ***Progress***:
     - General Consensus that we can keep the same numbers for consistency's sake.
     - General Consensus on new (?) schema across ENGL/PRPE-DEVE:
       - 111, 211, 212, 213, 214 – Tier 1
       - 100-110 – Introductory
       - 000-099 – Developmental
   - ***For Next Meeting: Discussion / Concerns / Additional Work?***
     - Concerns over credit hours for some PRPE/DEVE courses (3 v. 4 credit?)
     - PRPE-DEVE group to consider common numbering (based on chart from 2012 memo – Shannon?)
     - PRPE-DEVE group to consider common prefix for supplemental courses?
     - Some concern about UAF course (104 v. 070?)
     - Make sure we address R10.04.090.vF (?) of BOR regulations regarding course numbering.
     - Agreed upon need for advising materials, curriculum map, and memoranda of understanding.

3. **Course Renaming - Proposal**: Rename the 100-level and above courses consistently across the three MAUs (to address broad communities of writing), to whit (per Jackie Cason), something like WRTG 111: Composition Across Contexts, WRTG 211: Composition in the Humanities, WRTG 212: Composition in the Professions, WRTG 213: Composition in the Sciences, WRT 214: Argumentation Across Contexts)?
   - ***Progress***:
     - Agreement that common course titles would be helpful to students. The above titles provide a starting point for additional discussion.
     - Possibility of a 'catch-all' course at the 200-level?
   - ***For Next Meeting: Discussion / Concerns / Additional Work?***

- **Problem**: Each MAU has a different philosophy of composition, a different history of GER writing, and different faculty expertise:

	UAF	UAA	UAS
ENGL 211	**GER**	**GER**	**GER**
ENGL 212	Not a GER (significantly different from UAA & UAS's 212)	**GER**	**GER**
ENGL 213	**GER** (significantly different from UAA's 213)	**GER**	Not offered
ENGL 214	Not offered	**GER**	Not offered

- **Problem**: That there is not a transfer problem for GER composition courses.
- **Problem** (and this is KEY): Many programs and majors dictate which 200-level composition course they want their majors to take. So, while a student can meet the GER writing requirement at one campus, s/he may have to take an additional 200-level writing course to meet the program's requirements. Therefore, GER alignment in ENGL/PRPE-DEVE will not solve this problem.

- **For Next Meeting?**
  - How to align 200-level courses across the MAUs?
  - Refer to WPA & LEAP outcomes (like GELO did with gen ed outcomes)?

4. **Course Descriptions - Proposal**: Develop common course descriptions for the 100- and 200-level courses. ***Not Really Discussed – For Next Meeting?***
   - Minimal, broad descriptions (derived from current course descriptions?)
   - Which would allow each MAU some latitude within the descriptions.
     - Use common course outcomes (below?) as a starting point for course descriptions and alignment of 200-level courses?

5. **Course Outcomes - Proposal**: Agree upon three-four course outcomes per 100- and 200-level course. ***Not Really Discussed – For Next Meeting?***
   - Which would allow for each MAU to specify additional outcomes for each course in internal documentation for assessment purposes.
   - ? Adopt a common schema for general outcomes (tied to WPA/LEAP outcomes), as in an outcome each for:
     - Reading
     - Writing
     - Critical Thinking
     - Information Literacy

6. **Placement – Proposal:** Adopt common instrument, cut scores, and prerequisites for each GER writing course. **Not Discussed in Detail but General Consensus within PRPE-DEVE group?**
   - ***For Next Meeting***: PRPE-DEVE group can give us an update?

7. **Advising & Transfer - Proposal**: Create a curriculum map/transfer guide showing how each course translates/transfers to each MAU.
   - **Progress**
     - General Consensus that creating transfer materials and curriculum maps (like MATH did) is essential, as is finding ways to communicate to with stakeholders that there is a path through PRPE-DEVE & ENGL.

8. **Review & Assessment - Proposal**: Determine a timeline for regular review and revision.
   Not Really Discussed – For Next Meeting?
   - 7 year cycle to parallel the accreditation schedule?

9. ***Additional Points of Agreement and Progress***
   - **No Transfer Problem for GER Writing Courses**: The need to educate the BOR on the transfer non-problem. Current BOR regs insure that six credit of GER writing at one campus transfers automatically to other campuses.
   - **Advising Problem for Majors/Programs Requiring a Different GER Writing Course**: The need to educate the board on the difference between meeting the GER writing requirement and the programs requiring a different 200-level GER writing course.
   - **Some Kind of MOU to Indicate that the Committee absolutely does not recommend any kind of administrative restructuring of departments or programs based upon the adoption of common prefixes across ENGL & PRPE/DEVE**

Timeline?

I imagine that each MAU group will work between large-group sessions on specific issues and that the ENGL group and PRPE/DEVE group will also meet and discuss separately (via email?). Then, we can plan to come together to hash out what each group individually has decided. This is a tentative timeline, with the goal of reporting substantial progress to the BOR by the April 9-10, 2015:

- January 2015: Agree on plan and approach.
- February 2015: Hash out prefixes & course titles, numbering, descriptions, and outcomes.
- March 2015: Develop curriculum map & transfer guide; placement instrument, cut scores, and prerequisites.
- April 2015: Interim report on progress and plan for completion.

Can we shoot for one meeting (telephonic or otherwise) per month?

Deliverables?

What do we need to produce for the BOR and for our campuses? A report, which should contain, uh, what?

- Cover memo, including overview, assumptions, process, product.
- Alignment chart, showing revised prefix, course numbers, descriptions, outcomes -
    - Vertical (?) Alignment, detailing the path from PRPE/DEVE through ENGL GER writing.
    - Horizontal (?) Alignment, showing the revised offerings across the MAUs.
- Transfer chart, detailing course equivalencies across the MAUs.
- Afterlife, spelling out process for review, revision, and assessment
- Before/After chart, presenting the problems (before) that we fixed (after)

What Else?

Regent Cowell moved, seconded by Regent Enright and passed with Regents Anderson, Brady, Cowell, Enright, Fisher, Powers and Wickersham voting in favor and Regents Hughes, O'Neill and Jacobson voting in opposition that:

1. Approval of a Resolution regarding Revisions to Regents' Policy 10.04.040 – General Education Requirements Reference 9

PASSED

"The Board of Regents approves a resolution of support for charging the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements. This motion is effective April 4, 2014."

WHEREAS, the Faculty Alliance has formed a General Education Learning Outcomes working group to discuss common general education learning outcomes; and

WHEREAS, faculty and postsecondary education leaders from across the country developed Essential Learning Outcomes under the Liberal Education and America's Promise (LEAP) initiative sponsored by the Association of American Colleges and Universities and hundreds of campuses and several state systems have adopted LEAP for general education; and

WHEREAS, Alaska has one of the lowest college-going rates among the fifty states and providing clear and consistent initial course placement information in developmental/preparatory education and general education courses is needed to improve communication about postsecondary educational pathways; and

WHEREAS, teachers, school principals, parents, and legislators have communicated their confusion over differing initial placement requirements in general education and developmental/preparatory courses among UA institutions; and

WHEREAS, our universities and community college share a common institutional accreditor, the Northwest Commission on Colleges and Universities, which has a standard requiring a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences; and

WHEREAS, sharing common developmental/preparatory and general education programs across the UA system will allow students to complete those requirements at any institution without credit transfer concerns; and

WHEREAS, the faculty are responsible for the general education curriculum; and

WHEREAS, the Board of Regents intends to adopt changes to P10.04.010, P10.04.040, P10.04.062 and P10.04.080 to provide that all universities and community colleges will have the same developmental/preparatory and general education requirements.

NOW, THEREFORE BE IT RESOLVED the Board of Regents resolves to charge the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and

scores for math and English and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016; and

BE IT FURTHER RESOLVED that this resolution be appropriately engrossed, with a copy to be incorporated in the official minutes of the April 3-4, 2014, meeting of the University of Alaska Board of Regents.

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Faculty Alliance

Resolution 2014-02
Concerning alignment of English General Education Requirements across the University of Alaska System

Passed unanimously at the September 12, 2014 meeting of the Faculty Alliance

Whereas, on April 4, 2014, the UA Board of Regents passed a resolution concerning UA General Education Requirements: "the Board of Regents resolves to charge the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016;" and

Whereas, the Faculty Alliance agrees with the Board of Regents that the curricular revisions intended in their Resolution regarding Revisions to Regent's Policy 10.04.040 is the work of the faculty; and

Whereas, the Faculty Alliance supports the work of existing statewide and local faculty groups in reviewing and revising General Education Requirements and developmental education courses;

Therefore be it resolved, the Faculty Alliance asks the English Community of Practice to address the items in the BOR resolution for developmental and GER English courses. The Faculty Alliance recognizes that each program retains the ability to send forward faculty to participate in the reconvened English Community of Practice, but that the membership should remain as representative as it was previously. The group has members from all three universities and will need the support of University of Alaska Office of Academic Affairs and Research to meet and continue their work.

Adopted by Faculty Alliance the 12TH DAY OF SEPTEMBER, 2014

DocuSigned by:
David Valentine October 16, 2014
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David Valentine, Chair

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Faculty Alliance Resolution 2014-01
Concerning Alignment of Mathematics General Education Requirements across the University of Alaska System

Whereas, on April 4, 2014, the UA Board of Regents passed a resolution concerning UA General Education Requirements: "the Board of Regents resolves to charge the faculty across the UA system to develop and adopt common general education and developmental/preparatory learning outcomes and requirements and, as a first step in this process to develop and implement common learning outcomes, course descriptions, numbers and titles, and common placement tools and scores for math and English and propose a plan of implementation for other areas of general education (humanities and fine arts, natural sciences, and social sciences) by fall 2016;" and

Whereas, the Faculty Alliance agrees with the Board of Regents that the curricular revisions intended in their Resolution regarding Revisions to Regent's Policy 10.04.040 is the work of the faculty; and

Whereas, the Faculty Alliance supports the work of existing statewide and local faculty groups in reviewing and revising General Education Requirements and developmental education courses; and

Therefore, the Faculty Alliance asks the UAS Department of Mathematics, UAA Department of Mathematics and Statistics, UAA College Preparatory and Developmental Studies department, UAF Department of Mathematics and Statistics, and the UAF Department of Developmental Studies to form a working group who will work with the UA Registrars to:

1. Address the unifying of shared 200 and below course prefix, names, and numbers
2. Address the unifying of shared 200 and below course outcomes and descriptions
3. Determine how to proceed with the discussion on unifying placement tests, cut scores, and the length of time placement tests and prerequisite courses are valid
4. Determine what changes in current UA systems are necessary to implement these actions.

Passed unanimously at the September 12, 2014 meeting of the Faculty Alliance

DocuSigned by:
David Valentine
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David Valentine, Ph.D., Chair
Faculty Alliance
October 1, 2014

Math GER Alignment progress (Received from Mark Fitch 2/13/2015)

UAS, UAA, and UAF have submitted the course number, name, description, and outcomes changes to their curriculum processes. All three expect the changes to be in place for the fall 2015 semester.

Placement test changes include removal of ACT & SAT as placement tools for mathematics starting in the fall 2015 semester. Both tests may be used for entrance in baccalaureate degrees of course.

All three universities are on working on advertising these changes to students, faculty, and staff to reduce the amount of confusion these changes will bring.

All five departments at all three universities have spent hundreds of hours discussing the changes, completing the curriculum documents, and advertising the changes. Many more hours of explaining the changes are expected once the catalogs are updated.

External Credit Transfers from WICHE Institutions to UA

In 2011, the Western Interstate Commission for Higher Education (WICHE) launched a new project known as the Interstate Passport Initiative which looks to improve graduation rates among the institutions that are part of WICHE by making it easier for student to transfer credit hours from one university to another, thereby preventing students from having to retake courses. Instead of having courses transfer on a course by course basis, courses will be transferred as learning outcome based blocks. This will make the transfer process easier because it will no longer be necessary to deal with each course separately. To evaluate how joining the Interstate Passport Initiative might impact UA, a first step is to look at credit transfer activity.

On average, around 16 percent of students attempting to transfer credits to UA from outside universities do so from WICHE institutions. (See Appendix 1 for a list of all WICHE institutions from which UA students have received transfer credits in the last five years.) Over this time, an average of 80 percent of courses and 71 percent of credit hours from WICHE institutions successfully transferred to UA. Credits from WICHE schools have a higher successful transfer rate than credits from all schools, 71 versus 66 percent respectfully. Of the 122 WICHE institutions from which UA received transfer credits between FY09 and FY13, more than 20 percent of the credits came from the following five institutions:

- Northern Arizona University (4.4 percent)
- University of Idaho (4.2 percent)
- Southern Oregon University (4.1 percent)
- Eastern Washington University (3.9 percent)
- University of Montana (3.8 percent)

The percentage of credits that successfully transfer to UA from WICHE schools varies from 31 percent acceptance all the way to 100 percent. More than four out of ten transfer credits accepted from WICHE schools fulfill general education requirements at UA. No info is available on successful transfer rates for non-UA WICHE schools.

External Credits Evaluated for Undergraduate Transfer-Ins

WICHE Schools

		Evaluated		Accepted		% Accepted		Of Accepted, % GER	
	Headcount	Courses	Credits	Courses	Credits	Courses	Credits	Courses	Credits
FY13	505	7,339	21,662	5,866	15,559	79.9%	71.8%	38.8%	44.5%
FY12	513	8,358	24,744	6,771	17,575	81.0%	71.0%	36.8%	42.9%
FY11	595	9,862	29,092	7,953	20,776	80.6%	71.4%	36.8%	42.1%
FY10	586	9,528	27,882	7,635	20,056	80.1%	71.9%	38.8%	44.0%
FY09	491	7,507	21,867	5,946	15,442	79.2%	70.6%	42.0%	47.7%
Average	538	8,519	25,049	6,834	17,882	80.2%	71.4%	38.6%	44.2%

All External Schools

		Evaluated		Accepted		% Accepted		Of Accepted, % GER	
	Headcount	Courses	Credits	Courses	Credits	Courses	Credits	Courses	Credits
FY13	3,527	50,613	172,170	41,972	117,305	82.9%	68.1%	32.1%	35.6%
FY12	3,501	52,434	182,424	43,165	118,625	82.3%	65.0%	31.5%	35.2%
FY11	3,513	56,381	195,046	46,618	125,960	82.7%	64.6%	32.7%	36.6%
FY10	3,383	54,556	184,227	44,287	121,117	81.2%	65.7%	33.1%	36.5%
FY09	2,966	48,786	164,833	38,946	106,851	79.8%	64.8%	36.9%	40.4%
Average	3,378	52,554	179,740	42,998	117,972	81.8%	65.7%	33.3%	36.9%

Note: Numbers are based on live data and will differ slightly from historical reports. Transfers between UA institutions are excluded.
Sources: Data supplied by MAUs via UA Information Systems: UA Decision Support Database (DSD) and Live Student BANNER Data (as of 02/10/2014) from SATURN.SHRTRCR, SATURN.SHRTRCE, and SATURN.SHRTRIT. Compiled by UA Institutional Research & Analysis. iData 5349

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Appendix 1
External Credit Transfers from WICHE Schools by Institution
Sorted by Credit Evaluated
FY09 - FY13

		Evaluated			% Accepted	
State	Institution	Courses	Credits	Headcount	Courses	Credits
Arizona	Northern Arizona University	1,885	5,459	116	83.4%	80.9%
Idaho	University of Idaho	2,056	5,269	114	80.5%	81.1%
Oregon	Southern Oregon University	1,544	5,107	76	80.4%	52.4%
Washington	Eastern Washington University	1,281	4,921	69	84.3%	54.2%
Montana	University of Montana	1,621	4,816	90	84.4%	74.7%
Nevada	University of Nevada Reno	1,390	4,093	71	81.7%	77.8%
Washington	Central Washington University	1,007	3,454	53	81.5%	52.3%
Idaho	Boise State University	1,197	3,339	88	76.9%	77.4%
Hawaii	Univ of Hawaii-Manoa	1,007	2,780	77	84.5%	84.1%
Colorado	Colorado State University	1,044	2,767	53	78.7%	77.0%
Nevada	College of Southern Nevada	889	2,723	79	71.5%	68.9%
Utah	Weber State University	863	2,613	75	87.1%	69.7%
Oregon	Western Oregon University	751	2,479	37	84.7%	55.6%
Utah	Utah State University	807	2,411	52	88.7%	73.2%
Colorado	Pikes Peak Comm College	700	2,281	78	85.1%	72.4%
Arizona	Pima Comm College	727	2,202	59	72.9%	68.3%
Arizona	Univ of Arizona	746	2,181	43	80.6%	78.8%
Arizona	Arizona State Univ	734	2,129	52	78.9%	73.9%
Washington	Spokane Falls Comm College	494	2,065	47	71.9%	43.6%
Utah	Utah Valley University	722	2,015	59	83.2%	76.6%
North Dakota	Univ of North Dakota-Gr Forks	699	1,922	57	72.8%	69.6%
Utah	Salt Lake Community College	641	1,921	51	75.8%	67.7%
Colorado	Univ of Northern Colorado	607	1,815	33	83.5%	75.2%
California	Humboldt State University	650	1,785	36	81.4%	80.9%
Colorado	Colorado Mesa University	635	1,700	43	76.5%	76.8%
Hawaii	Univ of Hawaii-Hilo	597	1,629	48	82.7%	85.2%
New Mexico	New Mexico State University	551	1,623	45	76.2%	71.2%
Arizona	Cochise College	512	1,582	57	95.1%	90.8%
Washington	Spokane Comm College	360	1,568	32	71.1%	46.1%
Oregon	Eastern Oregon University	465	1,521	32	75.5%	48.3%
New Mexico	University of New Mexico	548	1,493	38	81.9%	80.7%
Arizona	Mesa Comm College	502	1,492	61	65.7%	62.9%
California	California St Univ-Sacramento	534	1,477	26	78.8%	76.5%
Nevada	Univ of Nevada Las Vegas	476	1,349	43	80.3%	79.4%
Idaho	North Idaho College	478	1,297	42	75.1%	73.4%
Colorado	Metropolitan St Univ of Denver	406	1,268	29	71.9%	68.6%
Montana	Montana Tech of Univ Montana	458	1,227	20	77.7%	70.0%
Nevada	Truckee Meadows Comm College	419	1,196	41	64.9%	65.1%
Oregon	Oregon Institute Of Technology	358	1,139	18	88.8%	57.7%
Montana	Flathead Valley Comm College	281	919	21	74.0%	63.6%
Idaho	Idaho State University	321	893	33	72.9%	74.9%
Montana	Montana State Univ-Billings	304	881	23	84.5%	82.2%
Arizona	Glendale Comm College	303	878	32	73.3%	70.1%
Arizona	Eastern Arizona College	348	830	18	85.9%	84.7%

State	Institution	Evaluated			% Accepted	
		Courses	Credits	Headcount	Courses	Credits
Idaho	College of Southern Idaho	293	778	24	65.9%	69.2%
Utah	Dixie State College Of Utah	288	744	17	87.5%	82.7%
Colorado	Colorado Mountain College	275	735	30	82.9%	79.8%
New Mexico	Eastern New Mexico Univ	310	732	15	86.8%	88.8%
California	California St Univ-Northridge	277	726	14	88.4%	85.5%
Colorado	Univ of Colorado-Colorado Spri	244	722	22	88.1%	85.5%
New Mexico	New Mexico Inst Mining & Tech	299	695	11	78.3%	76.7%
North Dakota	North Dakota St Univ	279	691	15	93.2%	82.9%
Utah	Snow College	271	649	16	87.5%	81.9%
Arizona	Yavapai College	233	646	20	77.7%	72.6%
Colorado	Colorado State Univ-Pueblo	235	629	14	66.8%	62.2%
Arizona	Central Arizona College	209	621	15	78.0%	74.2%
California	California St Univ-Chico	218	601	16	83.5%	79.2%
Utah	Southern Utah University	212	587	14	87.3%	74.6%
Arizona	Arizona Western College	193	563	15	78.8%	71.9%
Idaho	Lewis-Clark State College	187	542	16	70.6%	69.6%
South Dakota	Black Hills State University	219	532	19	72.6%	78.9%
Arizona	Scottsdale Comm College	180	531	18	66.1%	63.3%
South Dakota	Univ of So Dakota-Vermillion	173	491	13	71.7%	75.2%
Montana	Montana State Univ-Northern	178	483	10	82.0%	70.8%
California	California St Univ Bakersfield	112	477	4	72.3%	45.2%
Colorado	Red Rocks Comm College	137	462	20	80.3%	80.3%
Wyoming	Western Wyoming Comm College	182	459	13	75.3%	71.5%
North Dakota	North Dakota St Col of Science	140	451	8	88.6%	71.6%
North Dakota	Valley City State University	162	446	12	89.5%	76.0%
Arizona	Mohave Comm College	148	434	11	64.9%	65.7%
Colorado	Comm College Of Denver	135	423	16	77.0%	55.7%
South Dakota	South Dakota State University	179	422	9	80.4%	85.1%
Arizona	Chandler/Gilbert Comm Coll Ctr	162	420	13	80.2%	73.3%
Arizona	Paradise Valley Comm College	143	420	20	86.7%	81.2%
Wyoming	Laramie County Comm College	140	410	17	78.6%	79.3%
Wyoming	Northwest College	160	399	9	67.5%	64.5%
California	California St Univ-Dominguez	124	382	10	77.4%	55.8%
Colorado	Colorado Northwestern Comm Col	123	376	11	96.7%	87.0%
Arizona	Phoenix College	129	367	16	65.9%	64.5%
Montana	Univ of Montana - Western	116	364	9	89.7%	86.5%
Colorado	Arapahoe Comm College	115	356	13	67.8%	72.2%
Wyoming	Casper College	141	351	10	80.1%	75.2%
Hawaii	Univ Hawaii-Maui Comm Coll	120	348	15	63.3%	65.5%
Arizona	Coconino County Comm Coll	101	324	21	81.2%	77.8%
Colorado	Aims Community College	100	314	11	87.0%	73.0%
Colorado	Univ of Colorado-Denver	104	301	9	86.5%	93.4%
Colorado	Adams State University	97	281	14	74.2%	64.8%
Nevada	Great Basin College	90	262	8	83.3%	80.9%
North Dakota	Dickinson State University	102	260	6	97.1%	75.5%
Utah	College Of Eastern Utah	93	239	3	91.4%	78.0%
Wyoming	Central Wyoming College	81	233	6	32.1%	31.3%
New Mexico	New Mexico Highlands Univ	77	219	6	80.5%	65.2%
Arizona	Estrella Mountain Comm Coll	71	216	9	88.7%	86.6%

		Evaluated			% Accepted	
State	Institution	Courses	Credits	Headcount	Courses	Credits
California	California St Univ-East Bay	62	208	4	82.3%	52.6%
New Mexico	Western New Mexico University	63	207	3	84.1%	78.7%
North Dakota	Lake Region State College	64	201	12	96.9%	93.0%
Colorado	Trinidad State Jr College	57	195	3	100.0%	86.7%
Montana	Great Falls College	61	188	11	82.0%	76.6%
North Dakota	Mayville State University	91	181	11	78.0%	66.9%
Colorado	Otero Junior College	54	180	6	81.5%	64.8%
California	California St Univ-Stanislaus	66	176	3	84.8%	77.8%
New Mexico	New Mexico Jr College	64	166	5	90.6%	87.3%
New Mexico	Eastern New Mexico Univ-Roswell	75	163	5	100.0%	98.2%
North Dakota	Dakota College at Bottineau	58	157	4	96.6%	93.0%
South Dakota	Northern State University	53	153	4	69.8%	62.1%
Colorado	Northeastern Jr College	55	145	4	85.5%	81.3%
Montana	Miles Comm College	58	138	5	89.7%	78.8%
Arizona	Northland Pioneer College	60	137	8	81.7%	78.8%
Arizona	Gateway Community College	51	130	7	72.5%	69.5%
Colorado	Community College of Aurora	39	113	9	66.7%	70.8%
North Dakota	Bismarck State College	41	111	6	90.2%	90.1%
Arizona	South Mountain Comm College	32	105	7	87.5%	77.1%
California	California St Univ-Monterey	35	102	3	62.9%	81.4%
New Mexico	Santa Fe Community College	34	98	6	55.9%	49.0%
Colorado	Lamar Comm College	34	97	3	97.1%	95.9%
Colorado	Morgan Comm College	24	77	3	100.0%	100.0%
Wyoming	Eastern Wyoming College	35	71	3	85.7%	84.5%
North Dakota	Williston State College	23	51	2	100.0%	100.0%
South Dakota	Dakota State University	11	33	4	90.9%	54.5%
California	California Maritime Academy	7	18	1	85.7%	82.9%
Nevada	Nevada State College	6	15	2	83.3%	73.3%
Montana	Dawson Community College	6	15	1	50.0%	44.5%

Note: Numbers are based on live data and will differ slightly from historical reports. Transfers between UA institutions are excluded.

Sources: WICHE schools: http://wue.wiche.edu/search_results.jsp?searchType=all. Data supplied by MAUs via UA Information Systems: UA Decision Support Database (DSD) and Live Student BANNER Data (as of 02/10/2014) from SATURN.SHRTRCR, SATURN.SHRTRCE, and SATURN.SHRTRIT. Compiled by UA Institutional Research & Analysis. iData 5349

Appendix 2
Credits Transferred to UA by Program MAU

WICHE Schools

Fiscal Year	Program MAU	Headcount	Evaluated		Accepted		Of Accepted, % GER	
			Courses	Credits	Courses	Credits	Courses	Credits
FY13	UAA	340	5,254	15,504	75.7%	69.5%	44.6%	48.7%
	UAF	122	1,525	4,458	97.2%	80.5%	21.3%	29.1%
	UAS	43	560	1,700	72.7%	70.5%	45.9%	52.3%
FY12	UAA	337	5,715	17,125	77.2%	68.7%	44.0%	48.7%
	UAF	124	1,786	5,263	97.4%	78.2%	19.3%	27.4%
	UAS	52	857	2,356	72.3%	72.2%	34.2%	40.1%
FY11	UAA	435	7,449	21,970	76.9%	68.8%	41.7%	46.0%
	UAF	101	1,629	4,766	97.2%	78.9%	17.6%	24.9%
	UAS	59	784	2,355	82.1%	80.6%	40.4%	45.5%
FY10	UAA	414	7,028	20,568	78.0%	70.3%	43.6%	48.2%
	UAF	93	1,270	3,770	98.0%	82.4%	17.9%	24.1%
	UAS	79	1,230	3,543	74.1%	70.4%	38.0%	44.4%
FY09	UAA	371	6,063	17,641	76.9%	70.0%	46.4%	50.9%
	UAF	78	963	2,895	97.6%	74.3%	19.4%	27.5%
	UAS	42	481	1,330	71.9%	71.2%	43.4%	51.3%
Average	UAA	379	6,302	18,562	77.0%	69.4%	43.9%	48.4%
	UAF	104	1,435	4,231	97.5%	79.1%	19.1%	26.6%
	UAS	55	782	2,257	74.8%	73.0%	39.4%	45.7%

All External Schools

Fiscal Year	Program MAU	Headcount	Evaluated		Accepted		Of Accepted, % GER	
			Courses	Credits	Courses	Credits	Courses	Credits
FY13	UAA	2,244	33,292	110,980	77.4%	67.0%	37.5%	39.1%
	UAF	1,003	12,659	45,802	98.0%	69.5%	20.0%	26.3%
	UAS	280	4,662	15,387	81.2%	72.0%	34.7%	38.9%
FY12	UAA	2,210	34,154	117,348	77.0%	63.3%	37.3%	39.3%
	UAF	1,001	13,221	48,222	97.8%	68.3%	19.1%	25.2%
	UAS	290	5,059	16,853	77.8%	67.5%	34.1%	37.7%
FY11	UAA	2,245	38,149	128,498	77.9%	63.9%	38.9%	41.2%
	UAF	961	13,093	47,990	97.6%	67.2%	18.6%	24.9%
	UAS	307	5,139	18,558	79.9%	62.4%	32.0%	37.0%
FY10	UAA	2,171	36,982	123,379	76.6%	63.6%	39.6%	42.2%
	UAF	922	12,030	42,703	97.5%	71.9%	16.7%	21.0%
	UAS	290	5,544	18,145	76.1%	66.0%	34.8%	39.1%
FY09	UAA	2,093	36,620	122,745	76.6%	63.3%	41.9%	44.6%
	UAF	637	7,656	27,363	98.0%	70.9%	19.3%	24.7%
	UAS	236	4,510	14,725	75.5%	65.9%	34.4%	38.4%
Average	UAA	2,193	35,839	120,590	77.1%	64.2%	39.1%	41.3%
	UAF	905	11,732	42,416	97.8%	69.4%	18.7%	24.4%
	UAS	281	4,983	16,734	78.1%	66.6%	34.0%	38.2%

Sources: Data supplied by MAUs via UA Information Systems: UA Decision Support Database (DSD) and Live Student BANNER Data (as of 02/10/2014) from SATURN.SHRTRCR, SATURN.SHRTRCE, and SATURN.SHRTRIT. Compiled by UA Institutional Research & Analysis. iData 5349

+/- grading e-mail from UAF Registrar Libby Eddy

Hi Dave,

In response to your question-yes UAF and UAS have weighted +/- grading systems, and UAA does not.

UAA, UAS and UAF transfer in C- grades from non UA institutions, and D- grades from UA institutions.

Students never have the option of how grades transfer in. When evaluating transfer credit, we look at the course description, lower/upper division and pre-requisites required to determine equivalency. We indicate the grade the student received at the other institution in Banner, but there is no gpa calculated on transfer work. All + or - grades are entered as the letter grade for the purposes of transfer: C+, C, or C- are keyed as C, B+, B, B- are keyed as a B and so on. This neither helps nor hurts the student because a gpa is not calculated on transfer work.

I hope this answers your questions. Please let me know if you need any further information.

Libby

UA Common Calendar Advisory Task Force: Final Report and Recommendations

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Prepared for University of Alaska President, Patrick Gamble

UA Common Calendar Advisory Task Force, February 2017

Introduction

In October 2014 the Common Calendar Advisory Task Force began meeting to discuss and deliberate on how to create a common academic calendar as called for by Regent's policy P10.04.100. *Academic Calendar*:

A common academic calendar for all university campuses will provide for a fall and spring semester of not less than fifteen weeks of instruction, which may include examination days; start and end dates, recesses, and daily schedules, i.e., course blocks, will be common among all campuses. Class schedules must provide for a minimum of 800 minutes of instruction per credit hour.

(04-04-14)

Perhaps only tuition increases have produced a stronger reaction from the university community than calendar alignment. The academic calendar is not simply a selection of dates and semester deadlines, but rather the manifestation of what a university believes helps create the conditions for success for its students. To some the campus calendar is intrinsic to the identity of the campus. Others view calendar alignment as infringing on the autonomy of the campus. Despite these views the task force[1] - comprised of faculty, staff and students from around the UA system - are to be commended for setting aside such differences in an effort to implement this BOR policy.

Early in our deliberations the Task Force was asked to accommodate specific university programs that did not operate within the traditional university academic calendar. For example, the nursing program operates on a trimester basis to optimize student entry and completions. The Maritime and Multi-skilled workers program is another example in which the start date is later than the regular semester to assist employees working on ferries during summer season as well as others busy with summer seasonal work. *Implementation of the recommendations that follow may take into account the unique and specialized needs of campuses in meeting employer or agency focused course offerings.* [1]

The University of Alaska is not the first university system to align or make common their academic calendars. In the course of the last several months the Task Force discussed several systems that aligned their calendars including the Minnesota State System, the Pennsylvania State System of Higher Education, and the University of Hawaii System. Like UA, the academic calendar for each campus within these multi-campus systems historically was developed independently.

[1] A list of the UA Common Calendar Advisory Task Force can be found in Appendix A.

At the University of Minnesota the advent of their virtual university, Minnesota On-line, opened the door for students at any campus to enroll at any other campus. It also revealed that business processes between campuses were misaligned by as much as two weeks. Students (and faculty) were finding navigation across their system impractical. This led to the alignment of the academic calendar.

The reason the Pennsylvania State System of Higher Education chose to align academic calendars mimics that of Minnesota. As more system universities began exchanging courses with one another through a Visiting Student program, it became apparent that the students enrolled in one school (their home university) and attending classes at another university (the host school) typically through ITV (interactive television) or online modes of instruction, were running into challenges because the host school was holding classes when the home university was on break.

The University of Hawaii chose to align campus calendars in an effort to better coordinate the holiday and breaks across their campuses (including their community colleges) with recognized State of Hawaii holidays.

Alaska - similar to Minnesota and Pennsylvania - has witnessed more students choosing to enroll in courses outside of their campus of record[2]. And like students in both Minnesota and Pennsylvania, UA students that cross-enrolled were challenged to keep track of multiple add/drop dates, different fee payment deadlines and different withdrawal dates.

Calendar Components

The components that comprise a university's academic calendar go well beyond the start and end dates of a term. The Task Force identified over 40[3] individual items that made up the academic calendar for the Universities within UA. Aligning a list of over 40 items was impractical. However, when analyzed further the Task Force distilled the list of 40 to a list of only 8 items that, once aligned, would resolve the pressing issues for UA students that cross-enroll. Furthermore, aligning these 8 components would meet both the letter and spirit of the BOR policy.

Components Recommended for Alignment

1. **Term Start** - the first day of instruction for the semester
2. **Add** - the last day to add a full semester length course for the semester
   Drop - the last day to drop a full semester length course for the semester
3. **Fee Payment** - the last day to pay fees for the semester

[2] Data on cross-enrollment available at UA In Review Fall 2014, https://www.alaska.edu/swbir/ir/ua-in-review/
[3] A list of calendar components can be found in Appendix B.

4. **Withdrawal** - the last day to withdraw from a class and receive a "W" grade
5. **Term End** - the last day of instruction for the semester
6. **Finals week** - the week of final examinations for the semester
7. **Spring Break** - a weeklong recess (no instruction) typically held in March
8. **Course Blocks** - day and time of courses in a semester

The Task Force combined the current academic calendars from each university into a single spreadsheet (Tables 1 & 2). This allowed the Task Force to visualize and then quantify how many days apart each university was with regard to the calendar components.

Table 1. Current Academic Calendar Dates for fall terms AY15 and AY16

	UAA	UAF	UAS	Days apart
Fall 2014				
Start	Aug 25	Sept 4	Sept 2	10
Add	Sep 5	Sep 12	Sep 8	7
Drop	Sep 5	Sep 19	Sep 16	14
Fee Payment	Sep 15	Sep 12	Aug 26 - posted[4]	20 -posted
			Sep 16 - effective[5]	4 - effective
Withdrawal	Nov 14	Oct 31	Nov 21	21
End	Dec 5	Dec 12	Dec 8	7
Finals	Dec 8-13	Dec 13-18	Dec 8-13	5
Fall 2015				
Start	Aug 24	Sep 3	Aug 31	10
Add	Sep 4	Sep 11	Sep 8	7
Drop	Sep 4	Sep 18	Sep 15	14
Fee Payment	Sep 14	Sep 18	Aug 25 - posted	24 -posted
			Sep 15 - effective	4 - effective
Withdrawal	Nov 13	Oct 30	Nov 20	21
End	Dec 4	Dec 14	Dec 7	10
Finals	Dec 7-12	Dec 16-19	Dec 7-12	9

Presenting the calendar dates in this manner revealed that in some instances the universities were less than a week apart for several key dates in the fall semester.

[4] Posted date - is the published fee payment date for the term.
[6] Effective date - if fees are not paid by this date, the student is dropped from the course.

When the dates for spring were compiled (see Table 2) the days apart on some of these dates were even fewer. For some calendar components campuses were separated by only three (3) days.

The effect of presenting both fall and spring dates in this manner was instrumental in helping the Task Force arrive early in our deliberations that aligning key dates was not an impossibility given that some dates were a week or less apart.

Table 2. Current Academic Calendar Dates for spring terms AY15 and AY16

	UAA	UAF	UAS	Days apart
Spring 2015				
Start	Jan 12	Jan 15	Jan 12	3
Add	Jan 23	Jan 23	Jan 18	5
Drop	Jan 23	Jan 30	Jan 27	7
Fee Payment	Feb 2	Jan 23	Jan 7 - posted	26 -posted
			Jan 27 - effective	10 - effective
Withdrawal	Apr 3	Mar 13	Apr 10	28
Spring Break	Mar 9-13	Mar 16-20	Mar 16-21	7
End	Apr 25	May 4	Apr 24	10
Finals	Apr 28-May 2	May 5-8	Apr 27-May 2	8
Spring 2016				
Start	Jan 11	Jan 14	Jan 11	3
Add	Jan 22	Jan 22	Jan 17	5
Drop	Jan 22	Jan 29	Jan 26	7
Fee Payment	Feb 1	Jan 29	Jan 6 - posted	26 -posted
			Jan 26 - effective	6 - effective
Withdrawal	Apr 1	Mar 11	Apr 8	28
Spring Break	Mar 7-11	Mar 14-18	Mar 14-18	7
End	Apr 30	May 2	Apr 22	10
Finals	Apr 25-30	May 3-6	Apr 25-30	8

Calendar Components - discussion and recommendations

The Task Force was able to largely agree on several of the calendar components early in our deliberations: term start, add/drop, fee payment, finals and term end. Two other components proved more challenging: withdrawal date and spring break. The final and most complex of the calendar components - course blocks - will be discussed at the end of this section.

Term start - the semester start date is key to not only several of the calendar components that follow, but is also important due to the impact it has on student summer employment,

opening date for university housing, new student orientation, and the date is a vital piece of information for both athletic scheduling and faculty contracts.

Traditionally, UAA started the fall term before the Labor Day holiday. UAF typically started after this holiday. UAS alternated between their fall starting before Labor Day one year and after Labor Day the next.

The Task Force **recommends alignment of the term start date** because it is integral to almost all other calendar components.

Add/Drop - cross-enrolled students are confronted with multiple deadlines for the same activity for each campus they are enrolled in. Adding a course by the deadline at one campus - but forgetting to drop a course at another campus by a different deadline - is confusing, triggers additional tuition expenses, and can be a barrier to student success. [2]

The university actively promotes and allows students to enroll at courses across the UA system; therefore the Task Force **recommends alignment of adding and dropping of courses**. Furthermore, the deadline for adding and dropping a course will occur on the same day. The Task Force recommends the *2nd Friday after term start* as the add/drop deadline.

Fee payment - As with adding and dropping courses, cross-enrolled students must adhere to different fee payment schedules from each campus they take classes from. This is often a source of confusion and a disservice to students. The Task Force **recommends alignment of fee payment** across the universities. The Task Force recommends *the 3rd Friday after term start* as the fee payment deadline.

Term end - a uniform term end date supports students who choose to enroll at multiple campuses and facilitates semester end processes such as satisfactory academic progress that must be completed after the term end but prior to the start of the next semester. This is particularly problematic between the fall and the spring semesters. The Task Force **recommends alignment of a term end dates for fall, spring and summer** [3]. The Task Force recommends the term end date occur at the *conclusion of the 14th week of instruction*.

Finals - To help students enrolled in courses at multiple campuses in the same term, the Task Force **recommends alignment of finals week**. The Task Force recommends *finals week start after the 14th week of instruction has concluded*.

Withdrawal - Currently the three university withdrawal dates reflect competing philosophies and represent in microcosm the challenge of aligning calendars across three separately accredited universities.

UAA and UAS are guided by a faculty that believe a 12-week withdrawal deadline is appropriate and that this amount of time is needed for the student (and faculty) to ascertain whether the student will be successful in the course.

UAF faculty believe that 9 weeks is sufficient for both students and faculty to determine the potential for success and have issued guidance that faculty and/or student initiated withdrawals occur no later than the 9th week of the semester.

The faculty representatives from Task Force discussed this disparity with faculty leadership at the three universities. While faculty leadership expressed some concerns about other components of the calendar (this will be discussed later in the report), there was no outright objection to a suggested compromise on the withdrawal date.

The Task Force **recommends alignment of the withdrawal date**. Rather than establishing this date by a set number of weeks from the term start, the Task Force recommends ***a fixed calendar day*** be selected as the withdrawal date. For *the fall semester the Task Force recommends the first Friday in November* as the system withdrawal date. For *the spring semester the Task Force recommends the Friday following spring break* as the system withdrawal date. By setting the withdrawal date in this manner students and faculty are provided a minimum of 10 weeks to a maximum of 11 weeks (depending on the date of the term start) to determine whether or not to remain enrolled in the course. The Task Force further believes that students are served by the consistency of a withdrawal date that is established using a fixed day of a specific month versus a date that would change from year to year.

Spring Break - The discussions on aligning spring break across the system produced the most visceral reactions from the Task Force and from faculty and staff that responded to a survey[6]. For many in Fairbanks and Anchorage, the idea that spring break would no longer be aligned with the school districts in each city was troubling. The concern from faculty, staff and students with children or a spouse in the school district: they would no longer share the same spring break. Others believed that aligning spring breaks across the university would create a shortage of seats on airlines or would cause the airlines to increase ticket prices for that particular week. *The overwhelming sentiment as expressed by survey respondents was to remain aligned with the local school district for spring break.*

The Task Force received information from both the Anchorage School District and the Fairbanks Northstar Borough School District Superintendent's offices that offered a glimpse into how the school calendars of both districts were developed. In essence school district

[6] A survey was developed and sent to faculty and staff to gauge their perspective on calendar alignment. The survey and results can be found in Appendix C.

calendar development is a process that seeks to satisfy a wide range of constituents both internal and external to the district. The process involves significant input and an extensive public comment period. The districts consider a multitude of factors; the following list of items from the ASD demonstrates this.

Factors considered by ASD during calendar development:

- *Quarter and semester student direct instruction contact balancing 172 student contact days (allows for two snow days and still meet regulation requirements of 170)*
- *Distribution and purpose of an additional 10 "in-service" work days for staff*
- *Transportation*
- *Graduation dates*
- *University calendar issues*
- *Seasonal weather issues*
- *State fair*
- *Student and staff attendance patterns*
- *Half-day release issues*
- *State testing block (outside the control of the district)*
- *Contractual obligations*
- *Construction*
- *Maintenance*
- *Parent conferences*
- *Professional development "best practice"*
- *Fur Rendezvous*
- *Veteran's Day*
- *Other holidays*
- *Employee leave issues*
- *Number of "four day weeks" in quarters*
- *Return to a late start (Sept) and late end (June)*
- *Transitioned start for staff and students*

The local school board ultimately confirms or adopts the district calendars. In both the Anchorage and Fairbanks districts, *alignment with their local UA campus is a stated objective*.

There remain some concerns regarding spring break alignment across the system. Some of the same faculty leadership that supported the alignment of other calendar components (and did not oppose a compromise to the withdrawal date) expressed trepidation regarding the alignment of spring break. The concern that such an action could be divisive was raised. As

was the concern that flight capacity (into and out of Alaska) if the two largest campuses and possibly the two largest school districts were all on spring break at the same time.

Perhaps the largest concern revolves around the disruption to the lives of students, faculty and staff whose families are involved with both the university and the local school district. This could be a UA affiliate (faculty, staff or student) with school age children in the district or perhaps a spouse employed by the district.

The Task Force considered the possibility of aligning spring breaks on an alternating schedule so that every other year either ASD or the FNSBSD were aligned with UA. However, that alternative had the potential to be more confusing and lead to greater frustration on all sides.

It is with ***reservation*** **that the Task Force recommends alignment of spring break**. Furthermore, the Task Force recommends the UA provide the Anchorage and Fairbanks school districts advance notice of the University's spring break dates in anticipation that the districts will choose to align their spring breaks with the university. The Task Force also suggests, that advance notice is provided to Airline carriers that serve the state so that additional flights per day potentially could be planned during that peak period.

Course blocks are the day and time scheduled for courses in a given semester. Perhaps no other calendar component exemplifies the autonomy of the campuses than when faculties choose to teach their courses. Many of the survey[7] respondents indicated this level of alignment was considered too intrusive given each of the three universities are separately accredited. However, some respondents recognized that neither separate accreditation nor geography should be a barrier to students wishing to enroll in a course offered by another campus - even if that campus were 100's of miles away. These respondents typically agreed with aligning course times and dates.

Currently, UAF and UAS both use a 60-minute lecture hour. UAA uses a 50-minute lecture hour. The UAA faculty representative on the Task Force has reported that the UAA faculty senate will modify their 50-minute lecture hour to a 60-minute lecture hour starting with the fall 2016 semester. A single, common lecture hour definition in use by all universities is essential to the creation of common course blocks across UA.

The Task Force **recommends course block alignment** with the expectation that all three universities will utilize a common (unified) lecture hour staring in fall 2016. The common (unified) lecture hour is anticipated after UAA adopts the 60-minute lecture hour.

[7] This survey was briefly mentioned earlier in this report on p. 7. The Survey and results can be found in Appendix C.

Implementation Timeline

The Task Force recommends the alignment of the calendar components take effect in fall 2016.

The Task Force makes this recommendation guided by several factors. First is the President's charge memo to the Task Force dated September 29, 2014 in which he calls for recommendations for academic year 2017 (i.e. fall 2016 and spring 2017). Second, the recognition that the universities are not simply making changes to their academic calendars. They are undertaking much more: they are creating a single, unified calendar for three universities. Third, the 2015-2016 academic calendars have already been released to students.

This is a sweeping change that will impact students, faculty and staff at every campus. It will also impact university constituents including school districts, state agencies and other partners and businesses. Finally, we should not underestimate the affect calendar alignment will have on the families of UA students and employees.

Such a change will require the coming year, a great deal of collaboration and considerable effort on behalf of everyone involved. It will also require the formation of the following standing committee: *the University of Alaska Common Calendar Standing Committee*

The University of Alaska Common Calendar Standing Committee

The Task Force recommends the formation of this permanent committee, to consider all matters pertaining to and development of the UA Common Calendar.

The task further recommends the Common Calendar Standing Committee include at minimum:

- Faculty, staff and student representation;
- The university registrars and a representative from the community campuses;
- A system staff member assigned by the President to facilitate this standing committee.

Finally, the Standing Committee will build on the work of the Task Force, including the straw man calendar in this report and produce the UA Common Calendar for AY2017 to include fall 2016 and spring 2017. The AY 2017 UA Common Calendar will be ready for approval and adoption no later than October 1, 2015.

Straw-man Common Calendar

The following is an example of a UA Common Calendar developed using the recommended rules of alignment discussed earlier in this memo. ***Please note**: this straw-man calendar is intended to demonstrate the feasibility of a UA Common Calendar. It is proposed as a starting point for the UA Common Calendar Standing Committee as they implement the AY2016 common calendar.*

Straw-man Common Calendar(s) for AY2017[4]

		Common Calendar Rule
Fall 2016	UA	
Term Start	Aug 29 (M)	*Common start date*
Add/Drop	Sep 9 (F)	*2nd Friday after term start*
Fee Payment	Sep 16 (F)	*3rd Friday after term start*
Withdrawal	Nov 4 (F)	*1st Friday in November*
Thanksgiving	Nov 24-25 (TH-F)	*Federal Holiday*
Term End	Dec 9 (F)	*Conclusion of 14th week*
Finals	Dec 12-17 (M-Sa)	*Immediately follows Term End*
Spring 2017	UA	
Start	Jan 9 (M)	*Common start date*
Add/Drop	Jan 20 (F)	*2nd Friday after term start*
Fee Payment	Jan 27 (F)	*3rd Friday after term start*
Spring Break	Mar 6-10 (M-F)	*9th week of the term*
Withdrawal	Mar 17 (F)	*1st Friday after spring break*
End	Apr 28 (F)	*Conclusion of 14th week*
Finals	May 1-6 (M-Sa)	*Immediately follows Term End*

Summary, Next Steps

All of the major components of the UA academic calendar are recommended for alignment with an implementation date for fall 2016 (AY2017). Particular care is required in the alignment of the spring breaks across the university system. The Task Force supports further engagement of the Anchorage and Fairbanks school districts as this work goes forward.

The Task Force recognizes the need for faculty involvement in course block alignment across the university system. Engagement of the faculty is crucial as we align course blocks.

The establishment by the President of a standing committee to fully implement the recommendations of this Task Force is the first order of business.

Appendix A

UA Common Calendar Advisory Task Force

Libby Eddy, University Registrar, UAF
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Proxies:

Lindsey Chadwell, Assistant Registrar, UAA (for Lora Volden)
James Milburn, Lead Analyst Programmer, UA (for Jane Vohden)

Appendix B

List of the calendar components

1. Course start and end dates
2. Registration deadlines
3. Class add/drop deadlines
4. Payment deadlines
5. Late fee deadlines
6. Audit and withdrawal deadlines
7. Partial semester length courses?
8. Special interest course, can be 1 or more credits
9. Graduation application deadline and ceremony date (Commencement)
10. "Grades Due" deadline
11. Semester length (in weeks)
12. Finals week (dates and scheduling)
13. DSS accommodations for students must be considered (no overlap in testing)
14. Holidays [Labor Day +one, MLK Jr. (Alaska Civil Rights Day-Jan.), Alaska Day (October), 4th of July, Thanksgiving +one (no Friday)]
15. Optional holidays (Chancellor's Day to make up for weather and other cancellations,
16. re: accreditation
17. Breaks (Spring, Winter, Summer)
18. Short/intensive semester availability
19. time of year offered
20. summer session(s) currently offered at UAA, UAS
21. winter break session (very short) currently at UAF
22. May-mester at UAF (UAS is considering for 2015)
23. length of these semesters
24. Finals week/days for short semester
25. Timing of (summer) semester(s) beginning and/or ending -- especially important for those students working in tourism and other seasonally dependent jobs
26. Alignment with the school district (for parents, teachers, and esp. dual enrolled students)
27. Faculty contract start and end dates per union agreement
    Classes and Schedule
28. Class blocks start time current for 3 credits is 8:30 am vs. UAF & UAS at 8:00 am
29. Class length varied with number of credits offered (3 vs. 4 credit esp.)
30. Class length (like 60, 75, or 90 minutes)
31. Classes that meet once a week… 150 minutes UAA currently for 3 credits
32. Lab course length- (pay particular attention to students w/ classes outside the CAS-- engineering, computer science, auto/diesel tech, aviation)
33. Passing period length (potential opportunity to revamp w/ changes to calendar)
34. Currently 15 minutes at UAA, some students with disabilities have trouble getting across campus in this amount of time.
35. Transition from University Center to main campus takes on average 20+ minutes, cannot stack courses with the current passing period and expect to be on time.

Appendix B (continued)

36. Potential alternative class schedules
37. One meeting per week + distance Ed component via bb-- hybrid courses
38. Seminar and other irregular meeting type classes
39. Evening class ending time (number of and scheduling of evening sessions available?)
40. M/W vs. M/W/F for the usual 3 credit course- M/W at UAA, M/W/F at UAF; UAS uses both MW and MWF for 3 credit classes
41. T/R usual or unusual (depends on what campus you're talking about)
42. Friday activities extra-curricular, student government, clubs, meetings, etc.
43. Long/intensive labs (like Ecology)
44. Athletics and other extracurricular travel (students miss weekends frequently)
45. Work schedules, both on and off campus
46. Child care (on campus availability esp.)
47. Non-standard (staggered) overlap in class start times is currently disallowed at UAA and UAS

Appendix C

Survey and Results

Two question survey

1) Given all the different components of the academic calendar (start dates, breaks, finals, end dates, etc.) and the course schedule (days of the week, number of sessions per week, course start times, number of weeks/day for internships, practica, or intensives, etc.), what can and should be aligned across UAA, UAF, and UAS? Why?

2) Given all the different components of the academic calendar (start dates, breaks, finals, end dates, etc.) and the course schedule (days of the week, number of sessions per week, course start times, number of weeks/day for internships, practica, or intensives, etc.), what cannot and should not be aligned across UAA, UAF, and UAS? Why?

Results for UAF

Question #1: What can and should be aligned? (102 responses)

Common responses to what should be aligned were:

Start date, end date, breaks and finals

Start date:	50
End dates:	45
Breaks:	40
Finals:	33
Schedule blocks:	2
Nothing:	29
Other:	18

Other responses include:

Credit #'s i.e. Span 101 at UAF should be the same credits as Span 101 at UAA
Course content should be aligned
Transfer credit should be easier
Wintermester and *Maymester* should be aligned
Pre-requisites should be aligned

*Totals reflect multiple responses to the survey questions

Results for UAF

Question #2: What cannot and should not be aligned? (102 responses)

Common responses to what should not be aligned were:

Everything, breaks, and nothing

Everything should not be aligned (nothing should be aligned):	32
Days of the week:	11
Start date:	9
Number of sessions per week:	5
Finals:	3
Breaks (spring break and Christmas):	16
Course blocks:	13
Nothing should not be aligned (everything should be aligned):	15
No response:	19
Contact hrs:	3*

*(*contact hours should be the same)*

Other comments include:

This seems impractical to try
We should learn from California
Any actions taken would cause more problems
We should not be worrying about this right now

* Totals reflect multiple responses to the survey questions

Results for UAA

Question #1: What can and should be aligned? (95 responses; responses could include more than one justification)

For alignment		Against alignment		No Impact	2
Multiple Campuses	19	Autonomy	12		
One system goal	2	Local Needs	21		
Other student benefits	7	No Problem	24		
Confusion	4	Other student needs	2		
Only Distance Ed	3				
Other Faculty/Staff	1				

Question #2: What cannot and should not be aligned? (87 responses; responses could include more than one justification)

For alignment		Against alignment	
Multiple Campuses	2	Autonomy	6
Only Distance Ed	2	Local Needs (esp. local schools)	47
		No Problem	12
		Travel	11

Justification for alignment:

1. Multiple Campuses: alignment would benefit students taking classes, internships, etc. (F2F or distance) across multiple campuses in UA system
2. One system goal: work toward one UA system; appease UA BOR
3. Other student benefits: summer work, seasonal employment, transferability
4. Confusion: align dates, contact hours to avoid confusion (for students and staff) [NOTE: could be related to #1]
5. Only distance ed: only distance ed/eLearning classes should be aligned [NOTE: could be related to #1]
6. Other faculty/staff needs: scheduling meetings across campuses

Justification against alignment

1. Autonomy: MAUs are separately accredited, separate curriculum and procedures, geographic differences, flexibility.
2. Local Needs: schedule should reflect local community, student, staff, and/or faculty needs first; align with local school district
3. No problem: no problem/need exists or has been justified. Status quo is better than any alignment.
4. Other student non-academic needs: childcare, travel, schedule

Results for UAS

Question #1: What can and should be aligned? (aggregate of 30 responses to each question)

I would prefer to have the start, stop, finals and break dates be uniform across all campuses. It would be much easier for students who are able to take classes in all three UA units.

start dates, breaks, finals, end dates

Semester start and end dates and breaks and finals could be aligned. It seems reasonable to align academic calendars.

As a faculty member I don't see any advantage to alignment of the academic calendar. I have students regularly who take courses from all campuses, in the same semester, and they have never indicated a problem. The additional coordination and time that would be required to do this work seems like a poor use of resources.

start/end dates, finals and breaks should be common (I don't think this should happen, but BOR is making us do something, so this is what we should have in common)

Assuming each campus is working well within its own parameters, why is there a need to align anything? As long as total session time per credit is consistent, I don't see why anything else would need to be aligned.

academic calendar= start dates, breaks course schedule=course start times, number of weeks/day for internships etc.

At the very least, if possible, start dates and end dates should be in alignment. Though some 1 credit classes are not 15 weeks long, I don't know how or if those shorter session classes could or should be aligned but for the main semesters of fall and spring if the start, end, maybe finals weeks can be in alignment that that would be useful as a system-wide consistency.

Start, breaks, finals, end dates.

all should be aligned - this will make it seamless for students who have classes at multiple MAUs

Maybe just stuff related to faculty contacts, tenure and promotion (so we have one--or two--common working contract deadlines). The academic side makes some sense around holidays because the university system can close and save money. But not so much around the course day/week/time details. That is folly.

IT is important to align Spring breaks across MAUs because many students are enrolled in classes in 2 MAUs concurrently. In a perfect world course conflicts would be minimized if the course times were consistent. I think Start and End dates should be the same because some faculty teach at 2 MAUs

Start dates/end dates for the semesters, breaks/holidays, and final exam week should be aligned. IF detailed final exam schedules are aligned, there should be a mechanism for how students taking courses at multiple "universities" can petition for accommodation when FINAL EXAM TIMES conflict - but NOT when final assignment due dates conflict.

Start dates and vacation dates can possibly be aligned. However this creates intense pressure for airline tickets out of Alaska, which makes it very expensive or impossible to leave during spring and Christmas break. With all three MAU's on a common vacation break you have roughly 30- 50000 people potentially trying to leave Alaska about the same dates. This may seem like a trivial issue but actually it is extremely important for faculty morale.

Components of the academic calendar can be aligned. Having uniform semester calendars across UA could be a benefit to students who enroll in online classes across campuses.

The academic calendar should be aligned across all 3 MAUs. This would help to provide coordination for meetings, travel, and transfer students.

Everything. Simplification.

General class schedules and breaks, finals.

start and end dates, holidays course start times for distance courses only

Start dates, breaks, finals and end dates should be aligned. As much as possible should be aligned for student ease and scheduling.

Start dates, end dates, spring break, holidays, and finals week can and could be aligned - we have distance students that attend classes at more than one campus and this will help eliminate confusion. It would likely also help foster the culture of one UA across the various work groups.

Start dates. eLearning courses are often offered statewide. Students who get confused and miss the first week or two of class often can never catch up. Once we have them in class, we can deal with any other calendar conflicts on a case by case basis.

I don't really see a reason pro/con for calendar alignment. If it's going to cost a lot of money to align courses, with unclear benefits, then I don't see a reason to align the calendars. It's taking me time out of my day to complete this survey about something that doesn't seem to have a lot of thought behind it.

Start and End dates of the semesters and spring break. Students take courses across MAUs and it would make it easier for students

Regular semester start dates and breaks (esp. Spring Break) should be aligned, to save confusion for students taking classes from more than one university.

no strong feelings

Whatever does not cost an arm and a leg, and does not interfere with the smooth operation of the three MAU's. Because of the budget crisis and because disrupting institutions is time consuming and bad for morale.

What should be aligned are the things that make it easy to transfer credits between all 3 major institutions -- credit hours should mean the same thing across the UA system.

I do not have the background or experience to speak to this, but I believe it would be helpful to link each campus calendar to the others, if for no other reason than to remind everyone that they are part of the larger organization.

Requirements for internships, practica, and intensives, so students receive equivalent instruction/experience

I'm not sure that anything should be aligned. Perhaps start dates, for consistency, but I'm not sure there is a need for any other alignment. Different campuses have different reasons for timing.

Question #2: What cannot and should not be aligned?

Class schedule details - days of the week, number of sessions per week, course start times - often differ by discipline for pedagogical reasons and should NOT be forcibly aligned. In some courses (e.g. math) students have greater success with more frequent but shorter class sessions, and in others (e.g. English) class discussions require longer sessions to ensure equitable participation and adequate depth of discussion.

days/times/etc. should not be common as we are accredited differently.

My biggest concern with the UA-Wide common calendar alignment is the alignment of breaks. I feel that each campus should attempt to align breaks with the local school districts as much as possible. This is a major issue for faculty, students, and staff that have children in grade school.

I hesitate to suggest break times should be aligned. It seems very challenging to align UAA UAF and UAS for breaks when we all serve different communities with different school districts. Spring breaks are different in many of the communities. Conflicts between parents

and children's break times would be very problematic. I also hesitate to align summer sessions, I am not sure how that would be done or if that is even on the table for being aligned.

Course schedules should be specific to the region where they are taught and not intermixed in a common calendar.

All should be aligned

Align all but course schedule as these need to be flexible to meet local and industry needs.

No comment

Finals and end times, irrelevant as long as start times and breaks align

I don't see a particular need to align across campuses. I don't think other states do this, and I think it would end up making changes to each campus organization, causing consternation, rather than simplifying things for all.

Course schedule should NOT be aligned. UAS is small enough that we can change our course schedules and times to make sure we have the optimal slots for students. Our enrollments are small, and even something like two English courses in the same time slot might mean a course doesn't fill. We coordinate across our programs too. For example, English coordinates its environmental courses with the geography program and outdoor studies program to ensure students can take all courses. Math and English coordinate to make sure the developmental courses can all be taken in the same semester. In addition, some courses heavily enroll community and non-traditional students and we adjust our course schedules in response to their needs. In short, UAS is small enough, that we need the flexibility to set our course times and schedules to ensure maximum enrollment and to meet the needs of our unique student body.

It seems that alignment will cause more work/disruption/confusion for the campuses. This is especially true for course schedules (as opposed to the academic calendar). Perhaps I don't understand the rationale for alignment.

Number of sessions per week, days of the week, times of the day should not be aligned even within MAU's. What is the problem with having class sessions, which start at different times of day or on different days? Also with the increasing number of online courses, isn't meaningless in many cases

See above

Do not even attempt to align the items listed in the course schedule. We need to cater to individual student populations on a campus-by-campus basis. For example, daytime classes

work well on a residential campus, but might never attract enough enrollments in a vocational program geared to working adults. Please do not tie our hands on this - we need to move quickly and have flexibility to respond to student needs when it comes to course schedule issues.

Start dates and end dates, because summer work and seasons are different across Alaska. As long as the total hours agree, start, end, and breaks aren't as important

Can't think of any reason not to be aligned.

Whatever does cost an arm and a leg, and does interfere with the smooth operation of the three MAU's. Because of the budget crisis and because disrupting institutions is time consuming and bad for morale.

I see no need whatsoever to align any aspects of course schedule. The only thing that matters is that each course that is offered at each MAU meets for the same number of hours per semester. Attempting to align the course schedule would require too much time/effort for very little pay- off.

Course schedules SHOULD NOT be aligned. Each campus serves different student populations and course scheduling should reflect local needs.

Course schedules should not be aligned in any way, shape or form across campuses - otherwise, it would be a decision made for administrative purposes only and that is not good business practice. While it makes sense to align these items within a single campus, going to the massive effort of coordinating physical classes that are hundreds of miles apart does not even serve a practical purpose as the alignment would be completely lost on those students since they do not know or care about what happens at the other campuses.

Course schedule components would be difficult to align and should not be aligned. Each community and campus has variability in what days of the week and times work best when scheduling courses. It is complex enough already to schedule courses on one campus so that similar class offerings that could potentially contain the same students don't overlap in days and times. Having additional alignment restrictions to consider would make this even more difficult than it is already.

It seems unnecessary to align days of week that classes are offered across all campuses. It would be useful if all testing centers hours were a bit more uniform which would make it easier for distance classes to schedule proctored exam

Anything that will make it harder for me to schedule my classes and avoid conflicts with other courses that my students need should not be aligned. By the way, the wording of this survey is confusing and it's absolutely unclear why we're being surveyed at all.

# of sessions, start times, internships, practica or intensives, it is too individualized

Same answer. All the details about course days/weeks/times should be decentralized to each campus. They are separately accredited (whether the Regents like it or not). And they have autonomy. Without accreditation, you just have some real estate and buildings. So I would stay off the centralized details at the course/class level. Thanks.

Internships, practica, intensives. Course schedules

The daily/weekly course schedules are less important to align. Those reflect individual campus norms and culture.

It would be unreasonable to align course schedules, especially course start and end times.

I can't think of anything that should not be aligned.

The only thing that should not be aligned is spring break. It's hard enough to get in & out of Alaska in March as it is, without every single UA student and employee trying to do it at the same time.

I have worked at UA for over 30 years, for all 3 campuses. I cannot see how we could possibly fit in all our courses if everything were regimented to a single schedule. Especially internships, practica, intensives. This simply would not work and enrollments would suffer.

Proposed by Faculty Alliance Retreat 3/29/2014 (minor revisions RB 4/11/14)

Faculty Senate presidents shall present the following motion to their faculty senates as a Faculty Alliance Resolution and seeks the faculty senate support and comment prior to sending it to the Statewide Academic Council.

Faculty Alliance alternative motion for minimum standard for admission into Baccalaureate degree program

MOTION: The _____ Faculty Senate moves to adopt a common minimum baccalaureate admission standard across the UA system. Individual programs and individual institutions may set baccalaureate admission standards higher than the minimum but all institutions shall implement at least the minimum standard.

Option 1: have a high school diploma, pass the 16-credit high school core curriculum with a GPA of at least 2.5, and have a cumulative GPA of 3.0. No minimum ACT or SAT score is required, OR

Option 2: have a high school diploma, pass the 16-credit high school core curriculum with a GPA of at least 2.5, have a cumulative GPA of 2.5, and submit results of the ACT Plus Writing (preferred) with a score of 18 or SAT with a score of 1290.

Registrars at universities in the University of Alaska System will redirect students who do not meet the minimum standard for baccalaureate programs to pre-baccalaureate options and support programs. The university will also assess and advise these students and provide academic support to help them identify and attain their educational goals. Each university shall use best practices and the characteristics of their student body to tailor programs to needs of students who enroll but do not meet the minimum standards for admission into baccalaureate degree programs.

These standards and supports shall be adopted for the system by fall 2016.

UNIVERSITY of ALASKA
Many Traditions One Alaska

Faculty Alliance

Motion 2014-02
Baccalaureate Minimum Standards

MOTION: Faculty Alliance approves the following motion and minimum standards for admission into baccalaureate degree programs for consideration by each university in the University of Alaska system. Faculty Senate presidents shall present it to their faculty senates for consideration and approval at the next regularly scheduled senate meeting.

RATIONALE: Faculty Alliance recognizes these are minimum standards and that individual programs and institutions may set baccalaureate admission standards higher than the minimums. Further, the establishment of minimum admissions standards should not prevent individual programs and institutions from establishing policies that allow for individual exceptions or admission on probationary basis.

Registrars at each university in the University of Alaska System will need to redirect students who do not meet the minimum standard for baccalaureate programs to pre-baccalaureate options and support programs, or appeals processes, where they exist. Each university will also need to assess and advise these students and provide academic support to help them identify and attain their educational goals. Each university will use best practices and the characteristics of their student body to tailor programs to needs of students who enroll but do not meet the minimum standards for admission into baccalaureate degree programs.

PROPOSED MOTION FOR APPROVAL BY THE FACULTY SENATES:

The _____ Faculty Senate approves the proposed UA common minimum baccalaureate admission standards for first-time, first-year students and transfer students with fewer than 30 college-level credits. This motion does not alter the admissions process for international students, homeschool students who did not complete a state-recognized program, or students who transfer 30 or more college-level credits from other institutions.

> Option 1: have a high school diploma, pass either the 16-credit math & science or social studies & language high school core curriculum required for the Alaska Performance Scholarship with a GPA of at least 2.5, and have a cumulative GPA of 3.0. No minimum ACT or SAT score is required, OR
>
> Option 2: have a high school diploma, have a cumulative high school GPA of 2.0, and submit results of the ACT with a minimum score of 18 or SAT with a minimum score of 1290 or approved scores necessary for placement into GER-level English and mathematics courses on approved placement test(s), OR

Option 3: have a high school diploma or GED and submit ACT, SAT, or approved placement test scores necessary for placement into GER-level ENGL and MATH or successfully complete college coursework necessary for placement into GER-level English and mathematics courses.

These standards, procedures, and support programs shall be implemented by fall 2016.

DocuSigned by:
David Valentine
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October 22, 2014

David Valentine, Chair Date

For action by the President of the University of Alaska

Approved:_____ Date:_____

Modified:_____ Date:_____

Disapproved:_____ Date:_____

Comments:

UA Admission Requirements Comparison

	UAA	UAF	UAS
Bachelor's Degree			
First-Time First-Year Students			
Option 1:	a. Graduation from a regionally accredited high school with at least 2.5 GPA[1] b. Completion of either SAT, ACT, or Accuplacer test	a. High school diploma[2] b. Pass the 16-credit high school core curriculum[3] with at least 2.5 GPA c. Have a cumulative GPA of 3.0 d. Submit results of either the SAT or ACT	a. Graduate from an accredited high school[2] with a cumulative GPA of at least 2.5 (Fall 2013), 2.75 (Fall 2014), 2.75 (Fall 2015), and 3.0 (Fall 2016) b. Completion of either the SAT or ACT c. Pass a high school core curriculum (Fall 2015 & forward)[4]
Option 2:	a. Successful completion of the GED b. Completion of either SAT, ACT, or Accuplacer test	a. High school diploma[2] b. Pass the 16-credit high school core curriculum[3] with at least 2.5 GPA c. Have a cumulative GPA of 2.5 d. Submit results of either: 1) ACT Plus Writing (preferred) with a score of 18 or 2) SAT with a score of 1290	a. Graduate from an accredited high school[2] with a cumulative GPA of at least 2.0 (Fall 2013), 2.25 (Fall 2014), 2.25 (Fall 2015), and 2.5 (Fall 2016) b. Completion of either the SAT with a score of 1290 or the ACT with a score of 18 c. Pass a high school core curriculum (Fall 2015 & forward)[4]
Option 3:	a. Completion of UAA's Ability to Benefit test offered at the Advising and Testing Center[6]		
Home-Schooled Students who have NOT gone through a state-recognized program[5]			
Option 1:	a. Provide evidence to the Office of Admissions that the home school has met all state requirements and regulations; if the state has no specific home school regulations an official transcript will be accepted from the parent	a. Individual review by the director of admissions (or a designee) b. Prior to review, submit scores from either the SAT or ACT Plus Writing c. Additional supporting documentation as requested, such as letters of recommendation, essay or writing sample	a. Individual review by the admissions department
Option 2:	a. Completion of UAA's Ability to Benefit test offered at the Advising and Testing Center[6]		
Option 3:	a. Submit an official SAT score report with combined Math and Critical Reasoning score of 1210, or an ACT composite score of 27[6]		
Option 4:	a. Submit official SAT or ACT scores, home school transcripts, a three-page essay on postsecondary educational goals and a letter requesting admission to a specific certificate or degree program[6]		

[1] High school graduates with a GPA of 2.00 through 2.49 will be admitted to baccalaureate programs with academic advising as a requirement. Students with a GPA below 2.0 will be admitted to an AA program.
[2] To earn a high school diploma in Alaska, a student must fulfill all curriculum requirements and satisfactorily complete all three competency areas of the High School Qualifying Exam.
[3] UAF defines the core curriculum as 4 credits of English, 3 - 4 credits in mathematics, 3 - 4 credits in social sciences, 3 - 4 credits in natural/physical sciences, and an optional 2 credits of foreign language.
[4] UAS defines a high school core curriculum as 4 years of English, social studies, math, and science or 4 years of English and social studies, 3 years of math & science, and 2 years of Alaska Native or foreign language.
[5] Home-Schooled Students who have gone through a state-recognized program and have a valid high school diploma must meet the first-time first-year admission requirements.
[6] Students utilizing this option will not be eligible for federal financial aid.

UA Admission Requirements Comparison

	UAA	UAF	UAS
Bachelor's Degree			
Students with less than 30 college-level credits			
Option 1:	a. Graduation from high school with at least 2.5 GPA[7] b. Completion of either SAT, ACT, or Accuplacer test	a. High school diploma[8] b. Pass the 16-credit high school core curriculum[9] with at least 2.5 GPA c. Have a cumulative high school GPA of 3.0 d. Submit results of either SAT or ACT e. Completion of less than 30 college-level credits with a GPA of at least 2.0 f. Left previous institution(s) in good standing	a. Graduate from an accredited high school[8] with a cumulative GPA of at least 2.5 b. Completion of either the SAT or ACT c. Completion of less than 30 college-level credits with a GPA of at least 2.0 d. Left previous institution(s) in good standing
Option 2:	a. Successful completion of the GED b. Completion of either SAT, ACT, or Accuplacer test	a. High school diploma[8] b. Pass the 16-credit high school core curriculum[9] with at least 2.5 GPA c. Have a cumulative GPA of 2.5 d. Submit results of either: 1) ACT Plus Writing (preferred) with a score of 18 or 2) SAT with a score of 1290 e. Completion of less than 30 college-level credits with a GPA of at least 2.0 f. Left previous institution(s) in good standing	a. Graduate from an accredited high school[8] with a cumulative GPA of at least 2.0 b. Completion of either the SAT with a score of 1290 or the ACT with a score of 18 c. Completion of less than 30 college-level credits with a GPA of at least 2.0 d. Left previous institution(s) in good standing
Option 3:	a. Completion of UAA's Ability to Benefit test offered at the Advising and Testing Center[10]		
Transfer Students with 30 or more college-level credits			
Option 1:	a. Completion of at least 30 college-level semester credits with a GPA of at least 2.0[11] b. High school diploma or GED	a. Completion of at least 30 college-level semester credits with a GPA of at least 2.0[12] b. Left previous institution(s) in good standing	a. Completion of at least 30 college-level semester credits with a GPA of at least 2.0 b. Left previous institution(s) in good standing
Option 2:	a. Completion of an Associate of Arts degree with a GPA of at least 2.0[11]		
Option 3:	a. Completion of UAA's Ability to Benefit test offered at the Advising and Testing Center[10]		

[7] High school graduates with a GPA of 2.00 through 2.49 will be admitted to baccalaureate programs with academic advising as a requirement. Students with a GPA below 2.0 will be admitted to an AA program.
[8] To earn a high school diploma in Alaska, a student must fulfill all curriculum requirements and satisfactorily complete all three competency areas of the High School Qualifying Exam.
[9] UAF defines the core curriculum as 4 credits of English, 3 - 4 credits in mathematics, 3 - 4 credits in social sciences, 3 - 4 credits in natural/physical sciences, and an optional 2 credits of foreign language.
[10] Students utilizing this option will not be eligible for federal financial aid.
[11] Transfer students with a collegiate GPA of 1.75 through 1.99 will be admitted to baccalaureate programs with academic advising as a requirement.
[12] Students applying for technical or scientific programs may need to present a higher grade average and proof that they have completed appropriate background courses. Admission status for students who have attended an unaccredited postsecondary institution will be determined on an individual basis. Applicants with a GPA less than 2.0 may be admitted with probationary status.

UA Admission Requirements Comparison

	UAA	UAF	UAS
Associate Degree or Certificate[13]			
Students with less than 30 college-level credits			
Option 1:	a. Have earned a high school diploma[14]	a. Provide documentation that applicant is at least 18 years old[15]	a. Provide documentation that applicant is at least 18 years old
Option 2:	a. Successful completion of the GED	a. High school diploma	a. Successful completion of the GED
Option 3:	a. Provide documentation that applicant is at least 18 years old b. Completion of UAA's Ability to Benefit test offered at the Advising and Testing Center[16]	a. Successful completion of the GED	
Option 4:		a. Left previous institution(s) of higher education in good standing b. Submited placement scores from the ACT Plus Writing (preferred), SAT or ACCUPLACER test; results must be less than two years old.	
Home-Schooled Students			
Option 1:	a. Submit a transcript from a home school that is affiliated with a regionally accredited program or institution	a. Provide documentation that applicant is at least 18 years old[15]	
Option 2:	a. Provide evidence to the Office of Admissions that the home school has met all state requirements and regulations; if the state has no specific Home School Regulations an official transcript will be accepted from the parent	a. High school diploma from state-sponsored correspondence program	
Option 3:	a. Completion of UAA's Ability to Benefit test offered at the Advising and Testing Center[16]	a. Successful completion of the GED	
Option 4:	a. Submit an official SAT score report with combined Math and Critical Reasoning score of 1210, or an ACT composite score of 27[16]	a. Approval of the director of admissions	
Option 5:	a. Submit official SAT or ACT scores, home school transcripts, a three-page essay on postsecondary educational goals and a letter requesting admission to a specific certificate or degree program[16]		
Transfer Students with 30 or more college-level credits			
Option 1:	a. Have earned a high school diploma b. Completion of at least 30 college-level semester credits with a GPA of at least 2.0[17]	a. Left previous institution(s) in good standing	a. Left previous institution(s) in good standing b. Completion of at least 30 college-level semester credits with a GPA of at least 2.0
Option 2:	a. Successful completion of the GED b. Completion of at least 30 college-level semester credits with a GPA of at least 2.0[17]		
Option 3:	a. Completion of an Associate of Arts degree		
Option 4:	a. Self-declare high school graduation date b. Completion of at least 30 college-level semester credits with a GPA of at least 2.0[17]		

[13] Some UAA certificate and associate degree programs have additional admission requirements enforced through the ARF process.
[14] High school graduates with a GPA below 2.00 will be admitted to associate programs with academic advising as a requirement.
[15] Students under the age of 18 who will not have a high school diploma or GED prior to the start of their first semester are not admissible but may take courses as a non-degree student. Upon turning 18 they may apply for admission to an associate or certificate level program. Please note that in order to qualify for federal financial aid, you must have either a high school diploma or a GED.
[16] Students utilizing this option will not be eligible for federal financial aid.
[17] Transfer students with a collegiate GPA of 1.75 through 1.99 will be admitted with academic advising as a requirement.

To: Faculty Alliance Members

From: Dana L. Thomas, VPAA

Date: March 27, 2014

Your chair, Robert Boeckmann, asked me to summarize why UA minimum baccalaureate standards are needed. While I whined at him a bit like some students do when given a new assignment, I do sincerely appreciate this opportunity and offer the following summary in response. I hope you find this useful in your deliberations.

In July 2013, the Statewide Academic Council (SAC) recommended that the three faculty senates set a minimum baccalaureate admission standard for the UA system and students that do not meet the admission standard, where historical data indicates substantial success in remediating them, should be admitted to a specific program to help them prepare for successful admission. The faculty senates would be jointly responsible for determining what the minimum admission criteria are.

The rationale for implementing minimum baccalaureate standards is provided in the paragraphs below;

Rationale provided by SAC at the time of approval:

UA institutions currently admit students that our historical data indicate do not complete baccalaureate degrees; this is an unethical practice. UA is and will remain an open admission institution. The UA mission includes the community college mission so students who apply for admission into a baccalaureate program but are not admitted should be accepted into an alternative program, such as a pre-baccalaureate certificate program (like the pre-nursing program), or either an AA or AS program. UA should only admit students into baccalaureate programs that are prepared to complete those programs.

This change is intended to have several impacts. First, this change is intended to clearly communicate to future students, their parents, their teachers and school districts, UA standards for baccalaureate admission standards. Second, the U.S. Department of Education often currently treats UA institutions as only four-year institutions and the required data reporting does not represent UA or Alaska well. The intended change is intended to more appropriately represent UA and Alaska on the national scene. Third, currently UA has relatively few clear pathways from associate programs to baccalaureate programs the way other community college – universities do in other states. This change is intended to encourage the development of such pathways and for UA to track students following those paths.

Additional rationale and comments from Dana Thomas, VPAA:

A 2013 UA report on developmental education requested by the Alaska legislature (see page 9 at http://www.alaska.edu/files/bor/130606Ref33_Rpt_Developmental_Education.pdf) indicated that no baccalaureate degree-seeking student entering UA between Fall 2002 and Fall 2006 and needing

significant remediation in both math and English completed a baccalaureate program by 2012. This led me to the conclusion that UA was engaged in an unethical practice; admitting students into a program that we had clear evidence that we knew they would not complete.

The proposed minimum baccalaureate admission standards are one of several ways to improve college going and student success within UA. Many of these changes relate to efforts related to our incoming students' need for developmental education. "Programs that show the greatest benefits with relatively rigorous documentation either mainstream developmental students into college-level courses with additional supports, provide modularized or compressed courses to allow remedial students to more quickly complete their developmental work, or offer contextualized remedial education within occupational and vocational programs (Unlocking the Gate What We Know About Improving Developmental Education" by Elizabeth Rutschow and Emily Schneider; MDRC, June 2011). Given the percentage of our entering students needing developmental education, UA should pursue all of these evidence based practices (I personally am not a fan of main streaming students in at least some content areas).

Those under-prepared students needing significant preparatory coursework, especially if it involves both math and English as addressed above, should be redirected to certificate and applied associate programs where skill development in those areas is commonly embedded in the content courses; this is consistent with the phrase "…offer contextualized remedial education within occupational and vocational programs" in the article cited above.

Those under-prepared students who are almost college ready should be supported by baccalaureate preparation programs, e.g., UAA's planned University College or nursing preparation program, and helped to succeed in those programs through mainstreaming with support or accelerated preparatory coursework. Note that the best article I have seen to date on whether accelerating developmental education works well or not just came out and it addresses both writing and math via a multiple institution and multiple year study at CUNY (see "An Examination of the Impact of Accelerating Community College Student's Progression Through Developmental Education" by Michelle Hodara and Shanna Smith Jaggars in the Journal of Higher Education March/April 2014; vol.85, No. 2). That article provides evidence that acceleration works. There is strong evidence that shorter developmental programs have greater success in getting underprepared students into and through collegiate level coursework than longer developmental programs.

UA is also working with Alaska's K-12 schools more intently than ever before to improve the transition from high school to postsecondary education. This is evident in the joint meetings of the UA Board of Regents and the State Board of Education, the regular meetings and actions of the Alaska Teacher Education Consortium, and the intended broader delivery of courses via the Alaska Learning Network that will help increase Alaska Performance Scholarship eligibility, especially in rural Alaska.

Alaska has among the lowest college going rates among the 50 states; we are typically in the bottom 3 or 4. Clearly delineating college readiness, in this case baccalaureate ready, will help with the broad Alaska communication issue that will, over time, help us improve that rate.

UA has an integrated community college and baccalaureate undergraduate mission. However, we do not provide sufficient guidance to students about the best pathway for students given their preparation. Without such clear guidance, students are not served to the best possible extent. Some faculty members and staff advisors are very good about providing high quality guidance but that is not sufficiently uniform and I am not optimistic that we can positively influence that. Establishing minimum baccalaureate admission standards would make this guidance clear.

Our current process of admitting severely underprepared students to baccalaureate programs has those students move to our urban campuses, they do not complete any program, and they incur greater debt than they would have if they attended their local community campus to improve their preparedness.

Admitting underprepared students into baccalaureate programs and mainstreaming them in even a few areas, weakens the baccalaureate programs at our universities. In well-organized courses, students can and should learn as much from interactions with their peers as from the instructor and course materials.

Some have argued that not admitting these underprepared students into baccalaureate programs will result in fewer students attending our institutions. UAF implemented the minimum baccalaureate admission standards proposed by SAC and did find a reduction in baccalaureate admissions (see study provided by UAF IR Ian Olson that I have shared with the Faculty Alliance) but did not suffer significant overall headcount or student credit hour reduction as a result of the change. They found that the retention rate of underprepared students that were not admitted to baccalaureate programs increased since the change. In addition, they found the retention and graduation rates among those admitted to baccalaureate programs also increased (no surprise given that underprepared students were not admitted).

Many of you have heard me say that UA has found that students completing a course raise their salaries whether they finish a program or not. This comment has been cited as one argument for why the admission standard is not needed. However, the statement is based on aggregate information that does not distinguish between well-prepared and underprepared students. Thus, we cannot say that this statement holds for underprepared students.

I often get asked whether this proposal is all about increasing retention and graduation rates. That is, is this a bean counting exercise? As I have noted above this is mostly about better serving our students. However, UA should not and cannot ignore retention and graduation rates. Alaska needs more college educated individuals and we are currently a significant baccalaureate importing state. President Obama's higher education agenda intends to connect an institutions' receipt of federal student aid to completion rates. Completion rates are distinctly connected to entry preparation level. Thus, a minimum standard for baccalaureate programs would help prepare UA for this likely change in federal policy.

Some have asked what specific degree program this minimum admission standard would grant entry into. While it is true that majors can have different admission requirements, e.g., calculus ready for engineering majors, most programs have very similar minimum standards that can and should be more plainly communicated. If minimum baccalaureate admission standards are adopted, they would

indicate that students are generally baccalaureate ready and not so underprepared that they could likely achieve any major (even if they needed a bit more work to enter engineering or math); that is the message intended. Several years ago UAF used to have different baccalaureate admission standards for each college and school and the Admissions Department had trouble reviewing student applications in a timely fashion, in part, because of the minor detailed differences between them. In an effort to streamline those admission standards, we sought and received approval from the faculty senate to reduce baccalaureate admission standards to two categories; STEM and everything else. The admissions process is much faster as a result, applicants get informed faster about their status and to the best of my knowledge given my time away from UAF now, and there have been no deleterious effects.

Postsecondary Education and Career Readiness Definition

This definition outlines the knowledge, skills, and practices that an Alaskan high school graduate would need upon exiting high school to be ready for their chosen life path, including college, career training, the military, or participating in a non-cash economy. This definition provides a vision for readiness for all Alaskan high school students and should be considered a framework to help align K-12 education, postsecondary education, and the labor market in Alaska. Some skills may be developed mainly through primary and secondary education, while others may be developed individually, in the family, or in the community. However, this definition focuses on the skills developed by education, as it is intended to inform state educational policy and practice. Current state statute (AS 14.03.015) supports developing both academic and life skills in Alaska's young people through education: "It is the policy of the state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them."

Alaskans will be ready for life after high school when they:

- **Have a strong foundation in language skills (reading, writing, speaking, and listening) in English and other languages, including Alaska Native languages:** Meet Alaska State Standards in English language arts. Communicate effectively when speaking and writing and are capable of comprehending and critiquing various types of text. Have the necessary reading and writing skills for a career pathway, a workforce development/apprenticeship program, or collegiate-level courses in a variety of disciplines.
- **Have a strong foundation in math, science, and technology:** Meet Alaska State Standards in math, science, and technology. Apply information literacy, logic, skills, and knowledge to work and life activities. Have the necessary math, science, and technology skills for a career pathway, a workforce development/apprenticeship program, or collegiate-level courses in a variety of disciplines. Able to use modern computing technology.
- **Have a strong foundation in the humanities:** Have knowledge of civics and of European, United States, and Alaskan native cultures and history.
- **Use critical-thinking, problem-solving, and reasoning skills to accomplish goals, make informed decisions, and adapt to new situations:** Ask questions, listen to the experiences of others, observe closely, gather and summarize information from reliable sources, and reason logically and ethically to solve complex problems and manage challenging tasks. Demonstrate responsibility, initiative, flexibility, resiliency, curiosity, tenacity, creativity, and openness to new challenges and technology. Understand their own strengths and weaknesses as well as the consequences of their choices.
- **Pursue educational and career goals aligned with personal strengths and personal, family, and community success:** Develop and maintain the education and workforce credentials and the technical, transferrable, employability, and life skills needed to attain goals. Have a vision for their future that reflects being part of local, regional, state, and global communities and economies. Have a sense of duty and responsibility.
- **Have a strong sense of self, community, and culture:** Develop and maintain a strong personal identity, self-confidence, healthy relationships, and a sense of belonging to a physical, cultural, and global community. Value and have knowledge of diverse identities and cultures, including but not limited to the variety of our own Alaska Native cultures.

College and Career Readiness: State and Territory Definitions

June 26, 2014

State	Definition
Alabama	The Alabama Department of Education has adopted a definition of college and career readiness and included it in the Elementary and Secondary Education Act (ESEA) flexibility request. "Being college and career ready means that a high school graduate has the English and mathematics knowledge and skills necessary to either (1) qualify for and succeed in entry-level, credit-bearing courses without the need for remedial coursework, or (2) qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e., technical/vocational program, community college, apprenticeship or significant on-the-job training)" (Bice, Parris, Maddox, Hannah, & Thacker, 2012).
Alaska	Alaska has not adopted or made available a definition of college and career readiness.
Arizona	Arizona has adopted a definition of college and career readiness as follows: "College ready: Graduating student Is prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, associate or bachelor's degree); has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework. Career ready: Job candidate Qualifies for a job that provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education; is a high school graduate and has the English, and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e., technical/vocational program, community college, apprenticeship or significant on-the-job training)" (Arizona Business & Education Coalition, n.d.).
Arkansas	Arkansas has adopted a definition of college and career readiness and included it in an act of the state legislature. "'College and career readiness' means the acquisition of skills a student needs to be successful in future endeavors, including: a. Successfully completing credit-bearing, first-year courses at a postsecondary institution; and b. Embarking on a chosen career" (S.B. 814).
California	California has not adopted or made available a definition of college and career readiness.

State	Definition
Colorado	The Colorado State Board of Education and the Colorado Commission on Higher Education have adopted a definition of college and career readiness and made it available through publication to the general public. "'Postsecondary and workforce readiness' describes the knowledge, skills, and behaviors essential for high school graduates to enter college and the workforce and to compete in the global economy. To be designated as postsecondary and workforce ready, secondary students shall demonstrate that the following content knowledge and learning and behavior skills have been achieved without the need for remedial instruction or training. This demonstration includes the completion of increasingly challenging, engaging, and coherent academic work and experiences, and the achievement of proficiency shown by a body of evidence including postsecondary and workforce readiness assessments and other relevant materials that document a student's postsecondary and workforce readiness" (Colorado State Board of Education & Colorado Commission on Higher Education, 2009).
Connecticut	Connecticut has adopted a definition of college and career readiness and included it in the ESEA flexibility request. The state has endorsed the Association for Career and Technical Education and National Association of State Directors of Career Technical Education Consortium definition of college and career readiness, which states that readiness "'involves three major skill areas: core academic skills and the ability to apply those skills to concrete situations to function in the workplace and in routine daily activities; employability skills (such as critical thinking and responsibility) that are essential in any career area; and technical, job-specific skills related to a specific career pathway. These skills have been emphasized across numerous pieces of research and allow students to enter true career pathways that offer family-sustaining wages and opportunities for advancement'" (U.S. Department of Education, 2012a).
Delaware	The Delaware Department of Education has adopted a definition of college and career readiness as follows: "Each Delaware student will graduate college- and career-ready. Students will be prepared to successfully plan and pursue an education and career path aligned to their personal goals, with the ability to adapt to innovate as job demands change. Students will graduate with strong academic knowledge, the behaviors and skills with which to apply their knowledge, and the ability to collaborate and communicate effectively. Each student should be an independent learner, and have respect for a diverse society and a commitment to responsible citizenship" (Center on Education Policy, 2013).
District of Columbia	The District of Columbia has adopted a definition of college and career readiness and included it in the ESEA flexibility request. College and career readiness is "the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit bearing course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or in a high-quality certificate program that enables students to enter a career pathway with potential future advancement" (U.S. Department of Education, 2012b).

State	Definition
Florida	The Florida Department of Education has adopted a definition of college and career readiness and made it available through publication to the general public. "Students are considered college and career ready when they have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement" (Florida Department of Education, n.d.).
Georgia	The Georgia Department of Education has adopted a definition of college and career readiness and made it available through publication to the general public. College and career readiness is "the level of achievement required in order for a student to enroll in two- or four-year colleges and universities and technical colleges without remediation, fully prepared for college-level work and careers. This means that all students graduate from high school with both rigorous content knowledge and the ability to apply that knowledge" (Georgia Department of Education, n.d.).
Hawaii	Hawaii has adopted a definition of "college, career and community readiness," developed by the Hawaii P–20 Partnerships for Education. "Students, who are prepared for meaningful engagement in college, career, and community, have successfully: ▪ Achieved proficiency in essential content knowledge; ▪ Mastered key learning skills and cognitive strategies; ▪ Acquired practical knowledge enabling successful transitions from high school to college and career; and ▪ Built a strong foundation of identity through an ongoing process of wayfinding to engage in local, national, and global contexts. By 'students,' we mean youth enrolled in Hawai'i's public education system recognizing that college, career and community readiness is a lifelong process that begins with early childhood learning. By 'college,' we mean two- and four-year post-secondary institutions, trade schools, and technical schools. By 'career,' we mean a pathway of employment that provides a family-sustaining wage. By 'community,' we mean the set of interdependent relationships among physical, social and/or cultural groups linked by a shared responsibility for one another, the natural world, and local and global well-being. Students have the content knowledge and skills to be eligible to enroll in credit-bearing, postsecondary courses, workforce training and/or apprenticeship programs without the need for remediation, and complete them successfully. Students are able to navigate through postsecondary program selection and admissions, possess the knowledge and skills to enter into and thrive in a family-sustaining career pathway, and utilize strategies to resolve problems and improve academic performance.

State	Definition
	Wayfinding: Students are able to identify their kuleana and work hard to fulfill these responsibilities to their families, ʻāina, community, and future and past generations. Students know what makes their communities unique and become more involved through opportunities such as volunteer service, ecological stewardship, and civic engagement. Students understand and can comfortably interface with diverse perspectives, cultures, and worldviews to flourish in and sustain local and global communities" (Hawaii P–20 Partnerships for Education, 2013).
Idaho	Idaho Professional-Technical Education has adopted a definition of college and career readiness and made it available through publication to the general public. "Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a program of study. Rigorous college and career readiness standards should: ▪ Be developed and continually validated in collaboration with secondary, postsecondary, and industry partners. ▪ Incorporate essential knowledge and skills (i.e., academic skills, communication, and problem-solving), which students must master regardless of their chosen career area or program of study. ▪ Provide the same rigorous knowledge and skills in English and mathematics that employers and colleges expect of high school graduates. ▪ Incorporate industry-recognized technical standards that are valued in the workplace. ▪ To the extent practicable, be internationally benchmarked so that all students are prepared to succeed in a global economy" (Idaho Professional-Technical Education, n.d.).
Illinois	The Illinois State Board of Education has adopted a definition of college and career readiness and included it in the ESEA flexibility request. "Although readiness includes being prepared to take credit-bearing postsecondary courses in core subject areas, Illinois' college- and career-readiness objectives also extend to developing employability skills and opportunities for students to pursue a personalized education plan based on their academic and career interests" (U.S. Department of Education, 2014).
Indiana	The Indiana Department of Education has adopted a definition of college and career readiness and made it available through publication to the general public. "College- and-career ready means an individual has the knowledge, skills and abilities to succeed in post-secondary education and economically-viable career opportunities. Additionally, Public Law 31-2014 [SEA 91] defines college and career readiness educational standards as 'the standards that a high school graduate must meet to obtain the requisite knowledge and skill to transition without remediation to post-secondary education or training, and ultimately into a sustainable career'" (Indiana Department of Education, 2014).

State	Definition
Iowa	The Iowa Department of Education has adopted a definition of college and career readiness and included it in the ESEA flexibility request. "College- and career-ready means the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution without the need for remediation" (U.S. Department of Education, 2012c).
Kansas	The Kansas State Department of Education has adopted a definition of college and career readiness as follows: "Being college-and career-ready means an individual has the academic/cognitive preparation, technical skills, employability/workforce skills and career interest development to be successful, without remediation, in postsecondary institutions, and/or the attainment of a technical credential or industry-recognized certification" (Center on Education Policy, 2013).
Kentucky	The Kentucky Council on Postsecondary Education has defined college and career readiness as follows: "College readiness is the level of preparation a student needs to succeed in credit-bearing courses in college. 'Succeed' is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky's systemwide standards of readiness guarantee students access to credit-bearing coursework without the need for remediation in high school or college coursework or intervention programming. Career readiness is the level of preparation a high school graduate needs to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification, or entry into the workforce. According to the Association for Career and Technical Education (ACTE), career readiness includes core academic skills and the ability to apply those skills to concrete situations to function in the workplace and in routine daily activities. Employability skills and technical, job-specific skills related to a specific career pathway are essential in any career area" (Kentucky Council on Postsecondary Education, n.d.).
Louisiana	Louisiana has not adopted or made available a definition of college and career readiness.
Maine	The Maine Department of Education currently uses the Educational Policy Improvement Center's definition of college and career readiness. As of June 2014, the definition is under review. "The goal for learners is to graduate from high school ready to enter into post-secondary level coursework (without remediation) or begin a career track in their chosen field, and to enter into civic life. In a proficiency-based system, demonstrating proficiency in all of the standards is evidence that a learner is college- and career-ready" (Maine Department of Education, 2013).
Maryland	Maryland has included a definition of college and career readiness in its ESEA flexibility request. "College- and career-readiness includes mastery of rigorous content knowledge and the abilities to apply that knowledge through higher-order skills to demonstrate success in college and careers. This includes the ability to think critically and solve problems, communicate effectively, work collaboratively, and be self-directed in the

State	Definition
	learning process. More specifically, a student who is college- and career-ready should: be prepared to succeed in credit-bearing postsecondary introductory general education courses or in industry certification programs without needing remediation; be competent in the Skills for Success (SFS) (includes learning, thinking, communication, technology, and interpersonal skills.); have identified potential career goal(s) and understand the steps to achieve them; and be skilled enough in communication to seek assistance as needed, including student financial assistance" (U.S. Department of Education, 2012e).
Massachusetts	The Massachusetts Department of Education has adopted a definition of college and career readiness approved by the Board of Elementary and Secondary Education and Massachusetts Board of Higher Education. "Massachusetts students who are college and career ready will demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, and enter economically viable career pathways. In order to meet this goal, the Commonwealth has defined a set of learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities; and successfully engaged citizens of a global 21st century. Beyond achieving college and career ready levels of competence in English Language Arts/Literacy and Mathematics, all high school students should develop a foundation in the academic disciplines identified in the MassCore course of study: (1) build competencies for workplace readiness as articulated in the *Integrating College and Career* Task Force Report, and (2) focus on applying academic strategies to problem solving in diverse professional and life contexts, appropriate to individual student goals. Massachusetts will use its 2011 curriculum frameworks, which include the Common Core State Standards, as the basis for an educational program that provides students with the academic knowledge, skills and experience. **Learning Competencies:** College and career ready students in English Language Arts/Literacy will be academically prepared to: ▪ Read and comprehend a range of sufficiently complex texts independently ▪ Write effectively when using and/or analyzing sources ▪ Build and present knowledge through research and the integration, comparison, and synthesis of ideas ▪ Use context to determine the meaning of words and phrases College and career ready students in Mathematics will be academically prepared to: ▪ Solve problems involving the major content with connections to the mathematical practices ▪ Solve problems involving the additional and supporting content with connections to the mathematical practices ▪ Express mathematical reasoning by constructing mathematical arguments and critiques ▪ Solve real world problems, engaging particularly in the modeling practice **Work Ethic and Professionalism** ▪ Attendance and punctuality expected by the workplace

State	Definition
	▪ Workplace appearance appropriate for position and duties ▪ Accepting direction and constructive criticism with a positive attitude and response ▪ Motivation and taking initiative, taking projects from initiation to completion ▪ Understanding workplace culture, policy and safety, including respecting ▪ confidentiality and workplace ethics ▪ Effective communication and interpersonal skills ▪ Oral and written communication appropriate to the workplace ▪ Listening attentively and confirming understanding ▪ Interacting with co-workers, individually and in teams **In high school, students should demonstrate:** ▪ Higher order thinking skills of analysis, synthesis, and evaluation ▪ The ability to think critically, coherently, and creatively ▪ The ability to direct and evaluate their own learning, be aware of resources available to support their learning, and have the confidence to access these resources when needed. ▪ Motivation, intellectual curiosity, flexibility, discipline, self-advocacy, responsibility, and reasoned beliefs" (Massachusetts Department of Education, 2013).
Michigan	The Michigan Department of Education has adopted a definition of college and career readiness and included it in the ESEA flexibility request. "We define [college and career readiness] as student preparation that is adequate to allow a student to pass first-year technical training and first-year college courses in core areas without remediation. Our state is preparing students not just for the opportunities we know about today, but also for the economic and intellectual challenges of the future" (U.S. Department of Education, 2012f).
Minnesota	The Minnesota Department of Education has adopted a definition of college and career readiness, developed by the Postsecondary and Workforce Readiness Working Group. "Postsecondary and workforce readiness includes the knowledge and skills that high school graduates need in order to do credit bearing coursework at a two-or four-year college or university and/or to embark successfully on a career-track employment position (that pays a living wage, provides benefits, and offers clear pathways for advancement through further education and training)" (Postsecondary and Workforce Readiness Working Group, 2009).
Mississippi	Mississippi has not adopted or made available a definition of college and career readiness.
Missouri	Missouri has adopted a definition of college and career readiness as follows: "College and career readiness means that a high school graduate has the necessary English and mathematics knowledge and skills—including, but not limited to, reading, writing, communications, teamwork, critical thinking and problem solving—either to qualify for and succeed in entry-level, credit-bearing two- or four- year college courses without the need for remedial coursework, or in workforce training programs for his/her chosen career that offer competitive, livable

State	Definition
	salaries above the poverty line, offer opportunities for career advancement, and are in a growing or sustainable industry" (Center on Education Policy, 2013).
Montana	Montana has not adopted or made available a definition of college and career readiness.
Nebraska	The Nebraska Department of Education has adopted a definition of career readiness as follows: "A career ready person capitalizes on personal strengths, talents, education and experiences to bring value to the workplace and the community through his /her performance, skill, diligence, ethics and responsible behavior […] When students are career ready, they are prepared for the next step in their lives—whether that means getting their first job or beginning their college 'career' (which eventually leads to the workplace as well)! Being career ready also means being ready for life" (Nebraska Department of Education, 2009).
Nevada	Nevada has adopted a definition of college readiness as follows: "'College readiness' [is] the demonstrated proficiency of a high school graduate to participate and succeed in an academic program leading to completion of a 2-year or 4-year college degree program" (Conforti, 2013).
New Hampshire	The New Hampshire Department of Education has adopted a definition of college and career readiness and included it in the ESEA flexibility request. "College and career ready means that students graduate from high school prepared to enter and succeed in postsecondary opportunities—whether college or career—without need for remediation. ▪ Students should graduate fully prepared to pursue the college and career options of their choice. ▪ College ready refers to the full range of programs leading to valuable, recognized degrees, including community colleges and four-year colleges. ▪ Career ready refers to employment opportunities with meaningful opportunities for advancement as well as career training programs that offer technical certification or other marketable skills. ▪ Evidence and experience indicate that the knowledge and skills needed to succeed in college and career are greatly similar, and that all graduates will need some form of postsecondary education or training to succeed during their careers. To be college and career ready, students must graduate with the knowledge, skills and dispositions necessary to succeed. These are the kinds of deeper learning outcomes that are at the heart of being college and career ready. ▪ Knowledge, skills and dispositions are mutually reinforcing, and not contradictory. That is, evidence and experience confirm that education that advances application of knowledge through skills is more likely to result in student competency of the underlying, rigorous content knowledge. ▪ The knowledge, skills and dispositions have concrete meaning and can be expressly taught, learned, and measured. This will require multiple, robust measures or evaluation and assessment. ▪ This same set of knowledge, skills and dispositions is also vital for student success in terms of citizenship, in addition to college and career readiness,

State	Definition
	including the ability to contribute and succeed in out increasingly diverse, democratic, global society" (U.S. Department of Education, 2013c).
New Jersey	The New Jersey Department of Education has adopted a definition of college and career readiness as follows: "The knowledge and skills that high school graduates must possess in English and mathematics—including, but not limited to, reading, writing, communications, teamwork, critical thinking, and problem solving—to be successful in any and all future endeavors" (New Jersey Department of Education, 2012).
New Mexico	New Mexico has not adopted or made available a definition of college and career readiness.
New York	New York has not adopted or made available a definition of college and career readiness.
North Carolina	North Carolina has not adopted or made available a definition of college and career readiness.
North Dakota	North Dakota has not adopted or made available a definition of college and career readiness.
Ohio	The Ohio Department of Education has adopted a definition of college and career readiness and included it in the ESEA flexibility request. "Ohio's college- and career-ready definition is to ensure all students 'Start Ready and Graduate Ready' from their PreK–12 learning environment, qualified for success in a degree or credential-granting postsecondary education program, without remediation, and advanced training for a career of choice. Student readiness for college and careers includes: Content Knowledge: A deep core-content knowledge in academic and applicable technical content; 21st Century Skills: The effective use of academic and technical skills (e.g., research, problem-solving, systems thinking); Readiness Behaviors: The acquisition of readiness behaviors such as goal-setting, persistence, and resourcefulness; College and Career Survival Skills: The acquisition of knowledge and skills needed to navigate successfully within the world of higher education and world of work" (U.S. Department of Education, 2013a).
Oklahoma	The Oklahoma State Department of Education has adopted a definition of college and career readiness and included it in the ESEA flexibility request. Oklahoma is implementing the College, Career and Citizen Ready (C^3) plan, "which will ensure each student graduating with a diploma from an Oklahoma public school will be ready for college or career without the need for remediation and will be citizen ready, meaning they will know something about our government and the history of our nation" (State of Oklahoma, 2012).
Oregon	The Oregon Department of Education has adopted a definition of college and career readiness as follows: "College-and-Career-Ready Oregonians have acquired knowledge, skills, and professional behaviors that provide a starting point to enter and succeed in workplace, career training, or college courses leading to certificates or degrees. **A College and Career Ready Oregonian....** ▪ Reasons, researches, analyzes logically in order to investigate topics, and to

State	Definition
	evaluate, integrate, and present ideas and information ▪ Exhibits the following attributes: reflection, curiosity, openness, internal motivation, persistence, resilience, and flexibility ▪ Evaluates and/or applies prior knowledge of content and situations, including cultural understanding, to support comprehension ▪ Tracks and reflects on progress toward educational and vocational goals ▪ Employs effective speaking and active listening strategies for a range of purposes, audiences, and contexts ▪ Distinguishes between opinions, interpretations, and facts ▪ Uses technology to access and evaluate the reliability, credibility, and utility of ▪ information and is able to produce and/or present information ▪ Locates, analyzes and critiques perceptions, information, ideas, arguments, and/or themes in a variety of text ▪ Produces clear, effective, and accurate writing grounded in textual evidence for a range of purposes, genres, and audiences ▪ Constructs clear and precise arguments to support their reasoning and to critique the reasoning of others ▪ Explains and applies mathematical concepts, carrying out mathematical procedures with precision and fluency in a variety of settings ▪ Solves a range of complex problems in pure and applied mathematics ▪ Makes productive use of knowledge and problem solving strategies ▪ Analyzes complex, real-world scenarios **A College and Career Ready Oregonian....** ▪ Has positive values such as: caring, equity, integrity, honesty, responsibility, and restraint ▪ Practices personal, time, and budget management through planning and decision-making ▪ Has a sense of support and empowerment ▪ Is able to self-advocate ▪ Engages in civic and community activities ▪ Works productively in new cultural settings ▪ Relates and responds to individuals from various cultures ▪ Works productively in teams ▪ Understands postsecondary education options, expectations, costs, and processes ▪ Understands and evaluates career options and pathways ▪ Understands workplace requirements and business cultures ▪ Has appropriate interviewing skills ▪ Is timely and reliable ▪ Has appropriate workplace behaviors and occupation-specific skills ▪ Is able to accept and use feedback ▪ Has both personal and academic integrity and is an ethical decision maker" (Oregon Education Investment Board, 2014).
Pennsylvania	Pennsylvania has not adopted or made available a definition of college and career readiness.

State	Definition
Puerto Rico	Puerto Rico has not adopted or made available a definition of college and career readiness.
Rhode Island	Rhode Island has not adopted or made available a definition of college and career readiness.
South Carolina	South Carolina has not adopted or made available a definition of college and career readiness.
South Dakota	South Dakota has not adopted or made available a definition of college and career readiness.
Tennessee	The Tennessee Department of Education has adopted a definition of college and career readiness as follows: "Tennessee defines college and career readiness as '. . . the knowledge and skills needed for entry-level work and college freshmen coursework [and] success whether pursuing a career or a college education'" (Conforti, 2013).
Texas	The Texas Education Agency has adopted a definition of college and career readiness and made it available through publication to the general public. "College readiness is the level of preparation a student must attain in English language arts and mathematics courses to enroll and succeed, without remediation, in an entry-level general education course for credit in that same content area for a baccalaureate degree or associate degree program. It should be noted, however, that the measurement of college readiness through the Algebra II and English III assessments will be only one piece of information that students, parents, and schools will have in making readiness determinations. Algebra II and English III are courses students typically take in grade 11; after students have taken these assessments and potentially met the college-readiness performance standards, they will continue to take higher-level courses (i.e., calculus and English IV) in grade 12. Students will need to continue to acquire content knowledge and perform at a high level in these courses to fully prepare for postsecondary activities" (Texas Education Agency, 2010).
Utah	The Utah State Office of Education and the Utah System of Higher Education has adopted a definition of college and career readiness and made it available through publication to the general public. "A college-and career-ready student is prepared to succeed in college and postsecondary workforce training programs. A college- and career-ready student builds an academic foundation, develops intellectual and career capacity, evaluates progress for college, and explores postsecondary options" (Utah System of Higher Education & Utah State Office of Education, 2012).
Vermont	The Vermont Agency of Education has adopted a definition of college and career readiness and made it available through publication to the general public. "'College and Career Readiness' means the student's ability to enter the workforce or pursue postsecondary education or training without the need for remediation. The student must possess the foundational skills and learning strategies necessary to begin studies in a career pathway in order to be considered college and career ready" (Vermont State Board of Education, 2014).

State	Definition
Virginia	The Virginia Department of Education has adopted a definition of college and career readiness and made it available through publication to the general public. Virginia defines college readiness as "the level of achievement students must reach to be academically prepared for success in entry-level credit-bearing college courses" (Virginia Department of Education, 2012).
Washington	The Washington Department of Public Instruction has adopted a definition of college and career readiness and included it in the ESEA flexibility request. "The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects, at its core, the state's basic education goals" (U.S Department of Education, 2012d).
West Virginia	The West Virginia Department of Education has adopted a definition of college and career readiness and made it available through publication to the general public. "College and Career Readiness means that students exit high school prepared for success in a wide range of high-quality post-secondary opportunities. Specifically, college and career readiness refers to the knowledge, skills, and dispositions needed to be successful in postsecondary education and/or training that lead to gainful employment. Today's workplace requires that all workers be lifelong learners in order to advance in their careers. Therefore, it is necessary that there be a common set of knowledge and skills that all individuals acquire to successfully transition into postsecondary education or the workplace. As individuals select specific career paths, they will then have to focus on the amount and type of additional knowledge and skills they should acquire to be successful in their chosen field. A student's goals, desires, and interests influence the precise knowledge and skill profile necessary to be ready for success in their chosen postsecondary endeavors and the level of postsecondary education needed to accomplish a student's individual career aspirations. All students should exit high school with a full understanding of the career opportunities available to them, the education necessary to be successful in their chosen pathway, and a plan to attain their goals" (West Virginia Department of Education, n.d.).
Wisconsin	The Wisconsin Department of Public Instruction has adopted a definition of college and career readiness and included it in the ESEA flexibility request. "Students who are college and career ready have, upon graduation, the knowledge, habits, and skills needed to succeed in postsecondary education and/or training that maximize their options and opportunities to successfully participate in productive and sustainable employment" (U.S. Department of Education, 2013b).
Wyoming	Wyoming has not adopted or made available a definition of college and career readiness.

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DRAFT 2/19/2014 – to SAC from Karl Kowalski

Definition of Course Management System:

A course a management system (CMS) supports course delivery and tracking by providing a consistent navigation to tools and resources for both teaching and learning. The tools and resources may be built into the CMS, added to the CMS, or they may be external resources accessed through the CMS. The current UA CMS is Blackboard Learn.

From time to time, it may be prudent to review course management system tools. Should the University adopt a new CMS tool, these minimum standards shall apply to course sites in that new tool.

Proposed UA CMS Criteria ~~Standards~~ & Strategies (for consideration by SAC and faculty governance)

- Blackboard Learn is the current Course Management System for all UA courses.
- A course site is created for each course section
- Each course section is active for students as early as practicable, but no later than the first day of class.

- All UA course sites contain consistent course content elements including
  - Link to library resources
  - Link to institutional resources
    - such as advising, EEO, tutoring, etc.
  - Link to a syllabus
  - A class roster
  - An institutional student course rating tool
  - Other elements that should be considered?

- Each University may establish additional standards for consistent minimum content at their University.
- Course sites are retained for long-term instructional and institutional needs. Due to resource constraints, Universities may establish a fixed retention period; however, retention periods will not be less than ____ years.(What is an adequate retention term?)

- Design and management of the system should encourage customization to meet the unique needs of a program's target population and educational goals
- The course syllabus must be posted either by faculty or their department. The course syllabus may be different than a comprehensive course plan.
- Course sites shall be used to deliver formal student course ratings at the end of each course.
- When additional tools outside of Blackboard are required, these should be accessed through the CMS generated course site.